The Training of Teachers in Service.

by

Lulu Gertrude Bookwalter.

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CHAPTER I.

I. Introduction

Education in common with other phases of civilization is constantly undergoing change and development. Its development has at times seemed slow and arduous; nevertheless there has been a steady upward growth. This growth has not been as rapid as layman and educator would wish and means have been sought for increasing the efficiency of the school plant in its various aspects. Science has proved that it can help in the solving of such problems, and so scientific methods have been more and more employed. This involves investigation, experiment, and a boldness never known before. All means available must be employed: the best talent of layman and men of the profession must be put to the solving of educational problems.

The movement, no doubt, has been hastened because of the critical attitude of the layman toward an institution to which he has given his support. There is a demand to know what education does do and should do, what should be expected of the teacher and what the child should be able to attain. The school plant must be carefully surveyed.

The teacher is a most important factor in education. Problems in connection with the teaching force have not been solved satisfactorily in America. All grades and kinds of
persons have sought entry to the teaching profession and have found a ready admittance. The inefficient and careless, the efficient and serious have taken up the work alike; the well prepared and the illy prepared are found in the same school system.

Here, then, is one of the great problems confronting those interested in school room activity—how can the teacher be made efficient so as to bring about the best results in the class room? The school system employing unskilled teachers must seek to make up for the deficiency. It must provide the means for improving the teacher while in service, that is, while she is teaching. For the teacher already trained, it must provide the means for her to grow in service. In a word, then, the school has as its task the training of those teachers within its system who are inadequately prepared, the improving of those already trained, and the keeping of the entire corps, trained and untrained in a healthy condition, progressive and growing.

The teacher who realizes that technique of teaching both in theory and practice is undergoing fundamental changes, and who is making an effort to keep abreast of the forward movement in the science of teaching, is looking about for means to improve herself. Such means are found both within and without the school system.

The means of improving teachers in service—of making the teacher more efficient to carry on her work in the school system, is one of the problems now being studied. It
is the interest of this study.

II. Statement of the Problem of the Present Study.

The need for training teachers in service being granted, the questions arise:—

1st. What has been done in the past to accomplish this?

2nd. What do teachers, superintendents and principals regard as the devices of most help in improving teachers in service?

In order to answer the first question a study was made of means used for the training of teachers in service in Germany, France, England, and the United States. Studies previous made of the same problem were consulted.

The second problem remains to be answered. This is the main problem of this study. An endeavor will be made to answer it by the presentation of an original investigation, and the interpretation of data gathered.
CHAPTER II.

I. Historical Sketch.

1. The training of teachers in service in Germany, France, England, and the United States.

In studying the devices used in these countries for the training of teachers in service, one at once comes upon the difficulty of attempting to make a comparison of elements which have as their basis widely differing standards. In one country, the professional training of teachers may begin years preceding his actual teaching, while in another it may be confined largely to the period after he begins to teach. It is necessary, therefore, to take a brief survey of the manner in which teachers are trained in these countries, and then show the devices used to help them while teaching, thus gaining a view of the whole process from professional training to the training in actual service.

It is also necessary to point out that what here follows is written on the basis of education as found before the Great War. One of the outcomes of the war seems to be a dissatisfaction with present educational systems. A beginning has already been made in bringing about changes, but nothing can be given as positive until conditions become more stable. The difficulty of taking these changes into account at this time will be therefore understood.

(I.) Germany

The most highly organized system for training teach-
ers is found in Germany. The system has developed greatly through years of effort and growth until we now find it superior to the training of teachers in other countries.

Teaching in Germany is first of all a profession. This colors the whole educational field, and places the work of teaching in a position unknown in America. All schools are state institutions and at all times subject to the inspection and examination of the state. An appointment to a position is distinctly a government position. When a man decides to become a teacher in Germany, he has chosen his life work: it is not a stepping stone to some other occupation. He chooses this as he would the ministry, law, or medicine. He is then to put his best energy and his life on this. He begins by preparing for it as there is no possibility of getting into the teaching profession in Germany without a thoroughgoing equipment which has been carefully supervised by the state.

Every teacher must satisfy state requirements of a very high order, and when an appointment is made it is an appointment for life. A teacher who has served to his sixty-fifth year is regularly pensioned, as is any other servant of the Government. The salaries also are comparatively good. *(13)* There are many applicants above the needs, so that competition eliminates the weak candidates. This with the regularity, definiteness, and uniformity of the German system makes for a group of teachers of a very high degree of efficiency.

* Numbers refer to reference table at the end of the study.
There are two distinct branches of the German School System:—one which trains the common people and is known as the "Volkschule", and the other which trains the students who are to go forward into the university and into the professions, beginning their education in the "Vorschule" and continuing it in the "Gymnasium", the "Realschule", or in any of the schools which prepare for the university.

The elementary school teacher has training which is mapped out by the State and shows some differences when compared to the training of secondary school teachers.

The future elementary school teacher attends the volksschule for eight years, usually from the age of six to the age of fourteen. This is ordinarily the first stage in the teacher's training. He then must take six additional years of training, or seven years, as is coming to be demanded in some of the German States. The first three years after the volksschule are spent in preparation to enter a normal school. Some students attend regular preparatory schools established for the purpose of giving training for entrance into a normal school; others study privately. The preparatory schools are either in connection with the normal schools and are called "Präparandenaustalten," or are private institutions.

Entrance to the "Lehremseminar" or normal school is obtained by passing an examination. As the number of candidates is greater than can be accommodated, about 50% of the candidates are excluded. The examination is both oral and
written. The majority of candidates for the teaching profession are men. The period of training for women is five years, as contrasted with six years for men. No fee is charged in the normal school and often board and room and even a stipend are given by the state to worthy students.

The courses offered in the normal school are prescribed in great detail, and are of a type unknown in the American normal school because in the elementary school there are few text books.

Every normal school has a practice school under the supervision of a member of the faculty. In this the student takes a course in observing model lessons given by the teachers of the normal school; later in the second year he gives trial lessons himself and submits to a criticism of the form and content of the lesson. The last year, the senior class carries on from four to six hours of continuous instruction throughout the whole year.

At the conclusion of the course of study the candidates are subjected to a rigid examination. It consists of a written test followed by an oral test. The written examination is made up of a thesis on the German language and literature,—this thesis to exhibit both the candidate's mastery of the language and his preparation to give instruction in the subject. Second, there must be the preparation of a typical lesson in religion. Third, a paper is set involving the solution of three problems in Geometry and Arithmetic. In
like manner one question is set in history, one in nature study, and one in geography. Candidates who have made special preparation in music are examined in it. Finally, a candidate may elect a foreign language in which case an exercise is given him in translating from the foreign language into German and the reverse. In all the foregoing he is to give a clear and definite statement of matters he has been studying. This is preliminary to the oral examination.

Finally, the scope of the examination is completed by the presentation by the candidate in the practice school of a lesson which he has been preparing several days in advance.

The successful candidate is now appointed to a teaching position. It is not, however, a permanent position. After two or three years, or in some states four years, and until he is twenty four years old, he is required to take a second examination. This second examination lays special stress upon methods of instruction, school management and organization, and pedagogy and psychology. The candidate who passes the examination now has a life position in the German elementary schools in the province in which he was trained. If the teacher wishes to secure a higher position, either in the "Mittleschule" the school in advance of the "Volksschule" or as principal of a school, he must take a third or fourth examination.

It might be well to say here that special provision has been made for teachers in technical subjects. These candidates do not take the full pedagogical course demanded of regu-
lar class teachers.

"It must be recognized that the utmost a normal school can be expected to do is not to produce finished teachers, but to fill the prospective teachers with a strong professional feeling and to inspire them with a desire to continue their further education. But in addition, other stimuli must be provided and some organization must be established to assist the teachers in their further training".(16)

The following formal devices are used in training teachers in service in the elementary schools of Germany:

1. Supervision or Inspection.

This is carried on by district and local school inspectors, normal school teachers who have had a University training or the clergyman of the village. Usually the local school inspector has another business. If he is a clergyman in Prussia, when he was a theological candidate he was made to go to a normal school and take a course for six weeks to become acquainted with the elementary school system of Prussia. The aim of the course is to prepare the future pastor for duties of school supervision. District inspectors may visit a school once a year, examine records and examine the children in about three branches of the curriculum. He holds conferences with the teachers of the district and superintends the preparatory training of teachers. There is little real help in this form of supervision.

2. Conferences.

There is one a year. All elementary teach-
ers are required to attend. A small remuneration is paid to cover expenses. The following devices are used:

(1) Lectures on pedagogy or general method or other topic of local interest.

(2) Model lessons or lectures on special method. A discussion follows.

(3) District medical officers give lectures on school hygiene, alcoholism and tuberculosis.

3. Inspectors may hold frequent meetings with assistant teachers and special conferences with school principals.

4. Bavaria has an extensive system for the training of teachers in service. In each district a school principal of some ability is appointed by the district administration board.

(a) He holds an Extension Course, for the purpose of continuing education and inspiring young teachers with the seriousness of their calling and a strong professional spirit. All teachers not holding a permanent appointment, and teachers not performing satisfactory service are obliged to attend these extension lectures. Other teachers may attend voluntarily provided they have no conflicting duties.

(b) Programs and text books are suggested annually for private study.

(c) Libraries have been instituted in each district under the charge of the directing principal and a committee of teach—
ers. The books which are useful for such libraries are suggested in bulletins.

(d) Reading clubs are found for the purchase and circulation of magazines.

(e) This principal of the extension course also holds four conferences each year for those who must take part in further training. There are lectures on the reading, discussions on curriculum, new methods and textbooks, and reports on the literature dealing with the elementary school. Model lessons and addresses are given by specialists. Participants must hand in an essay on some topic approved by the district inspector and the faculty of a normal school. This is corrected and returned at the succeeding conference and discussed. On the practical side the teacher must carefully perform the routine work, such as drawing up lesson plans, dividing the annual course of study into sections for each month or half month, and recording the important parts of the work in a diary. The principal in charge of the further training visits them at their work and may inspect their diaries and other records and examines the books of the pupils.

(f) An annual conference for all teachers is conducted by the district inspectors and principals in charge.

The opportunities which elementary teachers enjoy for further training in an informal way are numerous.

1. Teachers' associations. This arose when the importance of improving the teachers offering themselves
for service was recognized. Older teachers at periodical conferences undertook the work of assisting young teachers. Out of reading circles and associations higher aims were evolved. As professional consciousness increased, teachers' festivals were organized, meeting for social purposes, but did not fail to contribute an improvement of the professional standards and tone of those who attended. A teachers' association was formed to promote the progress of popular education through improvement of the elementary school, for better facilities and improvement in the training of teachers, and for the economic welfare of its members. In Leipzig, the teachers association formed an institute for Pedagogy and Psychology along experimental lines. They studied such subjects as individual differences, fatigue, child psychology. The institute also conducts a special course in connection with the University Extension classes which are held annually. The course lasts two weeks and includes lectures on such subjects as Sociology, Political Economy, Experimental Psychology, Zoology, Geology, German Literature, etc. In other towns, lecturers from neighbouring universities conduct short courses under the auspices of the local teachers' associations.

2. Libraries. Library facilities are unexcelled. In addition to local and district libraries (subsidized by the state) teachers may obtain books from the national libraries in several cities by mail without charge.
3. Educational Museums. These originated with teachers' associations. They are used by teachers in preparation for the examinations for teachers in middle schools and by school principals. In them are exhibited:—school architecture and furniture, school hygiene with statistics, educational appliances, scientific collections, library, autographs, busts and portraits of important schoolmen. Some have good laboratories where experiments in Physics and Chemistry may be performed. There are collections of specimens for Nature study and Mineralogy and good physical and chemical cabinets.

4. Study in Universities.

Elementary teachers were at first debarred from the universities because it was feared after graduation they would not wish to go back to elementary school teaching. There has come a demand for elementary school teachers to study in universities. The universities have not the facilities to teach Pedagogy except under the faculty of Philosophy. The University of Jena is the only institution where there is a model school for experimental work. Teachers from all parts of Germany are admitted to the pedagogical course, although it is a minor in the faculty of Philosophy. "Volksschule" or elementary school teachers have not gained admittance to the universities to pursue regular professional courses. The "Lehrer-seminar" or normal school, while freeing students from one year military service as the "Gymnasium" and schools of its
class, still is not yet recognized in the full sense as a higher school.

5. Travelling. The German student avails himself of this opportunity. He often goes outside the confines of his own country. The German Teachers' Association publishes a travelers handbook every two years in the interests of its members.

In preparing to teach in the secondary schools, the future teacher's own education must be begun in the secondary schools,—first in the Vorschule for three years—in the Gymnasium for nine years and then into the University. The candidate attends a German university for at least six semesters or three years. "Here an exception is made in the case of those candidates who expect to teach in the sciences. They may take half of the university courses in one of the technical institutions rather than in university lectures."(13) Usually the university course is longer than the minimum of three years required. In many cases the candidates take the university doctor's degree before they come up for the teacher's examination. This examination is a very formidable ordeal carried on by university professors, officers of the education department and representatives of the Secondary Schools. The candidate is first required to present two elaborate theses, one on some phase of the general subjects and one in the subject in which he has elected to take a complete examination.

This examination is to test (1) the applicant's pro-
iciency in Pedagogy and Philosophy including Psychology, Logic and Ethics. (2) his familiarity with the German Language and Literature, (3) his acquaintance with the doctrines of his religion, (4) his knowledge of the subjects he expects to teach."(23) In all these lines he has had special training under university professors; perhaps spending a year in preparing for the examination after graduation from the University. His knowledge of the subjects he expects to teach forms the crux of the examination for he can teach in only those subjects in which he is properly certificated.

After the certificate is procured he is not allowed to teach. He spends one year in Seminar work studying the practical problems of secondary schools. This study is undertaken always in connection with a full sized school where opportunity is given to observe good work in all grades. "In the Seminar the student is to be made familiar with the theory of education and instruction in its application to secondary schools and with methods of individual subjects of instruction. They are also introduced to the practical work of the teacher and educator." (19) Semi-weekly conferences for candidates are held, conducted by the Director or an experienced teacher. "They deal with historical and theoretical pedagogy in general as well as in separate branches, with the history and organization of the schools and with the problems and principles of management of school discipline and hygiene.

On the basis of much observation and practice teaching, there
is provision for a thorough criticism of the candidates' individual work to put him so far as possible in possession of the art of instructing and training youth." (19) Several weeks before the close of the seminar year each candidate is called upon to prepare a thesis on some concrete pedagogical or didactic problem set for him by the director. At the end of the seminar year a report of his work is made by the Director to the school authority. If this is satisfactory he is now advanced to the trial year.

During the trial year he is required to teach 6 to 8 hours a week without compensation. At the end of the trial year another report is made with respect to the success of the candidate. If the report is favorable the candidate is put on the eligible list and is appointed to a permanent position when a vacancy occurs. If there are no vacancies, he may wait as long as three or four years, but more often in most cities, he is appointed immediately on completion of the trial year.

The training of women teachers for the higher girls' schools is not as elaborate as that required for men. A seminar course is outlined for women who intend to teach in the above named schools.

Speaking of the training of secondary school teachers, one has written:—"It is a slow process but sure. The end, however, is a desirable one both for the teacher and the state." (23) "This plan of practice teaching has thoroughly
justified itself. It has brought the psychology of school teaching to full recognition. It has powerfully cooperated in shifting the emphasis from the book to the child and in thus revealing to the teacher the real nature of his profession. A broad and intellectual training has always been a matter of honor with the Oberlehrer (Secondary School Teachers)" (19)

This then is the preparation of the secondary school teacher in Germany. At least three years are spent in special preparation for teaching after graduation from the University. This might be compared to the time spent in the United States in securing a Ph.D.

He is not left to himself even now. He is further trained in service through the following devices:

1. Vacation courses are conducted and supported by the Government in several centers.

2. Travel Grants. Partial expenses are granted for travel in Greece and Asia Minor: and special travel grants are given for modern language teachers. Eighteen yearly grants are given to modern language teachers; five yearly grants are given to students of Archaeology. Bismarck dedicated $300,000 that came as a birthday gift from the people on his seventieth birthday to the training of Oberlehrer or Secondary School Teachers, especially in the form of travel endowments.

gives official recommendation and assistance in foreign study and in cooperation with France, England and the United States, has organized an exchange of teachers that supplies admirable advantages. Individual cities are encouraged to do for their cities what the state does for its schools. In 1911, 70 cities granted regular assistance to their Oberlehrer for traveling or vacation study. (19)


"In Germany consciously fostered by the Government and now becoming the central motive of activity is the teachers' association. It had its origin in times of economic pressure and unrest." (19) They secured for themselves a stable social equilibrium. They gradually awoke as a class to the educational possibilities of their organization in the interests of the schools as well as themselves. "It is the primary professional duty of each teacher to be a member. They have learned to act unitedly in a collective capacity. The notion of continuous mental enrichment is securely fixed among secondary masters. It has become a habit. The whole question of intellectual growth and progress in service is linked up with this organized body of teachers themselves. Who but they can conceive and expect to realize that ideal of self-enlargement which is the condition of all worth in work? Who but they can create the atmosphere they need to win the public from its mediaeval
notion of spiritual goods to a true and modern view? This is preeminently their task." (19)

Within the school system help is given the teacher:

1. First of all in importance is the supervision of the teacher in the class room. This is an art fully developed in Germany. The supervisor is selected for his profound knowledge of the work of instruction and for a personality that secures results by means of criticism. He has served a long and thorough apprenticeship as Oberlehrer or Secondary Schoolmaster and Director, and that experience comes continually into play as inspector." (6)

2. Conferences of teachers with the Director. "Their monthly conference is especially intrusted with cases of discipline, with the granting of prizes and scholarships, the remission of tuition and the purchase of books and apparatus. It deals also with the establishment and amendment of rules of discipline as well as the preparation of proposals for modification in the plan of instruction or organization." (19)

3. Conferences of teachers instructing any one class. They determine promotions, class reports and minor penalties. "The purpose of the teachers' conference is to insure the united cooperation of the members of the teaching staff through joint deliberation over problems of training and instruction, both general
and special, and through discussion of pupils and of the important occurrences in school life.\(^{(19)}\)

4. Departmental teachers' meetings.

This conference settles questions of method, prepares or revises special teaching syllabi, and makes proposals for new textbooks.

5. Visitation of other classes.

Instructions are given to teachers as follows:

"For the sake of promoting unity in instruction, it is recommended that the teachers, particularly those who give instruction in the same grade, visit one another's classes. The teaching staff can do justice to its difficult task only when its members cooperate in the spirit of unity, whatever may be the dependence allowed to the individual. To awaken and maintain this conception in the entire staff is one of the supreme duties of the director. By linking together all the masters into one whole, and by allowing, at the same time, that everyone have liberty to do his best in his own way, he will strengthen in them the feeling of responsibility and the joy in seeing the common undertaking thrive."\(^{(19)}\)

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(2) France.

France is undergoing changes in education, so that it is difficult now in the transition period to write absolutely about the teachers—their training before and after entering the teaching profession. The whole system of education, is
under reconstruction and it appears at present that the problems connected with the pupil will be attacked before problems connected with the teacher. In the restoration of the country the schools will be called upon to play an important part.

In giving a brief account of education in France as an introduction to her teacher plans, we shall take the outstanding features which are known to characterize France's system of education.

Education in France is considered from a national point of view. It is thoroughly centralized, so much so, that in 1889, all public school teachers were made officers of the State, and received their salaries from the national treasury. "Today the French educational system is one of the most highly centralized systems of the world, and indeed its uniformity has long been a matter of comment." (10)

The system is controlled by a minister of public instruction appointed by the President of the Republic. The minister is directly responsible for the conduct of educational affairs of the nation. Under him are the general inspectors, the rectors, the prefects, and the inspectors of schools—all a part of the highly organized system.

"In France, teaching is a profession and a trade, a life work, and not a stepping stone to some other career. The Frenchman takes it up seriously and is proud of his calling." (10) In the past the teaching staff has been made up largely of men, but the number of women increases greatly year by year.
Public Education for children in France may be classified as elementary and secondary education. This does not mean that secondary education is superimposed upon the elementary education. It means that the two systems run side by side; the elementary schools educate free those children who are supposedly to enter the trades taking the child from about 6 to 13 years of age; the secondary schools educate paying children who intend to go to the university and into the professional world, taking them from 6 or 7 years to 15 or 18 years.

If one desires to be a teacher in the elementary school the lower primary school work is studied and passed by an examination. The higher primary school is then entered. This corresponds in a general way to the American high school. The course lasts two to three years or more and at the end an examination is taken and a certificate received for successfully passing the examination. The student then goes to a normal school supervised by the State. There is no lack of such schools for the training of teachers. These normal schools under the strict charge of the state are uniform and are efficient to train students. There are at least two normal schools to each "department" or educational district—one for girls and one for boys, usually situated in the chief town of the department. These are said to furnish about two thirds of all the teachers for the public primary schools. The normal school is in charge of a director who has usually spent at least five years in inspection work. All
the teachers of the normal school have had more or less experience as teachers in primary schools.

In order to enter the normal school the candidate "must be between 16 and 18 years of age, he must hold an elementary certificate, must agree to continue in the public school service for ten years, and must be in good physical condition." (11) He must then take a rather rigid examination for entrance.

When in the normal school, the pupils are known as pupil teachers and for the next three years are practically supported by the state. Psychology, Ethics, Pedagogy and History of Education find places in the curriculum. There are the usual subjects, Languages, History, Geography, Map Drawing, Mathematics, and Science. Facilities for practice teaching are provided and close record is kept of all the student's work in this line. A special report of the student's practice work for the week is given by the critic. Model lessons are given by teachers and most often by students, with criticisms by fellow students and the teacher. At the close of the course an examination is given and if passed, the student becomes what is called a titulair or regular teacher.

The trained teacher is placed in a position made vacant. Those who have not passed the normal school examination or have had no training are termed stagiaires or probationers who after serving two years may take the examination and be appointed as regular teachers in full standing.
Trained teachers are employed first but there are not enough of these to fill all the positions so untrained teachers may be taken provided they hold the elementary school certificate and are not below 17 or 18 years of age. "There are few persons teaching now who have not the necessary certificate—a better showing than any country except Germany". If a student has procured a certificate from a higher primary normal school, he is eligible to become a teacher in one of the state normal schools. The basis of promotion is partly length of service and partly merit. Advancement is made in a regular order. The teacher's tenure of office is practically assured as long as he chooses to continue in active work, and he is sure that he will not be turned out simply to make way for a younger man. He has the moral support of the nation.

The training of elementary school teachers in service may be said to be begun in France immediately after the placement in a teaching position. Not that there are a great number of devices used for this training, but the highly organized inspectional system keeps the teacher up to the mark to a certain extent, and the possibilities of promotions under this inspection encourage the teacher to improve himself. The highest inspectors are the general inspectors, directly subordinate to the Minister of Education. Their duties are to furnish the Minister with information, to visit the normal schools and a certain number of primary schools, and to set values upon the
services and merits of the academy inspectors, primary inspectors, directors and professors of the normal schools, and give general and comparative information on the progress of primary instruction.

France is divided into divisions for educational purposes. These are called academies, and at the head of these academies is a rector. As far as the teachers of the primary schools are concerned, the rector is chiefly concerned with the methods and the proposed improvement, the programs, the general direction of the studies, the control of school exercises. In these his influence is very strong. He approves the lists of books to be used in the classroom, in the library or as prizes, and watches by reports the organization of the cantonal teachers' conferences in each of the departments under his control. He exerts an influence over the examinations for teachers' certificates by appointing the examining boards.

Next in order of inspection is the Academy inspector. He visits the elementary primary schools as much as his time allows. He investigates the candidates for entrance to the normal schools. This is important for these candidates are to be the future teachers—the probationers—who must teach at least two years in a public or private school and must pass the normal examination before they become regular teachers. Their appointment depends upon the academy inspector.

The prefect is president of a department—the next division under the academy. He is rather the guardian of the
administrative and financial interests of the commune within his jurisdiction. After the prefect comes the departmental council corresponding to our county school boards. Its influence upon the teachers is great for it keeps an eligible list-rearranged annually—of the teachers in the department who deserve to be appointed regular teachers.

1. Inspection. Finally, following the system down we come to the primary inspector who is most directly connected with the teacher in the little remote schools, bringing to him the authority and support of the state in his educational work. The primary inspector, however, usually has too many schools under him to visit them often and to give to them the help he should. He tries to concentrate on the weak schools, but he has a hard time to get to each school once a year. What help the teachers get from this quarter is very little in direct classroom supervision. The primary inspector inspects the morality and hygiene of the school, approves the daily program and acts as master of methods to the teacher. Each time he visits a school he makes a report upon its good and bad points to the academy inspector. He may leave a memorandum with the teacher embodying his criticisms. It is the primary inspector who has the best opportunity to get into close touch with his teachers and to improve the standards of the teaching force and schools. One of his chief duties is in the organization and direction of cantonal teachers'
2. Teachers' Conferences:—There are generally two of these meetings each year—one for purely theoretical discussion and the other for the practical application of this theory. The attendance of teachers at these conferences is obligatory.

"These conferences correspond in a large measure to the teachers' conventions that are held from time to time in many of our own states, and serve as a stimulus to the social as well as the intellectual and professional life of the French teachers". (11). "These conferences put emphasis on the practical side. The autumn meeting is usually devoted to a model lesson given by one of the teachers to his own teachers illustrating some phase of the theoretical problem discussed at the spring meeting. After the lesson is finished there is an opportunity given for a general discussion, and the teacher is called upon to defend himself against the criticisms of his fellows. One can readily see that under proper direction, such meetings may be of incalculable value to the teachers." (4). At this conference the primary inspectors meet their teachers outside the class room and are able to judge them as to their worth in promotion.

If one wishes to be a teacher in the secondary school in France, it is necessary for him to have had his academic work in a secondary school. As indicated above, secondary education is quite distinct from that of primary education. Those who wish to take up the profession of teaching in a secondary school pursue their studies in a secondary school where
a fee is charged for instruction. Here he spends twelve years, 
one year in the infant class, two years in the preparatory di-
vision, two years in the elementary division, and seven years 
taking the secondary course proper. At the end of the first 
four he takes the first part of the baccalaureate examination 
and after passing this successfully the classical course is pur-
sued. A second baccalaureate examination is passed. This car-
ries the pupil to a point that is reached in America in the 
Sophomore year of college, or, he may take a special course in 
what is termed the upper first form as preparation for the let-
ters section or the science section of the Normal School.

The entrance to the one Normal School for the train-
ing of secondary teachers is entirely dependent upon competi-
tive examination. The function of the school is to recruit 
teachers for the secondary schools, and the number of students 
admitted each year depends upon what is considered the neces-
ary number to fill the vacancies in the lycées and colleges. 
Each written examination is given in several districts, and 
those who pass this proceed to Paris for the oral examinations. 
Each candidate promises to reimburse the State for the amount 
of his scholarship in the Normal School if through any fault 
of his own he fails to serve ten years in the service of pub-
lic instruction. The examination for entrance to the normal 
school in letters is common to all. Candidates may take the 
Latin-Greek section, the Latin-Modern Language section, or the
Latin-Science section, according to what he intends to teach. In the Normal School three years are spent in study. The first year is spent in purely academic study followed by an examination for the master's degree. In the second year, academic studies are pursued, lines of research are taken up by the student, and some instruction in Pedagogy and Psychology is given. At the end of the year he is given an examination and receives a diploma. The third year is the final preparation for the agrégation or final degree necessary to become a teacher in a secondary school. Part of the time is devoted to lectures by the professors, but the major part is taken up with lessons given by the pupils themselves. For practice teaching each candidate for the agrégation is required to spend some time in a lycée or higher secondary school. Here the student is under the supervision of a professor into whose classroom he goes to observe the general methods of classroom conduct and later to be entrusted with the classes. If successful in this work the student is recommended for the final examination which if he passes makes him an agrégé and the State is bound to give him a position and a salary as long as he is able to teach. He is qualified now to teach in a higher secondary school.

Certificates may be gained also for the teaching of modern languages, and for teaching in an elementary class of a secondary school, by passing a competitive examination. The
first is about on a par with the master's degree. It provides
teachers of modern languages for the girls' secondary schools
and the boys' colleges. The second examination requires for
eligibility a bachelor's degree, or the higher diploma of
the primary system with the full certificate, or the certifi­
cate for teaching in the normal and the higher primary schools,
or the girls' secondary diploma. Professors of elementary
classes hold a master's degree and a certificate for teaching
in these elementary classes. Acting professors hold a mast­
er's degree, or one of the certificates for teaching modern
language. The teachers of the preparatory classes of the sec­
ondary schools are ordinarily drawn from the regular teaching
force of the primary school system, delegated by the rector
of the academy for work in secondary schools. Usually the
best teachers are chosen from the primary teachers as they
must be capable of getting along without supervision. There
is a tendency for the teachers after receiving an appoint­
ment, to make no effort to grow in their work as there is a
lack of stimulus.

Thus the examination plays a great part in determ­
ing the preparation of teachers in France. Some are thrown
out in the process, but all who remain are worthy. Each teach­
er teaches the subject in which he is prepared, and in no case
would he be asked to teach in a subject in which he had made
no special preparation. The staff of a secondary school in
France is therefore composed of an efficient body of men.
No special mention has been made of the training of women teachers, as only the general points of the whole system of the training of teachers is studied.

The further training of teachers in service in secondary schools seems to be practically nothing but the inspection by the Academy inspector. This inspection does not reach down to the teacher in his classroom work to a great extent, but is rather a general inspection of the schools. Within the secondary school itself the head master is largely an administrative officer and has little time for his teachers. He holds the regular teachers' meeting but very infrequently does he discuss with them pedagogical questions of vital importance.

(3) England

In attempting to write at this time concerning the training of teachers in England, and their training in service, what may be said today may not be true tomorrow—the educational system of England is undergoing such tremendous changes since the Great War.

Education in England has not been centralized under the State although there is a Board of Education and a President of the Board. "The Board of Education exercises a certain amount of control over local schools by inspection."
There are, however, private schools which are under government in no way, but may ask for government inspection. There is no national system of schools.

There is practically no teaching profession as in some countries, and the requirements for the qualifications and training of teachers is very low. In order for a school to be "efficient" or come up to government requirements so as to be recognized and receive a grant, there must be a certain percent of the staff certificated or qualified; in addition teachers may be added who have no qualifications except that they must be above a certain age and vaccinated.

In speaking of the training of teachers, it is necessary, first, to understand the distinction between the elementary and secondary school. "In America there is a latitudinal division, in England the division is longitudinal; in America the secondary school is superimposed on the elementary school; in England so far as the ages of scholars are concerned, there is much overlapping." (24) Pupils of nine years may be in a secondary school, so that the prospective teacher may have been educated either in a secondary or in an elementary school. From twelve to sixteen years it is customary for him to attend a secondary school.

A number of different plans may be followed by the student who is looking forward to a teacher's certificate for elementary schools. Two types of pupils are able to enter the teaching profession, either those who come from the elementary
school or those who come from the secondary school. These may be classed as pupil teachers, bursar, and student teacher.

The pupil-teacher receives his education in the elementary school. He is a good student who is recognized as a suitable candidate for the teaching profession and is given special training along with his school work in what is called a pupil-teacher center or in special classes organized for training pupil-teachers in the school itself. Special training in school subjects of a more varied and intense type must be given the pupil-teacher. This is to prepare him for the leaving examination which will admit him to the teachers' training school.

The Board of Education ordinarily looks upon the secondary school as the best agency for the preparatory training of teachers. The bursar and the student-teacher receive their preparatory education in the secondary school. A bursar is a boy or girl who seeks a grant to aid him in preparation to become a teacher. He receives his secondary education free and may have a maintenance allowance. Emphasis is put upon academic training. After the bursar has received a grant during one year he may go directly to a teachers' training college or he may be appointed to the position of student-teacher. He must have passed the entrance examination to a training college in order to be a student-teacher. As a student-teacher, he takes some further academic training for a year and he is
usually called upon to do some practical work in the way of teaching to get experience in an elementary school. Both the bursar and student-teacher enter the training college by examination and study there from two to three years—closing their work with an examination. It might be said that the pupil-teacher system is giving way to the bursar and student-teacher system.

Grants are given by the Government for the purpose of educating these prospective teachers. It is likely that the above system of training will be modified as facilities for giving regular training to teachers are improved in England.

There are training colleges—or what in America are termed "normal schools", for the training of elementary teachers. In the training college the three aspects of the professional training of teachers is found:—academic studies, professional studies, and actual practice in teaching.

"The requirements for admittance to a training college are:

1. The passing of a preliminary examination for a teacher's certificate.
2. The production of a health certificate.
3. Giving an undertaking to teach for a given term of years.
4. Must have attained the age of seventeen years."(24)

A regular normal course covers two years and sometimes three years. A certificate is granted with the passing of an exami-
nation on both academic and professional subjects. To sum up, seven years are spent in the elementary school, one to three years as pupil-teacher or bursar, two years in the training college; making in all ten to twelve years.

Training for elementary school teachers is carried on also in "a department of a university or a department of an institution devoted to higher education both in Arts and Sciences. The majority of the students in the department are the students who are studying for the bachelor's degree in Arts and Science." (24) The receiving of the degree from the university satisfies the requirements of an examination in academic subjects.

In all schools for training teachers the professional subjects are inspected by the Board. The syllabus followed by the English training colleges pays little attention to Science, History of Education, Educational Theory, and Psychology, but on the other hand, lays great stress on the practical work in the form of practice teaching.

In order to be considered a qualified teacher, the teacher must be certificated. He may be either trained or untrained, but he must at any rate have passed the certificate examination of the Board, or its equivalent. The requirements for further qualifications differ with the position held—whether that of head master or head mistress, or an assistant teacher. "Uncertificated teachers must have passed the preliminary certificate examination, or an approved equivalent before they can be recognized as part of the staff. By continuing their
studies they may prepare for the certificate examination and become untrained certificated teachers." (24). Supplementary teachers have no qualifications except that they must be eighteen years old and vaccinated.

In the training and certificating of elementary school teachers, England exercises a firm control, and she is rapidly assuming responsibility for the training of teachers other than elementary. England lacks efficient educational departments in her universities, but is awakening to the fact that there is a science of education. In the training colleges there is noticeably a lack of good courses in the History of Education, and in Educational Psychology.

As to the training of teachers for secondary schools there is yet a lack of facilities. The following is found on the subject: "In order to be qualified to teach in a recognized secondary school, after the completion of a university course, one year is spent in post graduate work in education. This year is devoted entirely to professional studies. A diploma examination is given in two parts—a written examination in principles and history of education, and a practical test before a body of examiners." (24) Such training, however, is rather the exception than the rule.

In the "Journal of Education and School World", London, October 1918, we find the following regarding the training of teachers for secondary schools: "The fixing of salaries for secondary school teachers raises the question
of the importance of efficient training for secondary school masters. If teaching is really to rank as a profession, the public has a right to expect that recognized teachers shall have received a suitable professional training before being permitted to practice. Yet the trained secondary schoolmaster is, even now, the exception rather than the rule. Before the war there were only six training colleges for secondary school teachers and almost all their students were women. Until the Teachers' Registration Council and the various associations of secondary schoolmasters and schoolmistresses take up the question of training in earnest and get it settled, they must expect public recognition of the professional character of their work to tarry. What is the best method of training, and to whom should the training be entrusted? Hitherto, there has not been much confidence shown in the efficiency of the training provided, and doubts are rife as to whether the best trainer available has been secured.

The devices for the training of teachers in service in England are comparatively few and are not well organized.

1. Supervision of Teachers:—Supervision is unknown in England. The responsibility for such supervision rests upon the head teacher. There are no positions such as those of superintendent and supervisor. "Much of the work of the local inspectors, and indeed of government inspection as well, partakes of the nature of supervision." (24) Inspection as found in England has been
the inspection of schools which received financial assistance from the Government. This later on developed into an examining body when grants were paid on results of individual child examination. "Instead of a more or less sympathetic supervision, inspection became little more than a formal and critical examination of the individual pupils; the deficiencies rather than the excellencies of teaching were sought for. There is no doubt that the tradition of the days of payment by results still lingers, that many inspectors do not consider it their duty to instruct and supervise the teaching staff under their charge; but it is also true that a newer and better conception of the function of inspection is rapidly rising. With the introduction, since 1882, of professionally trained inspectors to replace those who had merely high academic qualifications, inspection is more and more assuming the role of supervision."(24)

2. Reading Circles. "Reading circles for teachers in which professional literature is read and discussed are unknown in England."(24) There are, however, reading circles to which teachers belong such as the National Home Reading Union which guides readers in the use of books and directs self-education, the Cooperative Holidays Assoc., and the Home Music Study Union. Individual readers and members of circles make up the membership, which may be had by the payment of a fee. Children of school age are formed
into reading circles by their teachers. The Board of Edu­
cation endorses heartily this movement. It has suggested
that local authorities might pay a fee of sufficient sum
to the society in order to insure its teachers as members,
and to receive gratis the selected list of books recom­
mended, and the monthly magazine. It further suggests
that the selected books of the Union might be adopted as
class reading books in the higher standards. Scholars
should be encouraged after leaving school to join the Un­
ion. "In London alone, where the Education Commission
generously pays the dues of the teachers, there are 25,000
school members". (6) To assist the members, the Union
publishes a monthly magazine giving hints as to how the
books should be read. Short essays are given and questions
to test the grasp of the subject matter. Through the Un­
ion several libraries work in conjunction with the schools
in the locality. The Union publishes for readers a guide
in their choice of books and subjects of reading. "The
work of the Union is expanding rapidly and bids fair soon
to play a most important part in the lives of the teach­

3. Summer and Sessional Courses for Teachers:

On account of the equable climate in England long va­
dations are not found. The Elementary school has a summer
vacation of three to four weeks duration: the secondary
school has a vacation from five to eight weeks. "These
short holidays preclude the development of summer schools to any great extent, and therefore the further education of the teacher must, for the most part, be obtained in other ways. As a matter of fact it is only within the last decade that the necessity for the progressive education of the teacher in service has been realized or any facilities provided." (24)

On account of the nearness of the continent holiday courses in modern languages are given in Germany, Austria, Switzerland, Spain, Italy, and France. Various organizations, among them The Teachers' Guild of Great Britain and Ireland arrange for these courses. The foreign holiday courses are mainly attended by secondary teachers of modern languages, but where pedagogical courses are offered, the members are made up almost wholly of the faculties of training colleges.

The few summer or vacation schools held in England are significant. "The Scotch summer schools in Edinburgh and St. Andrews have long been famous. The Royal College of Art holds an annual summer school with short art courses for teachers. Oxford and Cambridge also hold summer schools but they do not cater primarily to the elementary school teacher. The Delegacy for the Training of Secondary Teachers, Oxford University, offers vacation courses of practical work and instruction to masters of secondary schools who are prevented by their professional engage-
ments from attending during the winter, the required courses for the diploma in education."(24) The work done is somewhat as follows:—Two discussion lessons given each morning to a class of boys, one or two lectures daily, reading under guidance, and essay writing. The following groups of school subjects are dealt with—Natural Science and Geography, Mathematics and History, Latin and French, English Literature, Grammar and Composition.

Some local authorities provide free summer vacation course for their teachers, giving grants in aid to enable them to study at home or abroad. Assistance is given by the city of Leeds to study in France, in Germany, in England, in Spain and in London, in order to study French, German, Spanish and Technical handwork. "The West Riding of Yorkshire gives grants in aid as the city of Leeds with the addition of theory and practice of education and physical instruction courses, and the general course at Oxford held under the auspices of the Oxford University Extension Delegacy. London County Council awards 60 grants to enable its elementary and secondary teachers to attend the holiday course in nature study held at Swanley Horticultural College during the summer vacation! (24) There is also instruction in technical subjects for teachers at Weston-super-Mare and Barry.

4. England is conspicuous for her provision for the further education of teachers during the winter. There are two types of classes—(1) Those intended to give instruct
ion in special subjects such as drawing, science, infant work and drills, and (2) University classes in ancient languages and literature, history, science, mathematics and household economics. In some places, classes are conducted for those who wish to procure certificates by examination from the Board of Education.

5. Teachers Associations.

"The teachers' associations are very numerous and very influential, and it would be difficult to find an adult English teacher who was not a member of at least one of them. The activities of modern organizations may be classified under the following heads: (1) political or legislative; (2) legal aid advice and protection; (3) economic betterment; (4) educational and professional; (5) insurance and benevolent work; (6) Tenure; (7) information bureau; (8) appointment bureau; (9) social; (10) publications department; (11) pensions; and (12) regulation. "(24) The professional spirit is fostered by these associations which are widespread in their influence upon educational affairs in the country.

Among the teachers' associations, the National Union of Teachers stands out as important. It is the largest of the teachers' organizations in Great Britain. The Union is primarily an elementary teachers association though within recent years teachers in secondary and higher schools have been admitted. It has 498 local associations and 56 county associ-
ations. No one is excluded on account of creed, party, sex or class of school. The Union claims many reforms due to its initiative and persistency—reforms which are of great importance to any educational system. These reforms cover such subjects as: The curriculum, placement of children in grades, instruction in special subjects, health of pupils, compulsory school attendance, extension of school life of children, inspections and examination, basis for grant-in-aid payments, size of classes, pupil teachers, qualifications and training of teachers, teachers' register, problems in connection with day and evening schools, alteration of rules laid down by local boards, and other educational bodies, representation of reports on governing bodies for education. The National Union of Teachers has also an Examination Board for teachers' diplomas in special subjects. "The importance of this association in the Educational life of England can hardly be overestimated." (24)

(4) The United States.

Education in the United States is not centralized; that is, there is no central power which governs the whole public educational system. Each individual state is held responsible for the education of the children within its boundary lines. As an encouragement to provide education, each state received a land grant for its schools from the federal government and was then left to its own devices to carry on its school
work,—making its own school laws and forming its own policies. This has resulted in a lack of uniformity in public education in the United States. In some states public education has progressed rapidly as the citizens within the state gave freely of the state money and supported measures for its advancement. Other states have inferior education due to a lack of appreciation of education on the part of the people, and to a lack of funds where states were poor. Since the Great War, agitation has arisen, and a bill presented to Congress recommends that public education be centralized under the head of a secretary of education, a member of the cabinet of the President of the Republic; and that federal aid up to a certain limit be given each state providing the state duplicates the amount. This would have a unifying effect, and if passed, before many years it is hoped, children of all states may have a fairer opportunity to receive a good education.

The United States has no uniform system of training teachers. Those who wish to be teachers in the elementary schools in most northern states usually pass through the eight grades of the elementary school, and four years of the high school. In order to be properly trained they then take a course in a normal school of from two to three years. There they receive a certificate entitling them to teach in the grades or the elementary school. Many teachers do not take a normal training after the high school course but take an examination
for a certificate and are then allowed to teach. It sometimes happens, also, that one who has passed through only the eight grades, on passing an examination, may receive a certificate and be allowed to teach. Laws concerning the certification of teachers and the admission of candidates to the teaching profession differ for different states. The general rule is to demand the taking of an examination to procure a certificate to teach. These certificates range in kind from the permission to teach a year or six months, to life certificates, depending upon the qualifications of the teacher and the breadth and severity of the examination.

In order to teach in the secondary or high school, it is usually demanded that the candidate shall have had a normal course or advanced work in his special subjects. Of late years, it has become understood quite widely, that the candidate must have had a college education and received his bachelor's degree. He should be especially prepared in his own subject, usually having taken it as a major in college; it is also expected that he will have had a course in educational subjects and in practice teaching in the school of education of the college or university he has attended. Here also we find, however, no uniform requirements. There is a certainty that the requirements are growing higher as there is already a tendency among states leading in education to require a master's degree to teach in a high school.

It is a long step from the teacher of the early colony schools—the intellectual and spiritual leader of the
village, the mould of the young mind, the grave digger, the court bell ringer, the choir leader, with a salary of a few pounds a year plus a house and garden, plus pupil fees, plus what could be made in practicing medicine—to the present day 1919 teacher—trained to do within the school system one or two things well, with a salary which would have been thought princely in the seventeenth century.

An effort, however, was made from the first to employ suitable teachers for the youth of America, for we find in the early period of the seventeenth century teachers were subjected to examinations and licensed by the council. Very soon, schools became numerous and qualified teachers few. The outcome is easily understood. Men and women entered the profession lacking scholarship, training, and the spirit of the profession.

Finding it necessary to employ such teachers, the question arose in school systems as to what could be done to make these teachers efficient; also, as methods and technique of teaching changed, how could those who have been trained, be kept alive and growing in their work. This then became a great problem and "the improvement of teachers in service is now and will continue to be for some years one of the most important administrative problems." (26)

The following are some of the most outstanding devices for the training of teachers in service in the United States:

I. Institutes.

As far as we can ascertain, the question
of training teachers in service was not fully studied until 1839 when "Dr. Barnard held a temporary convention at Hartford, Connecticut, to give teachers a chance to revive and extend their knowledge of, —first-subjects taught, second-best methods of school management, instruction and government." (1) The first Teachers' Institute was held in New York state in 1843. Horace Mann adopted this plan in Massachusetts in 1844 and Ohio adopted the system in 1845. "After the war of secession institutes became common over the country." (1) At first supported by teachers and private parties, the states, counties, and cities took up the matter, and appropriations were made first by Massachusetts, then New York and Pennsylvania. Added to this were the fees of the attending teachers. In the latest official report of the agencies for the improvement of teachers in service made in 1911 by Mr. Wm. Carl Ruediger for the United States Bureau of Education, Bulletin 1911, No.3, reporting on the typical institute, he says it serves (1) as a professional training school for teachers; (2) as a teachers meeting, in which the appointed authorities acquaint the teachers with the educational policies of the state or county, and with what is new and inspiring in educational thought; (3) as a teachers' convention or association, whose purpose is largely social. The summer normal and training school tends to supplant the institute in regard to (1)—the professional training school for teachers.
There is much discussion over the Institute both by the administrators and the teacher. Cubberley and Elliott in "State and County Administration" point out the weaknesses of Institutes mainly as two, (1) the inadequacy of the Institute because of the inability of the teachers to assimilate in so short a time the many different subjects brought, and (2) because of the expense and results not comparable to it. They suggest that laws concerning institutes should be amended so as to permit a school superintendent to hold, if he chooses, instead of the annual institutes, local evening institutes at different periods during the year. It is thought that the teachers will have time to assimilate new ideas, and the trustees and patrons will attend the meetings and consequently view school matters from a new standpoint; and finally it would be less expensive and save for the schooling of the children two-thirds of the large amount which the present institute costs.

II. Teachers' Reading Circles.

The Reading Circle idea had its origin in Massachusetts in 1873 and was followed in 1878-79 by the Chautauqua Literary and Scientific Circle. State teachers reading circles appear to owe their beginning to a paper read before the Ohio State Teachers' Association in 1882. This bore fruit so that by 1883-4 a reading course had been outlined. Indiana followed soon in organizing a teachers' reading circle,
and other states quickly fell into line. The reading circle idea had made such progress and had attracted so much attention that the Commissioner of Education gave a survey of the work in his annual report for 1887-88. Of 25 states replying, 13 reported reading circles and 12 reported that they did not have them. By 1911, however, reading circles had increased so that 37 states reported them. In membership they varied then from 40 in South Carolina to all the teachers in Kansas. The largest numerical enrollment was found in Ohio, where 11,439 teachers registered for the work in 1907-8. "The State Board of Education of Indiana has recognized the importance of the Teachers' Reading Circle to the profession, by offering credits on examination for county and state licenses." (8).

The work is usually outlined in cycles of several years. It covers professional books including books on education and psychology and cultural books.

"The Reading Circle forms one of the most effective agencies for the growth of teachers in service." (22) As is further seen, however, the books adopted by the reading circle boards are usually meant for rural school teachers, and it is these teachers who no doubt are benefited most through reading circles.

The advantages of Reading Circles have been summed up as follows:

"1. They place books before teachers and tell them how to attain them.
2. They furnish a key to the book in the form of a good outline.
3. It motivates work." (17)
It has been found that the reading circle is superfluous where extension courses are available.

Mr. Cubberly in "High School Administration" says that Reading Circles effectively promote growth of teachers in service. He asserts that the effect of the reading course is cumulative, and that the result of a course of five or six or ten years shows definite results. The habit established is a large part of the good result obtained. The books should be well selected—not too far from the teacher's work or too easy or difficult, and some options should be allowed. He adds, "It stimulates thinking on problems of instruction, deepens insight as to means and purpose of education and increases effectiveness of supervision." (6)

III. Correspondence Course.

It is affirmed that Cicero in writing to his son gave instruction by correspondence, but not a "cor-school" which means systematic instruction by professional teachers. In Germany the school called the "Toussaint-Langen-scherdt" was the first of this kind, established in 1856.(1)

American schools have developed the correspondence course within the last 20 years. The students in the summer school at Chautauqua desired to continue studies during the year, and this lead to the beginning, principally in the study of languages. In 1883, Chautauqua University was established to teach by correspondence, arts, sciences, language and literature and all departments of culture. The requirements were the same as for a University degree. It became the "College of
Liberal Arts" and had an enrollment of 300 yearly for 50 years. Financially it failed and left its work for endowed colleges.

Chicago University is also one of the pioneers in this work. In 1910, 10 state universities and 4 normal schools had established correspondence departments. Also 14 private prominent correspondence schools had been established by 1911.

In 1911 Chicago University and Wisconsin University had each about 3,000 students doing active work. In 1919 the University of Kansas enrolled 1550 in its correspondence course. "The grade of work ranges from that of the high school and even lower, to that of the graduate school. The wants of all classes of people are met. Not a little general work is planned to enable teachers to pass examinations for certificates and the secondary school work may usually be taken for the satisfaction of entrance requirements." (22)

President Harper said that correspondence courses were meant for those who had ability, backbone, and could work without constant prodding of a teacher. It was found that students taking correspondence courses in languages, when entering the University, did better than those who had been in residence. Dr. C. A. McMurray affirms the same. The work of colleges and universities in this field is felt to be of very great value.

IV. Lecture course

General lecture courses are arranged usually for the winter, and are to be found in almost any city and town of
three thousand and more, and very often in smaller towns. There is scarcely a town that does not arrange for some kind of lecture and entertainment course. In Wisconsin in 1906 every city was found to have such a course with the exception of three. The majority of courses are made up of subjects of a general nature, and are not of a professional character nor do they treat of phases of education of special benefit to teachers. Still all possess more or less cultural value. In Wisconsin, strong courses of a pedagogical character were reported by some cities. Lectures on history, travel, and literature were a help to teachers. This may be true also in certain instances in other states.

Lecture courses are usually under the auspices of various organizations such as churches, Young Men's Christian Associations, high school boards, various societies, and in college towns by the colleges. Teachers frequently take a leading part in arranging the courses and they attend them in greater proportion than any other class of citizens, it is affirmed. "Many of the lectures are strictly of an intellectual or educational value and all the numbers possess inspirational and recreative values. The social intercourse that always results is one of their most delightful features. "(22)

V. University Extension Course.

University extension courses offer to those unable to attend a university, the advantages for cultural growth, of general study, and the opportunity to pursue coll-
ege courses in a university or institution under the guidance of instructors. Some normal schools in addition to colleges and universities offer this opportunity.

The system was begun at Oxford in 1850 but made more complete in 1885 when lectures were given both at the university and in local centers. "The English call the extension course the "University of the People", the purpose being to make education and self culture one of permanent aims of life." (1)

The American Society for the Extension of University Training, founded in Philadelphia in 1892, controlled the work of the Universities of Chicago, New York, Wisconsin, and California.

Extension courses usually take the form of:

(1) University Extension lectures.
(2) Extension classes.

(1) When a series of University Extension lectures is to be given, a group is formed in a local center and arrangements are made up of (1) those sitting at the lectures and (2) those doing written work, reading, and taking examinations. The lecturer discusses at the close of the hour with the latter, the different points, choice of books and a list of questions is left for home study. A syllabus is given out usually at the beginning of the course.

(2) The University Extension Classes are regular courses for teachers or those interested who must take the late afternoon
the evening, or Saturdays to pursue their studies. Usually college entrance requirements are the condition on which the student enters the course, if he desires to earn college credit. If he is not making college credit the instructor must be satisfied that he can take the work with advantage. "These classes furnish opportunity for many teachers in service to broaden their equipment for efficient work and to earn degrees without loss of salary. School officers as a rule place a high value upon this work, and in some places, they reward the teachers by special promotions and increases in salary. Extension classes, many of them primarily for teachers, are offered by a number of colleges and universities." (22) Extension teaching has made less progress in normal schools than in colleges chiefly no doubt from the fact that normal schools exist primarily for the training of teachers—a task that can not well be accomplished away from their own plants and equipment. In 1911, six normal schools advertised extension work.

Eight institutions in 20 largest cities offer from 8 to 78 regular courses for teachers with 3,500 entered. "In different cities it is found that from 3% to 75% of the teachers are taking such courses. In New York City 50% to 90% of teachers in different schools take such courses in Teachers' College or New York University. In Cincinnati in 1907, 1000 teachers carried 1,200 such courses. In Chicago, 5558 teachers carried 7,456 courses." (21) In St. Paul, teachers take courses with the University of Minnesota, for which credit is
given. In St. Louis, Teachers' College offers free extension work: 24% of teachers were enrolled in 1906. In the extension department of the College of the City of New York in 1910, the report is: -2200 teachers attending courses; all grades, one quarter men; passing courses exempt from certain license examinations; over one-third working for culture, no credit. Teachers in smaller places are handicapped but boards often employ college or university lecturers. "The proposed"Massachusetts College" would have provided courses in thirty towns accessible to 97% of the population, where A.B. and A.M. degrees might be earned. It was defeated by college influence who feared cheapening of degrees." (17)

The Extension Course provides a good opportunity for study to those eager to raise their scholarship and professional qualifications, and to those interested in the highest things in society.

VI. Teachers' Meetings (State and County)

Teachers' meetings—says Mr. Ruedeger in his study in 1911—are needed for a number of professional purposes. They are needed (1) for discussing and deciding upon a uniform educational policy for the district concerned; (2) for supervisory and administrative purposes; (3) as a clearing house for all general professional activities carried on between meetings, such as reading circle work and the outcome of the introduction of new subjects and new methods; and (4) for arousing and inspiring the teachers, for keeping them
abreast, and for the purpose of stimulating educational reviv-
als among patrons of the school.

1. County meetings:

The county superintendent should, of course, be the presiding officer at these meetings—a leader rather than a dictator. The superintendent and the teachers will work togetherto know and to keep up the policies laid down by the state educational department. The County Superintendent in making his rounds over the county sees many things which he can bring up in the county meetings and settle by an open discus-
sion. In some counties reading circle work and profession-
al reading is brought up in connection with these meetings. Here teachers receive encouragement to take up new subjects and methods. It helps to keep the teacher growing in her pro-

fession.

These meetings are mainly held for rural teachers who are not connected with a school system and in attendance at regular teachers' meetings. Not all states of 1911 had made legal provision for these meetings. The meetings are held usually once a month.

2. State meetings:

State teachers' meetings are held annually in the different states. Here the leading educators of the state gather to discuss general educational problems, and the edu-
cational problems of the particular state. Teachers from the state are present to get the best and latest help that is to
be found each in his own work. Departmental meetings are held during the session covering all phases of educational work from the administrator and supervisor to the teacher of special subjects and the grade teacher. Addresses and lecturers also form an important part of the sessions. These meetings last from a few days to a week in length. The meetings are in charge of the state commissioner of education.

VII. Summer School Attendance.

The Summer School was started in America in 1874 when the "Chautauqua Institute" taught language, literature, science and art, and gave lectures, concerts and recitals. At Chautauqua in 1902 there were 73 instructors and 630 students with three departments—collegiate, pedagogic, and review work. The private school at Martha's Vineyard begun in 1881—has now 20 academic departments and 40 instructors, offering very high standards of work in literature, service, etc.

There are three types of summer schools:

1. Summer sessions in colleges and universities.
2. Summer sessions in normal schools.
3. Summer normal schools.

(1). Among the Universities, Chicago University introduced the summer school, followed by Columbia University, Harvard, and others. At the university summer schools, college and normal school teachers, principals of schools, supervisors, superintendents of schools, high school and elementary school teachers are enrolled. The summer sessions last from five to twelve
weeks. In 1911, 57% of the students were working for degrees. Credit is given for work done. The most significant instance in America of the university summer school is the fourth quarter at the University of Chicago. In Chicago, St. Louis, New York City, and San Francisco, the Boards of Education of the public schools link themselves up with a college or university and have a summer school session for their teachers.

(2) The summer sessions in normal schools are provided for those who are teaching during the year, especially rural school teachers, and teachers in elementary schools.

(3) The summer normal schools are those schools which are established by law independent of colleges and normal schools. They are below the college in grade and are planned to reach those persons who are to become teachers or those who having already entered the calling without adequate preliminary training are in need of further education of an elementary sort. They take the place of the old time institute. Credit is given after the passing of an examination at the close of the work. The training function is the main element emphasized.

Since 1890 there has been a steady increase in attendance at summer schools. In 1910 the Bureau of Education found that 50% of the enrollment was composed of teachers and more than two thirds of the remaining fifty percent were preparing to teach. This indicates the strength of the summer school as an agency for the improvement of teachers.

The summer school in the opinion of educators is one
of the most prominent agencies for the training of teachers in service, offering as it does, systematic study, change of scene, and association with educational leaders.

VIII. Leave of absence for study or travel.

The larger universities and colleges in America have established the custom of granting leaves of absence from time to time for the purpose of study, travel, and rest to its teachers. It has scarcely gained a foothold in our elementary and high schools. Only four cities by 1911 had adopted the plan. These were Cambridge, Boston, Rochester, and Newton, Massachusetts. It is not known how many have adopted it up to date. Cambridge, after ten years of service, grants leave of absence on one third pay. Boston and Newton each grant a year on half pay after seven years of service. Rochester grants a leave on one half salary (not over $500) once in eight years. Boston and Rochester require the teacher to teach three years after taking the leave. Boston grants also one year in twenty one for rest. Newton, Mass., reports the sabbatical year a profit for both parties. A lower salaried substitute is hired, making the actual additional cost $250 at most.

It stimulates those who expect the leave; it keeps best teachers in the force, and it rejuvenates the old teacher. The value of travel as a means of education can hardly be emphasized enough.
As a year for study, it enables the teachers to do a year's college residence work for a degree possibly following summer school courses and afternoon and evening courses. Without a year's leave it is almost impossible for a teacher to obtain a degree.

"It is felt by some superintendents that after a period of six, seven or eight years of teaching, the teacher ceases to give substantial improvement and so a leave of absence—a sabbatical year should be given. If the School Board refuse—they consider the position of the teacher with the job-conception." (6)

IX. Teachers' Meetings.

1. General meetings of all teachers in school system.

2. Study classes conducted by superintendent or principal.

3. Group meetings of teachers by grades or schools.

The welfare of any school system demands that its teachers be gathered together periodically for the purpose of considering the educational policy of the school system, the discussion of certain phases of school work and forms of instruction, a presentation of special subjects, and inspirational talks.

(1). General teachers' meetings.

These meetings are usually enjoined by the rules and regulations of the Board of Education. They are most
often held monthly. The superintendent needs these meetings that all teachers may know the policies of the school, and that there may be a spirit of intelligent cooperation. Old policies are to be amended and new policies brought up for discussion.

A series of meetings with new teachers at the first of the year has been found helpful in emphasizing the salient features of the work in the system, to acquaint the teachers with the various helps provided for them, to bring about from the first a cooperative attitude between teachers and supervisors.

Miss Amy Bronsky in "The Educational Review" for December 1917, says of the general meeting:—"The general meeting has its distinct function, which is to broaden the vision of teachers by bringing before them the larger educational problems—problems that are common to all and, therefore, require consideration by all. For example: A superintendent may wish to throw the year's emphasis upon habits of study,. . .It is important that all work with this in mind. . . . Teachers in each department should have an understanding of the aims of the other departments so that general purposes may be felt throughout the school." (4)

(2). Study classes conducted by superintendent or principal.

These meetings have both educative and inspirational features. Books of a professional nature are frequently read and discussed and sometimes lecturers from outside
are brought in. Subjects for study are chosen usually by the superintendent, and different divisions of the study may be assigned for reports to teachers particularly interested.

The planning and directing of meetings takes much care and thought. A year or two or three years work may be outlined and followed. The meetings should be made worth while to the teachers as the superintendent inspires them to better efforts and ambitions, enlarges their outlook, and keeps them in touch with the best educational progress.

Such meetings are found in most town school systems. In Rochester, New York, five one day teachers' institutes are held with teachers of each grade each year, using the time of the state teachers' institute thus reducing teachers' meetings after school to a minimum. It is felt that meetings of teachers should arouse a professional spirit among teachers. They should have point, purpose and brevity.

(3). Group meetings of teachers by grades or schools.

a. By grades:

The grade meetings are those held for a small group of teachers who are concerned with the same problem of methods of instruction, subject matter, text books, and uniformity of work.

These meetings are carried on in various ways: round table discussions, classes taught in the presence of the teachers, and informal meetings led by the
principal or one of the teachers. Superintendents and principals may utilize their strong teachers by asking them to discuss the progress of their pupils along certain lines, or teachers may be asked to conduct demonstration classes. General discussions may follow such exercises. When standard tests have been applied, the results may profitably be made the subjects for grade meetings. The teachers might be formed into committees to work on courses of study or any problem needing attention in the school system.

b. By schools:

Group meetings by schools are conducted by the principal of the building, and usually follow the general line of the larger meetings. The principal has here the opportunity to meet his teachers for administrative, supervisory, and other professional purposes in the same way as the superintendent meets his teachers in the general meeting.

X. Visitation to other schools.

Visiting days have been instituted so that the teacher may have an opportunity to observe the work of other teachers. In 1911, about fifty percent of city schools were giving visiting days. The usual time allowed by the rules and regulations of school boards is one or two days a year with full pay. In Wisconsin, the time varies from one day each year to one half day each month. "Specific directions are given to teachers as to what in particular to observe such
as discipline, neatness, classroom management, quality of teaching, and individual work." (12)

Visits may be made to other schools in the same city or to schools in other cities and towns under the guidance of the superintendent, principal, or supervisor. Indiscriminate visiting is often times wasted. The superintendent should determine, perhaps by correspondence, those teachers whose work it would be profitable to observe, and direct the teachers to her room.

Mr. Ruediger says that visiting days offer opportunities for the improvement of teachers in several different directions. They offer effective means of (1) introducing new methods and devices, (2) strengthening the work of the weaker teachers, and (3) verifying the work of all teachers, even the best.

After the visitation the teacher makes a report to the superintendent or supervisor, or as is sometimes done, the teachers meet for a general discussion of the work seen. The class which has just been taught is sometimes dismissed so the teacher may take part in the discussion. A report is made and given to the office.

Visiting day is often combined with the smaller teachers' conventions held on Friday and Saturday, Friday forenoon or afternoon being devoted to visiting schools of the city in which the convention is held.
XI. **Definite Classroom help through supervision.**

This means of training teachers in service has been developed so recently that little is found in print as to what school systems are actually doing along this line.

Classroom supervision is usually carried on by the superintendent, principal, or special supervisor of one subject, of one department, or one or two grades. "This supervision bears directly on the art of teaching—the means that make for classroom efficiency this week and next week." (18)

"Beyond question this work of supervision is and always will be the most important of all the ways in which the character of the teaching is to be improved." (20)

Supervision is carried on in various ways—the most common being for the supervisor to visit the classroom—keep notes and talk over the work with the teacher in private giving suggestions and encouragement. Sometimes the supervisor gives a demonstration lesson or takes the teacher to observe an efficient teacher. A conference is held after the class and devices explained as to the how and why: The teacher is familiar with term plans, lesson plans, plan books, and suggested readings, and the supervisor is on hand to consult and direct her in the use of these. In some cities a training teacher is employed to visit young teachers, and then have the young teacher visit her. With several training teachers a superintendent can supervise a large teaching corps. In New
York City in 1915, an attempt was made to train regular teachers for special subject teaching. To one of the training schools one day each week during the year, 30 teachers who were believed to have special ability in music and physical training were sent. They there received special instruction in these subjects with the purpose of becoming departmental teachers.

It is generally felt that the country needs more facilities for the training of supervisors—the supervisor who will be efficient—an expert in his line of work—"a supervisor who will show the right spirit—not the inspectoral kind which is productive of no results, but the inspectional kind—that which gives constructive criticism, shows sympathy and gives confidence to the young teacher, is ever discerning of the merit in teachers, and has the power of arousing to the best effort." (18) A tonic comes from such supervision.

The foregoing devices explained somewhat in detail are those which are found to be in use most commonly in schools in the United States. Other devices might be mentioned which have been found of value in improving teaching:—

1. Teachers' Associations.
2. Special funds for improvement of teachers.
3. Professional libraries in schools.
4. Exhibits, Museums, and Art Galleries connected with school systems.
5. Parents' meetings.

7. Department of Research.

8. Extension activities for the benefit of teachers:—athletics, clubs, rooms for quiet games, reading, or study, entertainments, society meetings, social and civic occasions.
2. Summary and Comparison of Means used in the Four Countries.

In making a summary and comparison, some outstanding features appear. First as to the training of teachers before entering the profession:—Germany and France excell in the uniformity of their training of teachers, Germany admitting as teachers only those trained in training schools, and France following a close second. Teaching in these countries is an honorable profession. England has a somewhat uniform system for the training of elementary teachers, but lacks system in the training of secondary teachers. She admits untrained, and sometimes uncertificated teachers, into her schools. The United States is seen to have no uniform system of training teachers, often allowing as in England, those who are not properly qualified to teach in her public schools. She has, however, the means of training teachers which perhaps in some respects are superior to means in other countries. This training is not compulsory, however, as in Germany and France. America lacks to some extent a teaching profession as the great majority of teachers teach for a very few years.

Second, as to the means used for the training of teachers in service. The literature of foreign countries is meager on this point. There may be more means used than have been written about. Germany and France with their uniform systems of training teachers, follow up with systems of supervis—
ion and inspection of the teacher in the class room. Germany gives aid for after study. France appears to do little in this way. England and America make up, as it were, for the lack of uniform training in means of training after service. This is especially true of America as she appears to excell in the variety of means for improving teachers while carrying on the profession. England surpasses America in the help given through inspection and examination of its schools.

We find, then, in these four countries excellent means for training both before and after service, but the two are not found at their best together. It is, of course, evident that the ideal way would be to have the best system and facilities in both. This is the goal toward which each country seems to be working, each in its own way and along lines suited to its needs.

It might be well to cite the devices for the training of teachers in service in the three European countries which are not found in America at all, or to no great extent, but which appear to be of value where used.

I. Germany.

1. Elementary School Teachers.

   (1.) Bavarian system by means of which a teacher is brought up to efficiency under the direct supervision of a principal appointed for the purpose.
   (2.) Libraries—books available from cities without charge of mailing. District libraries.
   (3.) Educational museums.

(1.) Travel grants—partial expenses paid.  
(2.) Assistance in foreign study.  
(3.) Supervision of the teacher in the classroom.

II. France.

1. The elementary school teacher.

   (1.) The inspection of schools by a regular inspector—especially the rural schools.

III. England.

1. Free summer vacation courses by local authorities for their teachers, giving grants-in-aid to enable them to study at home or abroad.

2. Foreign holiday courses given in different countries on the continent.

3. Provision for further education of teachers in the winter.

IV. United States.

   Devices for the training of teachers in the United States which are not found, or to no great extent are used in the three European countries may be cited as follows:

1. The Institute.

2. Regularly organized Teachers Reading Circles.

3. Correspondence Course.

4. Summer School Attendance.
II. Previous investigation and studies made of the training of teachers in service in the United States.

1. Articles and Studies found in print.

Five articles and studies were found which treat of some phase of the subject under consideration. The substance of each is given in brief in the order of the date of their appearing.

I. In the National Educational Association Proceedings for 1904 appears an article by Mr. Walter H. Small of Providence, R.I., on the subject: "Should teachers be required to present from time to time evidences of increased scholarship?" He maintained that scholastic growth depended on three things—mood, motive, and means. Providence, R.I., furnishes in its Normal School, its Rhode Island School of Design and its Brown University, peculiarly favorable circumstances to show if teachers possess the mood. A questionnaire was sent to 700 teachers with a note asking them to answer frankly and freely if during their service as regular teachers they had studied at any of the above mentioned institutions, with private instructors, or had increased their scholarship by any other means; what studies they had taken; for how long a time; if the work had been done evenings, Saturdays, vacations, or on leave of absence; and if they had secured any degrees or certificates for their work. Over 600 replied. Of the 15 grammar masters, 9 had done systematic work at the university; some of them
had earned the degree of M. A. and some the degree of Ph.D. Of the 33 high school men, 23 had taken distinct courses at Brown or other colleges, and several had studied abroad. Of the 45 High school women, 31 had done similar work at Brown or other colleges. 8 men had received the degree of A.M. or Ph.D and 17 women had received the degree of A.M. Many certificates had been received from Harvard, Clark, and the University of Chicago for summer work. Much work had been done privately with Brown professors. Of 45 kindergartners, 40 had pursued studies, some along their own line, some broad cultural lines. Of 464 grade teachers, 151 had not studied. 313 had. All of this work had been done almost entirely evenings, Saturdays, or during vacations. Seldom had leave of absence been asked for, except by the high school teachers who desired a year abroad. About two thirds of both the High School and grade teachers had studied. Some teachers had pursued systematic work for ten, fifteen, or twenty years, and they were still working. Mr. Small then draws the conclusion that the mood for scholastic growth is found among teachers, as evidenced by their efforts in studying while teaching. He goes on to say that the motive and the means—that is, promotion and increased salaries—is what is lacking. This will not be discussed as this study is not concerned with that phase of the teacher problem.

II. The most complete study made of the training of teach—
ers in service is the one already referred to by Mr. William Carl Ruediger in the United States Bureau of Education, Bulletin 1911, No. 3, entitled "Agencies for the Improvement of Teachers in Service."

The Commissioner of Education in recommending that this study be published, says:—"Agencies for the improvement of teachers in service are needed primarily for three reasons: (1) Because many teachers enter the profession relatively untrained and therefore need to be trained in service, if at all: (2) because complete training is impossible before service begins, for the reason that the necessary basis for it in experience is not at hand: and (3) because teaching is a progressive calling, in which one who does not continually make efforts to go forward will soon lag behind and become relatively inefficient."

Mr. Ruediger in making his study examined state and territorial reports to find the laws on the different means used in the United States; he quotes practices used in different states and different school systems. Each device used is taken up in detail—its history given—its practices in the several states reporting, and its future. Many states do not report but otherwise the report is quite full.

III. Mr. L.D. Coffmann for a doctor's thesis—Columbia University 1911—on the subject "The Social Composition of the Teaching Population," secured original data in 17 states from 5,500 teachers on many aspects of the teach—
er's life—his age at beginning teaching, years of service, family, father's occupation, size of family, the teacher's training, etc. At the close of the study, among the problems which arose in the study, he mentions the training of teachers in service and says: "The facts show that the administrator is constantly face to face with a number of grave problems. Because the technique of teaching is being rapidly transformed both as to theory and as to practice, and because of the shifting personnel of the teaching group, the supervisor finds it necessary to reteach annually the technique of teaching. Teachers' meetings and some form of institute work cannot be discontinued. There should perhaps be a differentiation of matter and technique according to the maturity, experience and training of the groups concerned. The great problem of the superintendent is to be that of creating a spirit of professionalism, the craft spirit. This exists, he affirms, among the favored few who recognize the high value of their servantship and who struggle to secure a cooperative spirit among teachers in general. "Until we are dominated more than at present by a code of professional ethics, teachers will remain a mere aggregate of units."

(5)

"The administrator must continue to urge and perhaps continually to assist teachers to take summer school work and to attend Associations for the purpose of securing broader professional and general culture." (5).
IV. Mr. Calvin N. Kendall, State Commissioner of Education for New Jersey, made a study of the training of teachers in service in 1915. Realizing that the main stress in school systems should be upon good teaching—not upon administration, he asked the question "What are the means which may be employed for training teachers in service?" In order to verify his own convictions, he addressed letters "to certain teachers in ten representative school systems in the country inviting a frank expression of their views. Similar letters were also addressed to several superintendents in charge of school systems somewhat widely recognized as progressive systems." In his report he gives a mixture of his own convictions with a consensus of opinions received.

Summarized, there seem to be two widely recognized means of improving teachers in service:—

1. The means that bear directly on the act of teaching; the means that make for increased schoolroom efficiency this week and next week.

2. The means employed to increase the personal worth of a teacher, to enlarge her interests, to improve her general scholarship, to widen her vision, to give her broader culture, to furnish individual resources.

Under the direct means of improving teachers in service, three are listed: (1) Quality of supervision. (2) Meetings of Teachers. (3) Investigation and study by teachers of certain school problems.
(1). Quality of Supervision.

Teachers ask for a supervisor that helps and encourages them; one that gives constructive criticism, not the impectoral dormant kind who gives no commendation, no suggestions. Teachers, in their answers, spoke of constructive supervision and its value, but said they do not get it. The conclusion is—the country needs more facilities for the training of supervisors. It needs more well trained women to supervise the work of the teachers who are engaged in teaching younger children.

(2). Teachers' Meetings.

"Teachers' meetings as a means of promoting growth, in the minds of teachers seem to hold a subordinate place to good classroom supervision. These meetings should (1) have point, purpose, brevity, (2) stop when finished, (3) not be held after school hours only,...There is "too much theory, too much talking, too much holding of the floor by the superintendent." The cry of the teacher in the ranks seems to be for the concrete expression of a theory...Overwhelming is the evidence that teachers approve strongly of demonstration lessons with classes of children, provided the lessons are given under as natural conditions as circumstances permit."

(3). Investigation and study of certain school problems by teachers.

These committees are organized for the cooperative planning of courses of study. In Buffalo in 1915, such
committees were given definite assignments for the study and investigation of certain school problems. In Boston, forty committees including four hundred teachers were working on various problems connected with a proposed revision of the courses of study in the city. This is an effective method of promoting the growth of teachers—to say nothing of other considerations. During the same year, there were some interesting undertakings of committees of teachers:—

1. Compilation of list of library books which have proved interesting to children of different grades.

2. A comparison by the Binet test to the same pupil, year by year, question by question.

3. The effect of definite drill in teaching pupils how to study on their ability to pick out the essential ideas in Geography and History.

4. The relative effect of two different systems of reading determined by the vocabulary of the child at the end of the period.

5. Variation of marks given by different teachers.

Indirect means of training teachers in service were given including some which have been mentioned in this chapter as means used in this country, and in addition were suggested:—scholarships for teachers in service, and institutes "for business not for entertainment."

One conspicuous leader in education answered that he believes that the Board of Education should have direct control of the teacher's time to the extent that part of the summer va-
cation should be devoted to study or professional improvement
and that the teacher's contract should call for service a week
or two before the beginning of the school year. A teacher in
St. Paul suggested that an exchange of teachers between different
cities and towns would be productive of growth.

Teachers also affirm that conditions under which they
work influence their growth; such as the number of children in
a room; classes for defective and backward children; well
lighted, well ventilated, attractive school rooms; the pension
system; freedom from politics and pull in promotion of teach­
ers; tenure of service law to protect teachers and children.

V. One of the latest articles written on the train­
ing of teachers in service appeared in the Elementary School
Journal for October 1918, by Mr. J.W. Withers, showing the meth­
ods of training teachers in St. Louis. He says there are two
problems which confront us—

1. The training of teachers before they come
to us.

2. The training of teachers in service.

"What we attempt to do for teachers in service depends on —

(1). the native ability of the teachers
themselves.
(2). the care with which they are selected.
(3). the training they have had at the
time they enter the service.
(4). the professional attitude which they
themselves have.
(5). their readiness to cooperate.

There is a practice in St. Louis which is very influential in
stimulating the teachers in the desire to know more than they did as a result of their preliminary training; that is the Saturday study class. This class met with the teachers in training in the Teachers' College on Saturday mornings. "Demonstration lessons were given in their presence by the assistant superintendent who happened to be in charge of the particular subject under consideration. These demonstration lessons were observed and studied and to some extent criticized and the apprentice teachers were called upon to report their conclusions with reference to the type of instruction which they had witnessed."

An extension department for teachers in the system was organized and opened in 1906. When the time came, the courses were announced, the day set. They expected 100 teachers and 770 came. "They came with the idea of getting something, not because they were going to advance themselves, secure promotion, or increase their salaries. They had rather the fear of not measuring up to the expectations of the supervisor. These courses came in the afternoons of school days and on Saturday mornings. After 2 years, a summer course was organized for teachers and this was found to be much more satisfactory as the teacher was freer and fresher for the work. The courses were organized into cycles of six years, so that the teacher could plan ahead and work out her aim in studying. If she wanted to be a primary supervisor or a music supervisor, she
could prepare for that position. A class was organized also for supervisors and principals. This has been in operation for seven or eight years. To this the principals voluntarily gave up their Saturday mornings, spending the time studying questions of supervision, school administration, taking advantage of anything which is best in educational literature, and thus "making all members of the class aware of the ways in which they can apply new educational methods and sound principles to their own work of supervision."

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2. Students' Theses.

As none of the foregoing studies answered in a direct way the question as to what teachers themselves regard as the devices of most help in improving their teaching in service, an inquiry was sent to six of the leading universities in the United States to ascertain whether any study not yet published had been made by any graduate student on the subject of the training of teachers in service. Access to four theses was made possible through this inquiry. They are as follows:

1. "The Professional Improvement of Teachers in the cities of Wisconsin."
   Thesis for the degree of B.S. University of Wisconsin, 1906. Mr. J. P. Goebel.

2. "Training of Teachers in Active Service".

3. "The After Training of Teachers."

4. "The After Training of Teachers."
"The Professional Improvement of Teachers in the Cities of Wisconsin," by Mr. J.P. Goebel.

This thesis was kindly loaned by the library of the University of Wisconsin for study. The object of the study as stated by the writer was "to learn what is actually being done in Wisconsin as to the means and methods of improving teachers in service and also to venture such comments regarding the condition as the facts seem to warrant." A questionnaire was sent to the superintendents of fifty-two cities in Wisconsin. Forty-one cities answered. These answers gave data from superintendents as to what means were being employed in the various cities at that time—1906—for the training of teachers in service.

He found that the following devices were used in Wisconsin, some cities making provision for some of the devices, few making provision for all.

1. General Teachers' Meetings.
4. Meetings of teachers by grades.
5. Meetings of teachers by subjects.
6. Visitation and Observation of Schools.
7. Professional Work-study along professional lines.
9. General Lecture Courses.
10. Professional work during recess.
11. Supervision of Instruction.
12. Election and Promotion of Teachers.

Under the various kinds of teachers' meetings he gives the purpose of the meetings, by whom conducted, and the plan pursued. This gives in somewhat more detail plans which
have been already mentioned in a general way in the historical sketch of this study. A table here appended gives further data regarding these meetings. He found that meetings are, on the whole, held most often monthly, and are usually conducted by the superintendent, or in the case of high school meetings, by the principal.

### Teachers' Meetings

#### Kinds of Meetings

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<th>General</th>
<th>Elem. School</th>
<th>High School</th>
<th>Teach. Single Grades</th>
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<td>Tri-monthly:</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Under "Professional Libraries" he says—"One very important means of securing professional improvement of teachers is through books of a professional and pedagogic nature."
These libraries he found were maintained by the Board of Education, by the teachers themselves, or by a separate library fund. He found the number of books in professional libraries in cities as follows:

<table>
<thead>
<tr>
<th>Number of Books in Professional Libraries.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or not: to : to : to : to : to : to</td>
</tr>
<tr>
<td>reported: 31 : 51 : 101 : 151 : 251 : -</td>
</tr>
<tr>
<td>17 : 5 : 6 : 5 : 5 : 2 : 1</td>
</tr>
</tbody>
</table>

The amount of money expended each year in maintenance of libraries varied from $10.00 to $75.00.

| Amounts : $10 : $15 : $20 : $25 : $50 : $75 |
|--------:---:----:-----:-----:-----:-----|
| No. of : 2 : 1 : 1 : 3 : 1 : 1          |
| Cities :                                  |

Under "Supervision of Instruction" he writes—"The matter of supervision is closely related to the professional improvement of teachers. How far supervision will aid in doing this depends upon the character of the supervision." His object in studying this device was "to show what portion of time is given by superintendents, principals, and supervisors to the supervision of elementary and high school teachers."
His findings are given in the table which follows:

Following table gives the average daily time given to supervision in the Elementary and High Schools in Cities of Wisconsin, 1906—4 groups according to population.

<table>
<thead>
<tr>
<th>Group</th>
<th>Elementary School</th>
<th>High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>Cities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supt.</td>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>Prin.</td>
<td>1/2 day</td>
<td>2 or 2 or 6</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>days</td>
<td></td>
</tr>
<tr>
<td>Superv.</td>
<td>all</td>
<td>all</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) Time divided between Elementary and High School.
(2) Most Supts. are also prin. of High School.

Here it was found that principals in the larger cities give more time to supervision than those in smaller cities. Teachers in the high school receive about twice as much help from supervisors as do the teachers of the elementary school. This is usually in large cities. In small cities more time proportionately is given to elementary school teachers, but as shown all supervision in smaller cities is not very extended.

In conclusion, he writes, "A great advance has been made during the past years in raising the professional qualifications of the teaching force, and still higher require—
merits are being demanded. One of the means of accomplishing this is by having superintendents offer the proper inducements and to direct and assist teachers in the work of educating and improving themselves."

A resume of each of three master's theses was procured for study from the educational library of Columbia University. They are given in the order of dates.

2. "Training of Teachers in Active Service", by Mr. A.H. Armstrong. 1904.

This thesis gives a history of the various devices used from the earliest attempts made to train teachers in service down to devices used in 1904. Reference has been made to this thesis when giving the history of devices used in the United States. Briefly, his conclusions are as follows:

"The institute is probably the most potent means of training in service. No one form is best for all conditions. There must be activity in institutes where there is growth for teachers. Indiana, Wisconsin, and Michigan are accredited with the best schools, which is proof of the worth of the institute. The teacher can improve herself more wisely after some experience. The cooperation of universities and common schools in dealing with education is promising."


This thesis is "an attempt to deal in a critical and descriptive way with the agencies for training teachers
in service." In conclusion, he says that the importance of the problem is revealed by the lack of initial training of teachers, the shifting character of the profession, the need of new adjustments to local conditions, the ever present demand for higher standards and increased efficiency, and by wasteful and harmful effects of poor teaching. There are many limitations, he asserts, in the way of time, means, and energy on the part of teachers. The efficiency of training should be measured by 1. The teaching proficiency attained. 2. The adjustment of means to local needs. 3. The extent and character of supervision. 4. The individual initiative awakened. 5. The number of individuals induced to take higher training.

"Among the agencies most efficient seem to be city systems. This might be extended to include urban and rural schools. Minimum standards of efficiency must be established to harmonize popular and professional ideals, to emphasize systematic and progressive study, to extend and refine supervision, to devise methods of fixing responsibility and rewarding merit, to work for legislation which will conserve the best things attained."

4. "The After Training of Teachers" by Mr. F.J.Keller, 1910.

In Part I, of this thesis the writer reports on conditions, actually obtaining and gives opinions of educat-
ors and author's conclusions.

1. Travel-Sabbatical Year:

"Incomprehensible that uncriticised plan is adopted in only four cities. Enables teachers to do year's college residence work for degree, following summer, evening, and afternoon courses. Impossible for elementary and almost so for high school teacher to get Ph.D in New York without year's leave."

2. Reading Circles:

"Supt. Greenwood (Education 26:279) estimates that not more than 20% of teachers is willing to do much persistent study along special lines or professional reading. Reading circles established to meet needs. Only 13 city reports mention circles. Conclusions regarding Reading Circles:

2. Credit goes with high membership-success.
3. Superfluous where extension courses are available.
4. We get so much from books as compared with experience that good technic in reading is desirable."

3. Exhibits, Museums, Art Galleries:

"School exhibits secure cooperation of parents; show up poor teaching through comparison; arouse generous rivalry; show up defects; encourage accuracy, care, and thoroughness."

"Museums give object lessons, unconditional lessons for all classes, extend boundaries of knowledge."
4. Parents Meetings.

"Teachers vary greatly in understanding of the child. Conferences with parents clear up difficulties. Meetings are too frequently occasioned by pupils deportment. The teacher must know how to meet parents."

5. Social Contact:

(1.) Provided through teachers associations—all cities.

   a. Social contact secondary to professional development.

(2.) Necessary to meet people in other work.

(3) Real "social contact" springs from real "industrial contact."

6. Visitation:

"1. Required—most needy won't visit—time should vary with individual.

2. Limit time to maximum of 10-15 days.

3. Observation for a specific purpose—discipline, neatness, class room management, quality of teaching, individual work, results as consistent with aim."

7. Supervision:

"School authorities use supervision through private conference, personal criticism and meetings. Thirty-three types of meetings are classified roughly of the following types:—Institute (6), General (7) Section or Grades (4), Lecture (5), Class (11). Superintendent or principal presides. Good books. Lectures. Series of meetings."

8. County Institute:

"General in United States. Two safe generalizations,
(1) Best institute helps teacher to help herself, (2) must be adopted to local conditions. Principles necessary to realization—stimulates self-activity—lecture little. Teacher must react—help make course for examination. Good physical condition is important. Give material which will function immediately. Meet local conditions: Character varies with size, homogeneity of school population, character of teaching force and of supervisors."

9. Courses of Study:

"Courses for improvement of teachers are effective but become an evil where promotion is based on number taken. Kinds—Given by superintendent or principal, teachers' club, hires instructor, child study circle, University extension under auspices of Women's Club, compulsory. Attendance on Extension courses, continuous normal training, teachers' lecture course, courses by professors under city auspices."

10. University Extension Course:

Institutions in large cities offer courses for teachers.

11. Correspondence Course:

Not very extensive. Given by regular instructors. Previous reference has been made in some cases to these means in the historical sketch where they were in any way unique or added to the study.

Part II of the thesis gives an investigation into
conditions as they exist in New York. The writer attempts to find facts regarding the relation between efficiency and various factors entering into teacher training. A questionnaire was sent to forty New York principals to find the need for after training; means used and teachers' response; means to be taken by a superintendent in cities of different sizes; personal data asked for regarding several teachers in each school. Seven prominent principals sent data for 216 teachers. The consensus of opinion is that (1) all teachers need training, (2) training will do little for the inherently inefficient or the lazy, (3) normal training gives defective knowledge of subject matter.

Reasons for training in percents.

1. Lack of experience --------------50%
2. Defective normal training-------70%
3. Inherent inefficiency---------5%
4. Laziness ---------------------5%
5. All teachers should be students---100%
6. Other reasons----------------70%

Part III. -Conclusions.

His conclusions are:--

1. After training is necessary; the question is, what scheme should be used?

2. Efficiency arises with experience—It is difficult or impossible to tell what sources of experience were most helpful.

3. The best teacher takes most outside work.

4. Beyond about 100 hours of outside work, "Amount seems to have no effect on efficiency."
5. Teachers must be treated as individuals.
6. Possibilities of any teacher for improvement are not boundless.
7. The teacher must be judged by results.
8. Salary advances automatically for 5 years, then is based on efficiency.
9. Allow less credit for extension work which does not function directly than for that which does.
10. A city should offer highest grade of extension work free. New York and Chicago are notably generous and should be imitated.
CHAPTER III.

I. Original Data.

Heretofore whatever has been written upon the training of teachers in service has come for the most part from the administrator himself—the educator high in the profession. He has given his opinion as to what teachers should do while carrying on their work as teachers. Nothing, or very little, has been written giving the judgment of the teacher herself as to what is most valuable to her in the way of help during teaching.

Our problem, therefore, is to try to ascertain what the teacher values most among the devices available for improving her teaching in the way of after training.

For the purpose of learning what devices are valued most by teachers, superintendents, and principals, a questionnaire was sent out to 1st, 2nd, and 3rd class cities; 715 to teachers and 88 to superintendents and principals. The letter was addressed to the superintendent or principal. He was asked to fill out one set of the blanks himself and to give the remaining blanks to his best teachers, 5 in the case of 3rd class cities, 10 for 2nd class cities and 20 to 1st class cities. He was asked to return the blanks in the self-addressed stamped envelope enclosed. A copy of the questionnaire is here given with the letter addressed to superintendents.
and principals.

These questionnaires went out in December 1918, just before the so-called Spanish Influenza closed the schools for the second time. The number of returns was consequently disappointing. 156 answers were received from teachers and 22 answers were received from superintendents and principals. Of these, 4 questionnaires from teachers were thrown out as of questionable value, making the total of usable blanks from teachers 152. Page 2 of the questionnaire was thrown out from 13 answers received from teachers making the total count for the second page 139.

Of the 152 answers from teachers, 32 were received from 1st Class cities, 97 from second class cities, and 23 from third class cities or rural districts.

Of the 22 answers from superintendents and principals, 3 were received from 1st class cities, 10 from 2nd class cities, and 9 from 3rd class cities. This makes a total for teachers and superintendents and principals—35 from 1st class cities, 107 from 2nd class cities, and 29 from 3rd class cities.

Two charts show the above in tabular form:

1. The number of answers from 1st, 2nd, and 3rd class cities.

2. The length of time teachers who answered have taught.

In spite of the disappointing number of returns, it was thought best to go on with the study as the answers received were representative of the opinion of teachers, and in
the case of superintendents and principals a study of their answers would give an indication of the tendency which their opinions would take. The study does not pretend to be conclusive, as the writer is well aware of its weaknesses. It is felt, however, that as far as it goes it adds something to the field of information and research, and may be of some help to those interested in the problem of the training of teachers in service.

Table 1.

Answers from cities of 1st, 2nd, & 3rd Class.

<table>
<thead>
<tr>
<th>Class</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prin. &amp; Supts.</td>
<td>3</td>
<td>10</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>Teachers</td>
<td>32</td>
<td>97</td>
<td>23</td>
<td>152</td>
</tr>
<tr>
<td>Total in each class</td>
<td>35</td>
<td>107</td>
<td>29</td>
<td>174</td>
</tr>
</tbody>
</table>

Table 2.

Teachers—the number of years taught.

<table>
<thead>
<tr>
<th>Years Taught</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>14</td>
</tr>
<tr>
<td>3-4</td>
<td>17</td>
</tr>
<tr>
<td>5-6</td>
<td>21</td>
</tr>
<tr>
<td>7-8</td>
<td>12</td>
</tr>
<tr>
<td>9-10</td>
<td>18</td>
</tr>
<tr>
<td>11-12</td>
<td>8</td>
</tr>
<tr>
<td>13-14</td>
<td>9</td>
</tr>
<tr>
<td>15-16</td>
<td>6</td>
</tr>
<tr>
<td>Many</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years Taught</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-</td>
<td>18</td>
</tr>
<tr>
<td>18-20</td>
<td>20</td>
</tr>
<tr>
<td>21-23</td>
<td>22</td>
</tr>
<tr>
<td>24-26</td>
<td>24</td>
</tr>
<tr>
<td>27-28</td>
<td>26</td>
</tr>
<tr>
<td>29-30</td>
<td>28</td>
</tr>
<tr>
<td>31-33</td>
<td>30</td>
</tr>
<tr>
<td>Several</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
To Superintendents:

It is understood that one of the problems—if not the largest problem—to be solved by Superintendent and Principal is the improving of instruction in school systems.

Wishing to make a study of the devices used in improving teachers in service, and of their respective values, I am sending a list of questions to be answered by superintendents and teachers in Kansas. You will find these questions enclosed, each set having two sheets. After you have answered the questions in one set, will you please hand one half of the remaining sets to the best teachers in your High School, and one half to the best teachers in your grade schools. When you and your teachers have answered the questions enclosed, please return to me in the self addressed stamped envelope enclosed.

This work is being done under the supervision of the School of Education of Kansas State University.

An early reply would be very much appreciated.

Sincerely yours,

Lulu G. Bookwalter.
The Questionnaire. Page 1

According to your judgment of what is valuable in improving teaching:

Put an X opposite the device in the 4 columns, showing
1. Device used.
2. Device first in value to you.
3. Device second in value to you.
4. Device of no value to you.

<table>
<thead>
<tr>
<th>Are you a teacher or superintendent?</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Devices</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A. Outside the School System.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teachers' Institutes (County or City)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teachers' Reading Circles.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Correspondence Course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Lecture Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. University Extension Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Teachers' Meetings (State, County, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Summer School Attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Leave of absence for study or travel.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Within the School System.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Study classes conducted by Supt. or Principal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. General meetings of all teachers in School System.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Group meetings of teachers (by grades; or schools)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Visitation to other schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Definite class room help through</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many years have you been teaching?
Taking the device which in your judgment has been first in value, state:

1. Specifically, how has it improved teaching?

2. What features in it have given this help?

3. Describe how this device was carried out, stating specifically:
   1. Time it lasted.
   2. Plan pursued.

Remarks:
II. The Tabulation of Data

On receiving returns from the questionnaire tabulation was begun. They were first separated into two piles—those from teachers, and those from superintendents and principals. In each case tabulations were made, first, for page 1 of the questionnaire, and, second, for page 2.

On page 1 of the questionnaire instructions read:—According to your judgment of what is valuable in improving teaching, put an X opposite the device in the four columns, showing

1. Device used
2. Device first in value to you.
3. Device second in value to you.
4. Device of no value to you.

The questions were asked—Are you a teacher or superintendent, and—How many years have you been teaching. Thirteen devices were then listed to be checked according to directions.

The number of times each device was checked in the answers was counted up in the columns—devices used, 1st value, 2nd value, and no value. The total sum for each of the four columns, for each of the 13 devices was found. The number ranking each device was counted up. These numbers are found in tables which will be referred to later.

The numbers secured above were then changed into percents on the basis of 152 answers in the case of teachers, and 22 answers in the case of superintendents and principals.
A second and a third method of percents were used and will be explained hereafter. A comparison was then made of answers on Page 1 from teachers and from superintendents and principals.

On page 2 of the questionnaire instructions read:—
Taking the device which in your judgment has been first in value, state:—

1. Specifically, how has it improved teaching?
2. What features in it have given this help?
3. Describe how this device was carried out, stating specifically:—
   1. Time it lasted.
   2. Plan pursued.

The total number of times each device was mentioned on page 2 was found. Each device was then taken in turn and the answers given to the three questions on page 2. A comparison was then made of answers on page 2 from teachers and superintendents and principals.
CHAPTER IV.

I. The Interpretation of Data.

In interpreting the results obtained through the tabulations, we shall turn to Page 1 of the questionnaire, taking up first the answers of teachers, and second the answers of superintendents and principals. A comparison will then be made between the findings of answers from teachers and those from superintendents and principals.

In the same way Page 2 will be examined first for the answers of teachers and then for the answers of superintendents and principals. Hereafter the word "superintendents" will be used to mean the whole expression "superintendents and principals."

1. Data from Page 1 of Questionnaire.

(1) 152 teachers.

The answers of teachers were tabulated for Page 1 of the questionnaire. Following are the findings.

Table 3 shows answers tabulated in whole numbers as to devices used, first value, second value, and no value. It gives, also, the number of persons ranking each device.

Table 4 gives the number of answers in percents of 152—the number of teachers answering. Figures 1, 2, 3 and 4 show in graphic form the facts of Table 4, the devices in percents.
Table 3

Number of Answers from 152 Teachers.

Number of devices:

<table>
<thead>
<tr>
<th>Used</th>
<th>1st Value</th>
<th>2nd Value</th>
<th>No value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number ranking each device:

<table>
<thead>
<tr>
<th>Devices</th>
<th>Used</th>
<th>1st Val.</th>
<th>2nd Val.</th>
<th>No Val.</th>
<th>Ranked by</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Outside the School System:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teachers Institutes—Co.or city</td>
<td>95</td>
<td>7</td>
<td>23</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>2. Teachers Reading Circles</td>
<td>80</td>
<td>3</td>
<td>19</td>
<td>14</td>
<td>36</td>
</tr>
<tr>
<td>3. Correspondence Course</td>
<td>58</td>
<td>5</td>
<td>22</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>4. Lecture Course</td>
<td>71</td>
<td>9</td>
<td>9</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>5. University Extension Course</td>
<td>46</td>
<td>1</td>
<td>15</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>6. Teachers Meetings, St., Co., etc</td>
<td>133</td>
<td>14</td>
<td>48</td>
<td>4</td>
<td>66</td>
</tr>
<tr>
<td>7. Summer School Attendance</td>
<td>141</td>
<td>103</td>
<td>26</td>
<td>0</td>
<td>129</td>
</tr>
<tr>
<td>8. Leave of absence for study or travel</td>
<td>21</td>
<td>16</td>
<td>2</td>
<td>0</td>
<td>18</td>
</tr>
</tbody>
</table>

B. Within the School System

| 9. Study classes conducted by Supt. or Principal | 87   | 18       | 16       | 8       | 42        |
| 10. General meetings of all teachers in school system | 126  | 10       | 27       | 13      | 50        |
| 11. Group meetings of teachers (by grades or schools) | 125  | 28       | 33       | 4       | 65        |
| 12. Visitation to other schools               | 137  | 62       | 51       | 4       | 117       |
| 13. Definite class room help thru supervision | 95   | 32       | 21       | 2       | 55        |
Table 4  
Number of answers in percents from 152 teachers.

1. — Used  
2. — 1st Value  
3. — 2nd Value  
4. — No Value  

<table>
<thead>
<tr>
<th>Devices</th>
<th>Used</th>
<th>1st Val.</th>
<th>2nd Val.</th>
<th>NO Val.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Outside the School System:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teachers Institutes - Co. or city</td>
<td>62.5</td>
<td>4.6</td>
<td>15.1</td>
<td>13.1</td>
</tr>
<tr>
<td>2. Teachers Reading Circles</td>
<td>52.6</td>
<td>1.9</td>
<td>12.5</td>
<td>9.2</td>
</tr>
<tr>
<td>3. Correspondence Course</td>
<td>38.1</td>
<td>3.2</td>
<td>14.4</td>
<td>5.9</td>
</tr>
<tr>
<td>4. Lecture Course</td>
<td>46.7</td>
<td>5.9</td>
<td>5.9</td>
<td>2.6</td>
</tr>
<tr>
<td>5. University Extension Course</td>
<td>30.2</td>
<td>.6</td>
<td>9.8</td>
<td>1.9</td>
</tr>
<tr>
<td>6. Teachers Meetings, St., Co., etc</td>
<td>87.5</td>
<td>9.2</td>
<td>31.5</td>
<td>2.6</td>
</tr>
<tr>
<td>7. Summer School Attendance</td>
<td>92.7</td>
<td>67.7</td>
<td>17.1</td>
<td>0</td>
</tr>
<tr>
<td>8. Leave of absence for study or travel</td>
<td>13.8</td>
<td>10.5</td>
<td>1.3</td>
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<tr>
<td>B. Within the School System</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. Study classes conducted by Supt. or Principal</td>
<td>57.2</td>
<td>11.8</td>
<td>10.5</td>
<td>5.2</td>
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<tr>
<td>10. General meetings of all teachers in school system</td>
<td>82.9</td>
<td>6.5</td>
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<tr>
<td>11. Group meetings of teachers (by grades or schools)</td>
<td>82.2</td>
<td>18.4</td>
<td>21.7</td>
<td>2.6</td>
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<tr>
<td>12. Visitation to other schools</td>
<td>90.1</td>
<td>40.7</td>
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<td>2.6</td>
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<tr>
<td>13. Definite class room help thru supervision</td>
<td>62.5</td>
<td>21.0</td>
<td>13.8</td>
<td>1.3</td>
</tr>
</tbody>
</table>
Figure 1

152 Teachers

Devices Used As Listed on Page 1 of Questionaire

A. Outside the School System

1. 62.5
2. 52.6
3. 38.7
4. 46.7
5. 30.2
6. 87.5
7. 92.7
8. 13.8

B. Within the School System

9. 57.2
10. 82.9
11. 82.2
12. 90.1
13. 62.5
Figure 2
152 Teachers

Devices Regarded as of 1st Value:

A
1. 4.6
2. 1.9
3. 3.2
4. 5.9
5. 6
6. 9.2
7. 67.7
8. 10.5

B
9. 11.8
10. 6.5
11. 18.4
12. 40.7
13. 21.0

0 25% 50% 75% 100%
Figure 3
152 Teachers

Devices Regarded as of 2nd Value.

A
1  15.1
2  12.5
3  74.4
4  5.9
5  9.8
6  31.5
7  17.1
8  7.3

B
9  10.5
10 17.7
11 21.7
12 33.5
13 13.8
Figure 4
152 Teachers

Devices Regarded as of No Value

A

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</table>

B

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<th></th>
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</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td>5.2</td>
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<td></td>
<td></td>
<td></td>
<td>1.3</td>
</tr>
</tbody>
</table>
The following are the chief points to be noted:—

Figure 1. Devices used under groups A and B of Page 1

A. Used most often: Summer School Attendance........ 92.7%
   Used next often: Teacher's Meetings, State & Co. 87.5%
   Used least often: Leave of absence for study
                   or travel............ 13.8%

B. Used most often: Visitation to other schools..... 90.1%
   Used next often: General meetings of all teach­
   ers in school system.............. 82.9%
   Used least often: Study classes conducted by
                   supt. or prin............... 57.2%

Figure 2. Devices regarded as of First Value.

A. Highest percent: Summer School Attendance........ 67.7%
   Next highest percent: Leave of absence for
                   study or travel.............. 10.5%
   Lowest percent: University Extension Course..... 1.6%

B. Highest percent: Visitation to other schools.... 40.7%
   Next highest percent: Definite classroom help
                   through supervision ............ 21.0%
   Lowest percent: General meetings of all teach­
                   ers in school system............ 8.5%

Figure 3. Devices regarded as of Second Value.

A. Highest percent: Teachers' Meetings - St. & Co... 31.5%
   Next Highest percent: Summer School attendance
                   17.1%
   Lowest percent: Leave of absence for study or
                   travel........................ 1.8%

B. Highest percent: Visitation to other schools...
                   33.5%
   Next highest percent: Group meetings of teach­
                   ers by grades or schools ............ 21.7%
   Lowest percent: Study classes conducted by supt.
                   or prin........................ 10.5%

Figure 4. Devices regarded as of No Value:

A. Highest percent of no value: Teachers Institutes. 13.1%
   Next Highest of no value: Teachers reading cir-
                   cles...................... 9.2%
   Lowest percent of no value: Summer school Attend.
                   0%
   Leave of absence for study or travel............ 0%

B. Highest percent no value: Gen. meetings of all
   teachers in school system............ 8.5%
   Next Highest no value: Study classes by Supt., Prin. 5.2%
   Lowest percent of no value: Definite Classroom help
                   through supervision...... 1.3%
In percents of 152 teachers we find that Summer School Attendance and Visitation to other schools are used most often by teachers. Leave of absence for study or travel and Study Classes conducted by superintendent or principal are used the least often. Summer School Attendance and visitation to other schools are first in value. Teachers' Meetings (State and County) and Visitation to other schools are second value. Teachers' Institutes and General Meetings of all teachers in school system are of the least value.

As all did not answer the questionnaire alike, some ranking each device three times as of first, second, and no value, while others ranked each device only once, as of first second, or no value,—a second calculation has been made in the endeavor to put all percents upon the same basis. This basis is the number of times each device is used. This number into the number of times each device is rated as first, second, and no value, gives the value in each case in percents by those using the devices.

Tables 5, 6, and 7 show the result of this calculation in tabular form.

Figures 5, 6, and 7 show it in graphic form.
### Table 5

**Teachers**

Devices rated 1st Value by those using them.

<table>
<thead>
<tr>
<th>Devices</th>
<th>Used</th>
<th>1st Val.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Outside the School System:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teachers Institutes—Co. or city</td>
<td>95</td>
<td>7</td>
<td>7.3</td>
</tr>
<tr>
<td>2. Teachers Reading Circles</td>
<td>80</td>
<td>3</td>
<td>3.7</td>
</tr>
<tr>
<td>3. Correspondence Course</td>
<td>58</td>
<td>5</td>
<td>8.6</td>
</tr>
<tr>
<td>4. Lecture Course</td>
<td>71</td>
<td>9</td>
<td>12.6</td>
</tr>
<tr>
<td>5. University Extension Course</td>
<td>46</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>6. Teachers Meetings, St., Co., etc</td>
<td>133</td>
<td>14</td>
<td>10.5</td>
</tr>
<tr>
<td>7. Summer School Attendance</td>
<td>141</td>
<td>103</td>
<td>73.0</td>
</tr>
<tr>
<td>8. Leave of absence for study or travel</td>
<td>21</td>
<td>16</td>
<td>76.1</td>
</tr>
<tr>
<td><strong>B. Within the School System</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Study classes conducted by Supt. or Principal</td>
<td>87</td>
<td>18</td>
<td>20.6</td>
</tr>
<tr>
<td>10. General meetings of all teachers in school system</td>
<td>126</td>
<td>10</td>
<td>7.9</td>
</tr>
<tr>
<td>11. Group meetings of teachers (by grades or schools)</td>
<td>125</td>
<td>28</td>
<td>22.4</td>
</tr>
<tr>
<td>12. Visitation to other schools</td>
<td>137</td>
<td>62</td>
<td>45.2</td>
</tr>
<tr>
<td>13. Definite class room help thru supervision</td>
<td>95</td>
<td>32</td>
<td>33.6</td>
</tr>
</tbody>
</table>
Table 6

Teachers

Devices rated 2nd Value by those using them.

<table>
<thead>
<tr>
<th>Devices</th>
<th>Used</th>
<th>2nd Val.</th>
<th>2nd Val.</th>
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<tbody>
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</tr>
<tr>
<td>1. Teachers Institutes—Co. or city</td>
<td>95</td>
<td>23</td>
<td>24.3</td>
</tr>
<tr>
<td>2. Teachers Reading Circles</td>
<td>80</td>
<td>19</td>
<td>23.7</td>
</tr>
<tr>
<td>3. Correspondence Course</td>
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<td>37.8</td>
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<tr>
<td>4. Lecture Course</td>
<td>71</td>
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<td>5. University Extension Course</td>
<td>46</td>
<td>15</td>
<td>32.6</td>
</tr>
<tr>
<td>6. Teachers Meetings, St., Co., etc</td>
<td>133</td>
<td>48</td>
<td>36.0</td>
</tr>
<tr>
<td>7. Summer School Attendance</td>
<td>141</td>
<td>26</td>
<td>18.4</td>
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<tr>
<td>8. Leave of absence for study or travel</td>
<td>21</td>
<td>2</td>
<td>9.5</td>
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<tr>
<td>B. Within the School System</td>
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<tr>
<td>9. Study classes conducted by Supt. or Principal</td>
<td>87</td>
<td>16</td>
<td>18.4</td>
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<tr>
<td>10. General meetings of all teachers in school system</td>
<td>126</td>
<td>27</td>
<td>21.4</td>
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<tr>
<td>11. Group meetings of teachers (by grades or schools)</td>
<td>125</td>
<td>33</td>
<td>26.4</td>
</tr>
<tr>
<td>12. Visitation to other schools</td>
<td>137</td>
<td>51</td>
<td>37.2</td>
</tr>
<tr>
<td>13. Definite class room help thru supervision</td>
<td>95</td>
<td>21</td>
<td>22.1</td>
</tr>
</tbody>
</table>
### Table 7

**Teachers**

Devices rated *No Value* by those using them.

<table>
<thead>
<tr>
<th>Devices</th>
<th>Used</th>
<th>No Val.</th>
<th>%</th>
</tr>
</thead>
<tbody>
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<td>A. Outside the School System:</td>
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<tr>
<td>1. Teachers Institutes—Co. or city</td>
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<td>20</td>
<td>21.0</td>
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<tr>
<td>2. Teachers Reading Circles</td>
<td>80</td>
<td>14</td>
<td>17.5</td>
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<tr>
<td>3. Correspondence Course</td>
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<td>9</td>
<td>15.6</td>
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<tr>
<td>4. Lecture Course</td>
<td>71</td>
<td>4</td>
<td>5.6</td>
</tr>
<tr>
<td>5. University Extension Course</td>
<td>46</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td>6. Teachers Meetings, St., Co., etc</td>
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<td>4</td>
<td>3.0</td>
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<tr>
<td>7. Summer School Attendance</td>
<td>141</td>
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<td>0</td>
</tr>
<tr>
<td>8. Leave of absence for study or travel</td>
<td>21</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B. Within the School System</td>
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<tr>
<td>9. Study classes conducted by Supt. or Principal</td>
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<td>10. General meetings of all teachers in school system</td>
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<td>11. Group meetings of teachers (by grades or schools)</td>
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<td>12. Visitation to other schools</td>
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<tr>
<td>13. Definite class room help thru supervision</td>
<td>95</td>
<td>2</td>
<td>2.1</td>
</tr>
</tbody>
</table>
Figure 5
152 Teachers

Races Rated 1st Value by Those Using Them

A
1 73
2 3.7
3 8.6
4 12.6
5 2.1
6 10.5
7
8 73.0
9
10 20.6
11 7.9
12 22.4
13 45.2
14 33.6
0 25% 50% 75% 100%
**Figure 6**

152 Teachers

Devices Rated 2nd Value by Those Using Them.

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<td>23.7</td>
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<td>21.4</td>
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<td>12</td>
<td>37.2</td>
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<tr>
<td>13</td>
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</table>
Figure 7
152 Teachers.

Devices Rated No Value by Those Using Them

A

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<tr>
<td>1</td>
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<tr>
<td>2</td>
<td>17.5</td>
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<tr>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

B

| 9  | 9.2  |
| 10 | 10.3 |
| 11 | 3.2  |
| 12 | 2.9  |
| 13 | 2.1  |

0  25%  50%  75%  100%
The points to be especially noted are as follows:

Figure 5. Devices rated First Value by those using them.

A. Highest percent: Leave of absence for study or travel....78.1%
   Next highest percent: Summer School Attendance.....73.0%
   Lowest percent: University Extension Course.......... 2.1%

B. Highest percent: Visitation to other schools..........45.2%
   Next highest percent: Definite class room help through supervision.............33.6%
   Lowest percent: General meetings of all teachers in school system........... 7.9%

Figure 6. Devices rated Second Value, by those using them.

A. Highest percent: Correspondence Course.............37.8%
   Next highest percent: Teachers Meetings (St., Co., etc) 36.0%
   Lowest percent: Leave of absence for study or travel 9.5%

B. Highest percent: Visitation to other schools......37.2%
   Next highest percent: Group meetings of teachers,
   (by grades or schools)....... 26.4%
   Lowest percent: Study classes conducted by Supt.
   or Prin........................................... 18.4%

Figure 7. Devices rated No Value, by those using them.

A. Highest percent of no value: Teachers Institutes..21.0%
   Next highest percent of no value: Teachers Reading Circles..................17.5%
   Lowest percent of no value: Summer School Attendance 0
   Leave of absence for study or travel............. 0

B. Highest percent of no value: General meetings of all teachers in school system..........10.3%
   Next highest percent of no value: Study classes conducted by Supt. or Prin........ 9.2%
   Lowest percent of no value: Definite classroom help through supervision......... 2.1%
In percents of the number using each device, we find that Leave of Absence for study or travel with Summer School Attendance as a close second, and Visitation to other schools rank as first value. Correspondence Course and Visitations to other schools are of second value. Teachers' Institutes and General Meetings of all teachers in school system are of least value. Summer School Attendance and Leave of Absence for study or travel are here given 0 percent in "no value".

In a third way an effort was made to find the value teachers place upon the different devices. It was found how many times each of the 13 devices had been ranked by those who answered the questionnaire. With this number as a basis, calculations were made to find what percent of this number had ranked each device first, second, and no value, the three percents being equal to 100%. Table 8 shows this in tabular form and Figure 8 in graphic form.
<table>
<thead>
<tr>
<th>Device</th>
<th>Ranked by</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Outside the School System:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teachers Institutes—Co. or city</td>
<td>50</td>
<td>14.0</td>
<td>46.0</td>
<td>40.0</td>
<td></td>
</tr>
<tr>
<td>2. Teachers Reading Circles</td>
<td>36</td>
<td>8.3</td>
<td>52.7</td>
<td>39.0</td>
<td></td>
</tr>
<tr>
<td>3. Correspondence Course</td>
<td>36</td>
<td>13.9</td>
<td>61.1</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>4. Lecture Course</td>
<td>22</td>
<td>40.9</td>
<td>40.9</td>
<td>18.2</td>
<td></td>
</tr>
<tr>
<td>5. University Extension Course</td>
<td>19</td>
<td>5.2</td>
<td>79.0</td>
<td>15.8</td>
<td></td>
</tr>
<tr>
<td>6. Teachers Meetings, St., Co., etc</td>
<td>66</td>
<td>21.2</td>
<td>72.8</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>7. Summer School Attendance</td>
<td>129</td>
<td>79.9</td>
<td>20.1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>8. Leave of absence for study or travel</td>
<td>18</td>
<td>88.9</td>
<td>11.1</td>
<td>0</td>
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</tr>
<tr>
<td>B. Within the School System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Study classes conducted by Supt. or Principal</td>
<td>42</td>
<td>43.0</td>
<td>38.0</td>
<td>19.0</td>
<td></td>
</tr>
<tr>
<td>10. General meetings of all teachers in school system</td>
<td>50</td>
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<td>11. Group meetings of teachers (by grades or schools)</td>
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<tr>
<td>12. Visitation to other schools</td>
<td>117</td>
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<tr>
<td>13. Definite class room help thru supervision</td>
<td>55</td>
<td>58.2</td>
<td>38.2</td>
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### Figure 8
152 Teachers

Percent Taken From the Number Ranking Each Device.

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<td>72.9</td>
<td>17.7</td>
<td>11.1</td>
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<td>88.9</td>
<td>11.1</td>
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<td>20.0</td>
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</tr>
<tr>
<td>13</td>
<td>58.2</td>
<td>38.2</td>
<td>3.6</td>
</tr>
</tbody>
</table>

0   | 25%       | 50%       | 75%       | 100%
The outstanding results are as follows:

Figure 8. Devices First Value, from those ranking them.

A. Highest percent: Leave of absence for study or travel 88.9%  
Next highest percent: Summer School Attendance........ 79.9%  
Lowest percent: University extension course............. 5.2%

B. Highest percent: Definite classroom help through supervision............ 58.2%  
Next highest percent: Visitation to other schools........ 53.0%  
Lowest percent: General meetings of all teachers in school system........ 20.0%

Figure 8. Devices Second Value, from those ranking them.

A. Highest percent: University extension course........ 79.0%  
Next highest percent: Teachers' Meetings—State and County... 72.8%  
Lowest percent: Leave of absence for study or travel.... 11.1%

B. Highest percent: Grade meetings of all teachers in school system........ 54.0%  
Next highest percent: Group meetings of teachers (by grades or schools)...... 50.8%  
Lowest percent: Study classes conducted by supt. or prin........ 38.0%

Figure 8. Devices No Value, from those ranking them.

A. Highest percent of no value: Teachers' Institutes........ 40.0%  
Next highest percent of no value: Teachers Reading Circles........ 39.0%  
Lowest percent of no value: Summer School Attendance 0  
Leave of absence for study or travel.... 0

B. Highest percent of no value: General meetings of all teachers in school system........ 26.0%  
Next highest percent of no value: Study classes conducted by supt. or prin........ 19.0%  
Lowest percent of no value: Visitation to other schools.... 3.4%
In percents of the number ranking each device, first values are, —In A, Leave of absence for study or travel with Summer School Attendance a close second, and in B, Definite classroom help through supervision with Visitation to other schools as a close second. In second values, University extension course and Grade Meetings of all teachers in school system are ranked first. Teachers Institutes and General Meetings of all teachers in school system are of the least value. Summer School Attendance and Leave of Absence for study or travel are here given 0 percent in "no value".

Comparing the results of the three methods of calculating percents we find uniformity. It is to be seen with a fair degree of certainty that in the minds of the teachers, Summer School Attendance, Leave of Absence for travel or study, Visitation to other schools, and Definite classroom help through supervision are of the highest value to them. It is plain, also that Teachers Institutes and General Meetings of all teachers in the school system are of least value to them. We find also that Summer School Attendance, and Leave of Absence for study or travel, while being given first value, are lowest in percents of no value, receiving in all calculations 0 percent of no value.

I. Data from Page 1 of Questionnaire (Cont'd)

(8) 22: Superintendents and Principals.
The answers of superintendents were tabulated for page 1 of
the questionnaire. Following are the findings.

Table 9 shows answers tabulated in whole numbers as to devices used, first value, second value, and no value. It gives also the number of persons ranking each device.

Table 10 gives the number of answers in percents of 22—the number of superintendents and principals answering. Figures 9, 10, 11, and 12 show in graphic form the data collected in Table 10.
Table 9.

Number of answers from 22 Superintendents.

Devices:

<table>
<thead>
<tr>
<th>Devices</th>
<th>Used</th>
<th>1st Val.</th>
<th>2nd Val.</th>
<th>No Val.</th>
<th>Ranked by</th>
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</thead>
<tbody>
<tr>
<td>A. Outside the School System:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1. Teachers Institutes—Co. or city</td>
<td>14</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>2. Teachers Reading Circles</td>
<td>14</td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>11</td>
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<tr>
<td>3. Correspondence Course</td>
<td>10</td>
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<td>2</td>
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</tr>
<tr>
<td>4. Lecture Course</td>
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<td>1</td>
<td>3</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>5. University Extension Course</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>6. Teachers Meetings, St., Co., etc</td>
<td>19</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>12</td>
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<tr>
<td>7. Summer School Attendance</td>
<td>21</td>
<td>19</td>
<td>2</td>
<td>0</td>
<td>21</td>
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<td>8. Leave of absence for study or travel</td>
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<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>B. Within the School System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Study classes conducted by Supt. or Principal</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>8</td>
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<tr>
<td>10. General meetings of all teachers in school system</td>
<td>16</td>
<td>1</td>
<td>6</td>
<td>2</td>
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<td>11. Group meetings of teachers (by grades or schools)</td>
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<tr>
<td>12. Visitation to other schools</td>
<td>16</td>
<td>10</td>
<td>4</td>
<td>1</td>
<td>15</td>
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<tr>
<td>13. Definite class room help thru supervision</td>
<td>16</td>
<td>8</td>
<td>2</td>
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### Table 10.
Number of answers in percents from 22 Superintendents.

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<tr>
<th>Devices</th>
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<th>2nd Value</th>
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</tr>
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<td></td>
</tr>
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<td>0</td>
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<tr>
<td>6. Teachers Meetings, St., Co., etc</td>
<td>86.3</td>
<td>9.0</td>
<td>36.1:9.0</td>
<td></td>
</tr>
<tr>
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<td>86.3</td>
<td>9.0</td>
<td>0</td>
</tr>
<tr>
<td>8. Leave of absence for study or travel</td>
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<td>4.5</td>
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<td>B. Within the School System</td>
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<tr>
<td>9. Study classes conducted by Supt. or Principal</td>
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<td>11. Group meetings of teachers (by grades or schools)</td>
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<td>22.7:4.5</td>
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<tr>
<td>12. Visitation to other schools</td>
<td>81.8</td>
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<td>13. Definite classroom help thru supervision</td>
<td>72.7</td>
<td>38.1:9.0</td>
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<td></td>
</tr>
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</table>
Figure 9
22 Superintendents.

Devices Used as Listed on Page 1 of Questionnaire.

A. Outside the School System.
1. 63.6
2. 63.6
3. 45.4
4. 54.5
5. 31.8
6. 86.3
7. 95.4
8. 9.0

B. Within the School System.
9. 36.3
10. 72.7
11. 72.7
12. 81.8
13. 72.7
Figure 10
22 Superintendents.

Devices Regarded as of 1st Value.

A.

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B

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<tr>
<td>13</td>
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0 25% 50% 75% 100%
Figure 11
2.2 Superintendents.

Devices Regarded as of 2nd Value.

A

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<tr>
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</table>
Figure 12.
22 Superintendents

Devices Regarded as of No Value.

A.

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</table>

B.

<p>| | | |</p>
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<td>4.5</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>4.5</td>
</tr>
</tbody>
</table>

0%  | 25%  | 50%  | 75%  | 100%
The following are the chief points to be noted:

Figure 9. Devices used:

A. Used most often: Summer School Attendance..............95.4%
   Used least often: Leave of absence for study or
   travel........ 9.0%

B. Used most often: Visitation to other schools.............81.8%
   Used least often: Study Classes conducted by Supt. or
   Prin................36.3%

Figure 10. Devices regarded as of First Value.

A. Highest percent: Summer School Attendance..............86.3%
   Lowest percent: Teachers Reading Circles............... 0

B. Highest percent: Visitation to other schools.............45.4%
   Lowest percent: General meetings of all teachers
   in school system........ 4.5%

Figure 11. Devices regarded as of Second Value.

A. Highest percent: Teachers Meetings (State & Co)... 36.1%
   Lowest percent: Leave of absence for study or trav­
   el........ 4.5%

B. Highest percent: General meetings of all teachers
   in school system........ 27.2%
   Lowest percent: Definite classroom help through
   supervision.............. 9.0%

Figure 12. Devices regarded as of No Value.

A. Highest percent of no value: Teachers Reading Circle 27.2%
   Lowest percent of no value: University Extension Course 0%
   Summer School Attendance 0%
   Leave of absence for study or travel.................. 0

B. Highest percent of no value: Study classes by Supt. &
   Prin........9.0
   General meetings of all teachers........ 9.0

   Lowest percent of no value: Group meetings of teachers 4.5%
   Visitation to other schools 4.5
   Definite classroom help
   through supervision........4.5%
It should be stated here that superintendents answered the questionnaire from two different points of view—some with themselves in mind and what devices are most valuable to them, and others with their teachers in mind and what they consider the most valuable devices for them. In gathering together the data no distinction has been made except where the actual responses may be read in answer to questions on Page 2.

In percents of 22 superintendents, we find that Summer School Attendance and Visitation to other schools are used by themselves and their teachers most often. Leave of absence for study or travel and Study Classes conducted by superintendent or principal are used the least often.

Summer School Attendance and Visitation to other schools are of first value. Teachers Meetings (State and County) and General meetings of all teachers in school system are second value. Teachers Reading Circles, Study Classes by Superintendent or Principal, and General meetings of all teachers in school system are of the least value.

A second computation was made as in the case of the answers of teachers, basing the percents of each value on the number using each device. Tables 11, 12, and 13, show percents of first, second, and no value, while Figures 13 and 13(Con) give the same in graphic form.
Table 11
Superintendents.

Devices rated 1st value by those using them.

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<thead>
<tr>
<th>Devices</th>
<th>Used No.</th>
<th>1st Val.</th>
<th>1st %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Outside the School System:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Teachers Institutes-Co.or city</td>
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<td>7.1</td>
</tr>
<tr>
<td>2. Teachers Reading Circles</td>
<td>14</td>
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<td>0</td>
</tr>
<tr>
<td>3. Correspondence Course</td>
<td>10</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>4. Lecture Course</td>
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<td>8.3</td>
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<tr>
<td>5. University Extension Course</td>
<td>7</td>
<td>1</td>
<td>14.2</td>
</tr>
<tr>
<td>6. Teachers Meetings, St., Co., etc</td>
<td>19</td>
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<td>10.5</td>
</tr>
<tr>
<td>7. Summer School Attendance</td>
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<tr>
<td>8. Leave of absence for study or travel</td>
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<td>1</td>
<td>50.0</td>
</tr>
<tr>
<td>B. Within the School System</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9. Study classes conducted by Supt. or Principal</td>
<td>8</td>
<td>3</td>
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<td>10. General meetings of all teachers in school system</td>
<td>16</td>
<td>1</td>
<td>6.2</td>
</tr>
<tr>
<td>11. Group meetings of teachers (by grades or schools)</td>
<td>16</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>12. Visitation to other schools</td>
<td>18</td>
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<td>55.5</td>
</tr>
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<td>13. Definite classroom help thru supervision</td>
<td>16</td>
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Table 12

Superintendents.

Devices rated 2nd Value by those using them.

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<th>Devices</th>
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<th>2nd Val.</th>
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<td>1. Teachers Institutes—Co.or city</td>
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<td>42.8</td>
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<td>2. Teachers Reading Circles</td>
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</tr>
<tr>
<td>3. Correspondence Course</td>
<td>10</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>4. Lecture Course</td>
<td>12</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>5. University Extension Course</td>
<td>7</td>
<td>3</td>
<td>42.8</td>
</tr>
<tr>
<td>6. Teachers Meetings, St., Co., etc</td>
<td>19</td>
<td>8</td>
<td>42.1</td>
</tr>
<tr>
<td>7. Summer School Attendance</td>
<td>21</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>8. Leave of absence for study or</td>
<td>2</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Within the School System</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Study classes conducted by</td>
<td>8</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Supt. or Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. General meetings of all teachers</td>
<td>16</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>in school system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Group meetings of teachers (by</td>
<td>16</td>
<td>5</td>
<td>31.2</td>
</tr>
<tr>
<td>grades or schools)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Visitation to other schools</td>
<td>18</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>13. Definite class room help</td>
<td>16</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>thru supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Table 13.**

Superintendents.

Devices rated No Value by those using them.

<table>
<thead>
<tr>
<th>Devices</th>
<th>Used No.</th>
<th>Val. No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Outside the School System:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teachers Institutes—Co. or city</td>
<td>14</td>
<td>2</td>
<td>14.2</td>
</tr>
<tr>
<td>2. Teachers Reading Circles</td>
<td>14</td>
<td>6</td>
<td>42.8</td>
</tr>
<tr>
<td>3. Correspondence Course</td>
<td>10</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>4. Lecture Course</td>
<td>12</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>5. University Extension Course</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Teachers Meetings, St., Co., etc</td>
<td>19</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>7. Summer School Attendance</td>
<td>21</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Leave of absence for study or travel</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>B. Within the School System</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Study classes conducted by Supt. or Principal</td>
<td>8</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>10. General meetings of all teachers in school system</td>
<td>16</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>11. Group meetings of teachers (by grades or schools)</td>
<td>16</td>
<td>1</td>
<td>6.2</td>
</tr>
<tr>
<td>12. Visitation to other schools</td>
<td>18</td>
<td>1</td>
<td>5.5</td>
</tr>
<tr>
<td>13. Definite class room help thru supervision</td>
<td>16</td>
<td>1</td>
<td>6.2</td>
</tr>
</tbody>
</table>
Figure 13
22 Superintendents

Devices Ranked 1st, 2nd, and No Value
By Those Using Them.

A.

1

2

3

4

5

6

7

8

1st Value
2nd Value
No Value

14.2
14.0
14.0
14.0
14.0
14.0
14.0
14.0

42.8
42.7
42.7
42.7
42.7
42.7
90.0
90.0

0%
25%
50%
75%
100%
Figure 13 [con.]

B.

9

10

11

12

13

\[ \text{Figure 13 [con.]} \]

B.

9

10

11

12

13

\[ \text{Figure 13 [con.]} \]

B.

9

10

11

12

13

\[ \text{Figure 13 [con.]} \]

B.

9

10

11

12

13

\[ \text{Figure 13 [con.]} \]

B.

9

10

11

12

13

\[ \text{Figure 13 [con.]} \]

B.
The following points are to be noted:

Figures 13 and 13a. Devices First Value, by those using them.

A. Highest percent: Summer School Attendance .......... 90.4%
   Lowest percent: Teachers Reading Circles .......... 0%

B. Highest percent: Visitation to other schools .......... 55.5%
   Lowest percent: General meetings of all teachers
   in school system .................. 6.2%


A. Highest percent: Teachers Institutes and University
   Extension Course .......... 42.8%
   Lowest percent: Leave of absence for study or travel 5.0%

B. Highest percent: Study classes conducted by Supt.
   or Principal . . . . . . . . . . . . . . . . . . . . . . . . . . 37.5%
   General meetings of all teachers
   in school system 37.5%

   Lowest percent: Definite classroom help through super-
   vision .................. 12.5%

Figures 13 and 13a. Devices No Value, by those using them.

A. Highest percent of no value: Teachers Reading Circles 42.8%
   Lowest percent of no value: University Extension Course 0%
   Summer School Attendance .... 0%
   Leave of absence for study
   or travel ............ 0%

B. Highest percent of no value: Study classes conducted by
   Supt. or Prin . . . . . . . . . . . . . . . . . . . . . . . . . . 25.0%
   Lowest percent of no value: Visitation to other schools 5.5%

In percents of the numbers using each device, we find
that Summer School Attendance and Visitation to other schools
are first in value. Teachers Institutes, University Extension
Course and Study Classes conducted by Superintendent or Princi-
pal are second in value. Teachers Reading Circles and Study
classes conducted by Superintendent or Principal are of least
value.
The third calculation based on the total number of persons ranking each device is found in Table 14 in tabular form, and in Figure 14 in graphic form.

### Table 14

Superintendents.

Percent of devices 1st Value 2nd Value No Value
taken from the total number of persons ranking each device.

<table>
<thead>
<tr>
<th>Devices</th>
<th>Ranked by 1st</th>
<th>Ranked by 2nd</th>
<th>No value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Outside the School System:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teachers Institutes—Co. or city</td>
<td>9 11.1 22.2 66.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teachers Reading Circles</td>
<td>11 0 45.5 54.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Correspondence Course</td>
<td>5 20.0 40.0 40.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Lecture Course</td>
<td>7 14.4 42.8 42.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. University Extension Course</td>
<td>4 25.0 75.0 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Teachers Meetings, St., Co., etc</td>
<td>12 16.7 66.6 16.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Summer School Attendance</td>
<td>21 90.5 9.5 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Leave of absence for study or travel</td>
<td>2 50.0 50.0 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Within the School System</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Study classes conducted by Supt. or Principal</td>
<td>8 37.5 37.5 25.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. General meetings of all teachers in school system</td>
<td>9 11.1 66.7 22.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Group meetings of teachers (by grades or schools)</td>
<td>12 50.0 41.7 8.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Visitation to other schools</td>
<td>15 66.7 26.7 6.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Definite class room help thru supervision</td>
<td>11 72.8 18.2 9.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 14
22 Superintendents

Percent Taken from Total Number of Persons Ranking Each Device
The following points are to be noted:

Figure 14. Devices First Value, from those ranking them.

A. Highest percent: Summer School Attendance........... 90.5%
   Lowest percent: Teachers' Reading Circles......... 0

B. Highest percent: Definite classroom help through supervision........... 72.8%
   Lowest percent: General meetings of all teachers in school system........... 11.1%

Figure 14. Devices Second Value, from those ranking them.

A. Highest percent: University Extension Course........... 75.0%
   Lowest percent: Summer School Attendance........... 9.5%

B. Highest percent: General meetings of all teachers........... 66.7%
   Lowest percent: Definite classroom help through supervision........... 18.2%

Figure 14. Devices No Value, from those ranking them.

A. Highest percent of no value: Teachers institutes........... 66.7%
   Lowest percent of no value: University Extension Course........... 0
   Summer School Attendance 0
   Leave of absence for study or travel........... 0

B. Highest percent of no value: Study classes conducted by superintendent or prin........... 05.0%
   Lowest percent of no value: Visitation to other schools........... 6.6%

In percents of the number ranking each device, we find Summer School Attendance and Definite Classroom help through supervision are of first value. The University Extension Course and General Meetings of all teachers in school system are of second value. Teachers Institutes and Study Classes conducted by superintendent or principal are of least value.
Comparing the results of the three methods of calculating percents we find some uniformity. Without a doubt Summer School Attendance, Visitation to other schools, and Definite Classroom help through supervision are of the highest value in the minds of superintendents. Teachers' Institutes Reading Circles, Study classes conducted by Superintendent or Principal and General meetings of all teachers in school system are of least value.

(3) Comparison Page 1. Teachers and Superintendents.

A comparison of devices ranked by teachers and superintendents was made on the basis of the number using each device, this method of calculation seeming to be the best index of opinion.

Figures 15, 16, and 17 show the comparison in graphic form.
Figure 15
Teachers and Superintendents.

Devices Rated 1st Value by Those Using Them.

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Superintendents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7.3</td>
<td>7.1</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>3.7</td>
</tr>
<tr>
<td>3</td>
<td>1.8</td>
<td>10.0</td>
</tr>
<tr>
<td>4</td>
<td>12.8</td>
<td>3.3</td>
</tr>
<tr>
<td>5</td>
<td>2.1</td>
<td>14.2</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>10.5</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>10.5</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>73.0</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>90.4</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>76.1</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>37.5</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>6.2</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>37.5</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>55.5</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>50.0</td>
</tr>
</tbody>
</table>

0 25% 50% 75% 100%
Figure 16
Teachers and Superintendents

Devices Rated 2nd Value By Those Using Them

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Superintendents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24.2</td>
<td>42.8</td>
</tr>
<tr>
<td>2</td>
<td>23.7</td>
<td>35.7</td>
</tr>
<tr>
<td>3</td>
<td>20.0</td>
<td>37.8</td>
</tr>
<tr>
<td>4</td>
<td>12.6</td>
<td>25.0</td>
</tr>
<tr>
<td>5</td>
<td>32.6</td>
<td>42.6</td>
</tr>
<tr>
<td>6</td>
<td>36.0</td>
<td>42.1</td>
</tr>
<tr>
<td>7</td>
<td>9.5</td>
<td>18.4</td>
</tr>
<tr>
<td>8</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>16.4</td>
<td>37.5</td>
</tr>
<tr>
<td>10</td>
<td>21.4</td>
<td>37.5</td>
</tr>
<tr>
<td>11</td>
<td>26.4</td>
<td>31.2</td>
</tr>
<tr>
<td>12</td>
<td>22.2</td>
<td>37.2</td>
</tr>
<tr>
<td>13</td>
<td>12.5</td>
<td>22.7</td>
</tr>
</tbody>
</table>
Figure 17

Teachers and Superintendents.

Devices Rated No Value by Those Using Them.

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Superintendents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>21.0</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
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<td>15.5</td>
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<tr>
<td>4</td>
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<td>5</td>
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<td>6.5</td>
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<td>6</td>
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<td>10.5</td>
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<tr>
<td>7</td>
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<tr>
<td>8</td>
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<td>9</td>
<td></td>
<td>9.2</td>
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<td>10.2</td>
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<td>11</td>
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<td>3.2</td>
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<tr>
<td>12</td>
<td></td>
<td>2.9</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>2.1</td>
</tr>
</tbody>
</table>

0% 25% 50% 75% 100%
Figure 15. Comparison of devices first in value.

A. Teachers. Highest percent:
   Leave of absence for study or travel...76.1%
   Summer School Attendance.............73.0%

Superintendents. Highest percent;
   Summer School Attendance.............90.4%
   Leave of absence for study or travel....50.0%

B. Teachers. Highest percent:
   Visitation to other schools...........45.2%
Superintendents. Highest percent:
   Visitation to other schools...........55.5%

There is little difference between the opinion of teachers and superintendents. Summer School Attendance, and Visitation to other schools they are agreed are of first value. With teachers, Leave of absence ranks first—but few use it, while superintendents do not give it first place in any instance.

The greatest differences in percents for the same device is Leave of absence for study or travel, and Study classes conducted by superintendent or principal. These might be explained by the fact that as two superintendents only used this device, a fair opinion is not found. Superintendents place higher value on the meetings they themselves have in charge as they feel them important.

The greatest likeness is Teachers' Meetings (State and County), both alike giving it a low rank, and General Meetings of all teachers in the school system also ranked low by both.
In second values there seems to be no great uniformity.

Figure 16. Second Values—Comparison.

A. Teachers: Highest percent: Correspondence Course...37.8%
   Superintendents: Highest percent:
   Teachers' Institutes........42.8%
   University Extension Course 42.8%

B. Teachers: Highest percent: Visitation to other schools........37.2%
   Superintendents: Highest percent:
   Study classes conducted by Supt. or Prin.......37.5%
   General meetings of all teachers in school system..........37.5%

Teachers rank Correspondence Course as highest value among devices of 2nd value and Superintendents rank Institutes as the highest in second values. The teachers rank Visitation to other schools also highest in second values as they did in first values; superintendents rank Study Classes and General meetings highest within the school system in second values. The greatest differences in percents of second values for the same device is found to be Institutes ranked low by teachers, and Study Classes conducted by superintendent or principal ranked high by superintendents. The greatest likeness is found to be Leave of absence for study or travel, and Group meetings by grades or schools.

In "no values" there is some degree of uniformity.

Figure 17. No values—Comparison.

A. Teachers: Highest percent of no value.
   Teachers Institutes........21.0%
   Supts.: Highest percent of no value.
   Teachers reading circles....42.8%
B. Teachers: Highest percent of no value:
General Meetings of all in school system........10.3%

Supts...: Highest percent of no value:
Study classes conducted by Supt...25.0%

Teachers again show they consider Institutes of low value, while superintendents consider Teachers' Reading Circles of no value. On the other hand both are agreed that Summer School Attendance and Leave of absence for study or travel should not be ranked among those devices which have no value.

In devices within the school system, General Meetings of all teachers in the school system are felt to be of no value to the largest percent of teachers, and a high percent of superintendents place no value on study classes conducted by them. There seems to be here a wide difference of opinion among superintendents themselves. There are too few cases in "no values" to give a fair percent. The greatest differences between the teachers and superintendents seems to be in the value of Reading Circles ranked high in "no values" by superintendents and Study Classes conducted by Superintendent and principal ranked high in "no value" by superintendents. The greatest likeness is found in the zero value in no values placed upon Summer School Attendance, Leave of absence for study or travel, Group meetings by grades or schools, and Visitation to other schools.

In summing up the comparisons made above between teachers and superintendents, we find that they are agreed
as to the high value of Summer School Attendance, Leave of absence for study or travel, and Visitation to other schools. They are also agreed as to the little value of General meetings of all teachers in the school system. They do not agree on the value of Institutes, teachers placing it low, and superintendents high in second values. Also, Reading Circles have a higher value placed upon them by teachers. Teachers are agreed that Study classes conducted by superintendent or principal are of questionable value, while superintendents are disagreed as to the value of such classes. Definite classroom help through supervision is ranked higher by teachers than by superintendents, teachers evidently seeing greater possibilities for improvement to themselves through it than superintendents are ready to grant.
2. Data from Page 2 of Questionnaire.

(1) 139 Teachers:

On Page 2, the instructions were to take the device which has been first in value and answer the following questions:

1. Specifically, how has it improved teaching?
2. What features in it have given this help?
3. Describe how this device was carried out, stating specifically:
   1. Time it lasted.
   2. Plan pursued.

We shall be able to see in these answers just what devices are uppermost in the mind of the teacher, and to understand what are considered the outstanding helpful qualities of these devices. In the answers, some mention more than one device. These are given equal value in the calculations made.

Table 15 gives the number of times each device is mentioned on page 2, together with the percent of times each device is mentioned in the 139 answers. Figure 18 shows in graphic form the percent of times each device is mentioned.
### Table 16

Devices mentioned on page 2 of questionnaire; 139 Teachers.

Times mentioned in numbers.

Times mentioned in percent.

<table>
<thead>
<tr>
<th>Devices</th>
<th>Times mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Outside the School System:</td>
<td></td>
</tr>
<tr>
<td>1. Teachers Institutes-Co.or city</td>
<td>no. 6 4.3</td>
</tr>
<tr>
<td>2. Teachers Reading Circles</td>
<td>2 1.4</td>
</tr>
<tr>
<td>3. Correspondence Course</td>
<td>2 1.4</td>
</tr>
<tr>
<td>4. Lecture Course</td>
<td>1 0.7</td>
</tr>
<tr>
<td>5. University Extension Course</td>
<td>1 0.7</td>
</tr>
<tr>
<td>6. Teachers Meetings, St., Co., etc</td>
<td>5 3.6</td>
</tr>
<tr>
<td>7. Summer School Attendance</td>
<td>87 62.5</td>
</tr>
<tr>
<td>8. Leave of absence for study or travel</td>
<td>10 7.2</td>
</tr>
<tr>
<td>B. Within the School System</td>
<td></td>
</tr>
<tr>
<td>9. Study classes conducted by Supt. or Principal</td>
<td>2 1.4</td>
</tr>
<tr>
<td>10. General meetings of all teachers in school system</td>
<td>2 1.4</td>
</tr>
<tr>
<td>11. Group meetings of teachers (by grades or schools)</td>
<td>6 4.3</td>
</tr>
<tr>
<td>12. Visitation to other schools</td>
<td>22 15.3</td>
</tr>
<tr>
<td>13. Definite class room help thru supervision</td>
<td>11 7.9</td>
</tr>
</tbody>
</table>
Figure 18
139 Teachers

Devices Mentioned on Page 2 of Questionnaire

A

1  4.3
2  1.4
3  1.4
4  .7
5  .7
6  3.5
7  62.5
8  7.2

B

9  1.4
10  1.4
11  4.3
12  15.8
13  7.9

D  25%  50%  75%  100%
It is seen at a glance that Summer School Attendance is mentioned by far the greatest number of times, with Leave of absence for study or travel the next highest percent. The latter is, however, many points lower. Visitation to other schools and Definite classroom help through supervision are mentioned the most often in devices within the school system.

Table 16 gives the devices mentioned on Page 2 in percents of those using each device.

Figure 19 shows this in graphic form.
Table 16

Devices mentioned on Page 2 in percent of those using them.

139 teachers.

<table>
<thead>
<tr>
<th>Devices</th>
<th>Times</th>
<th>ment. of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Used</td>
<td>P. 2</td>
</tr>
<tr>
<td>A. Outside the School System:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teachers Institutes-Co. or city</td>
<td>89</td>
<td>6</td>
</tr>
<tr>
<td>2. Teachers Reading Circles</td>
<td>71</td>
<td>2</td>
</tr>
<tr>
<td>3. Correspondence Course</td>
<td>51</td>
<td>2</td>
</tr>
<tr>
<td>4. Lecture Course</td>
<td>65</td>
<td>1</td>
</tr>
<tr>
<td>5. University Extension Course</td>
<td>44</td>
<td>1</td>
</tr>
<tr>
<td>6. Teachers Meetings, St., Co., etc</td>
<td>124</td>
<td>5</td>
</tr>
<tr>
<td>7. Summer School Attendance</td>
<td>130</td>
<td>87</td>
</tr>
<tr>
<td>8. Leave of absence for study or travel</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>B. Within the School System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Study classes conducted by Supt. or Principal</td>
<td>81</td>
<td>2</td>
</tr>
<tr>
<td>10. General meetings of all teachers in school system</td>
<td>114</td>
<td>2</td>
</tr>
<tr>
<td>11. Group meetings of teachers (by grades or schools)</td>
<td>115</td>
<td>6</td>
</tr>
<tr>
<td>12. Visitation to other schools</td>
<td>128</td>
<td>22</td>
</tr>
<tr>
<td>13. Definite class room help thru supervision</td>
<td>85</td>
<td>11</td>
</tr>
</tbody>
</table>
Figure 19
139 Teachers

Devices Mentioned on Page 2 in Percent of Those Using Them.

<table>
<thead>
<tr>
<th>Device</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>4</td>
<td>1.5</td>
</tr>
<tr>
<td>5</td>
<td>2.2</td>
</tr>
<tr>
<td>6</td>
<td>4.0</td>
</tr>
<tr>
<td>7</td>
<td>66.9</td>
</tr>
<tr>
<td>8</td>
<td>55.5</td>
</tr>
<tr>
<td>9</td>
<td>2.4</td>
</tr>
<tr>
<td>10</td>
<td>1.7</td>
</tr>
<tr>
<td>11</td>
<td>5.2</td>
</tr>
<tr>
<td>12</td>
<td>17.1</td>
</tr>
<tr>
<td>13</td>
<td>12.9</td>
</tr>
</tbody>
</table>

Legend:
- 66.9%
- 55.5%
- 25%
- 50%
- 75%
- 100%
Here the same devices again stand out as prominent: Summer School Attendance, Leave of absence for study or travel, Visitation to other schools and Definite classroom help through supervision.

The same conclusions are reached as in studying answers to Page 1. We find, therefore, that the answers to Page 1 and Page 2 are very parallel in their results. This being true, the data show a good degree of reliability.

In giving the answers to the questions on Page 2, we shall take each device in order, and each question answered for each device separately. The form of the question will not be repeated each time, but will be indicated. The numbers appearing, in some instances after the answers, indicate the number of times that particular answer was given. Those answers not numbered were given once. The devices in A, outside the school system will be given first, followed by the answers in B, within the school system.

A. Outside the School System.

Device No.1. Teachers' Institutes (City or County)

Mentioned by 6 persons.

Question 1. Specifically, how has it improved teaching?

(1) Gave many useful devices and suggestions on how to meet difficulties in instruction and discipline. 3

(2) By exchange of ideas, and giving inspiration in the furnishing of ideals. 2

(3) Gave better knowledge of teaching school subjects.
Question 2. What features in it have given this help.

(1). The lecture course by noted educators. 2.

(2). Instructors management of class room work. The recitation. 2.

(3). Demonstration lessons in conducting certain classes. 2.

(4). Lectures and advice as to how to meet difficulties which arise in the classroom. 2.

(5) Round table discussion—a discussion by experienced teachers of the methods they used in meeting successfully many situations in the classroom. 2.

Question 3. Describe how this device was carried out stating specifically:

1. Time it lasted.
   (1) One week——2
   (2) Four weeks——1
   (3) Monthly——1

2. Plan pursued.
   (1). In round table discussions the teachers handed the chairman a slip of paper on which was stated some problem which she had encountered in her work. Teachers were called upon to tell how they had met the problem and to give constructive criticism. Sometimes one was asked to try it out. 2.

   (2). Lectures and demonstration lessons 2.

   (3). Academic and professional work. Recitations and methods of conducting them, devices and suggestions which would be useful in our work and personality of the teacher conducting the classes. Following this a course in methods and management was presented. 2
Device No. 2. Teachers Reading Circles.
Mentioned by 2 persons.

Question 1.

(1). Gives the teacher the opportunity of obtaining many practical helps and devices which he otherwise might not obtain.

(2). By bringing teachers together resulting in a discussion and exchange of ideas and opinions of how to apply best methods.

(3). Tends toward unity and cooperation of teachers, which results in more successful teaching.

Question 2.

(1). Discussion of topics and useful devices.

(2). Exchange of ideas.

Question 3.

1. Time it lasted.
   (1) Throughout the entire school year.

2. Plan pursued.
   (1) Superintendent and grade teachers met regularly each month and studied and discussed a book which was valuable to each teacher—such as Wilson's Motivation of Language.

Device No. 3. Correspondence Course.
Mentioned by 2 persons.

Question 1.

(1). Increase in knowledge of subject and methods.

(2). Increase in knowledge and skill.

Question 2.

(1) The fact that I had to do all the work in the course and do it well.
Question 3.

1. Time it lasted.
   (1) 1½ years.

2. Plan pursued.

Instructions printed and sent to me.

Work was returned corrected to me with explanations.

Device No. 4. Lecture Course.

Mentioned by 1 person.

Questions 1–2–3.

(1). Enjoyed it.

(2). Broadened the view of the subject.

(3). Methods of teaching were made better.

Device No. 5. University Extension Course.

Mentioned by 1 person.

Questions 1–2–3.

(1). Gained much from this course.

(2). Improved my teaching.

Device No. 6. Teachers' Meetings (State, County, etc).

Mentioned by 5 persons.

Question 1.

(1). Is a help in developing a philosophy and creed of teaching. Stimulates the professional spirit.

2.
(2). Gaining an interchange of ideas concerning method, technique, etc. A help in discipline in showing how to give students a high moral standard. 2.

(3). Lectures broaden one's mind and gives help as to how work should be done. Gives an added appreciation in music and art. 3.

(4). Adds something new and refreshing to the subjects you are interested in as well as to other subjects. 1.

Question 2.

(1). Lectures by leading men and women of the United States. 3.

(2). Round table and departmental sections—Three minute talks. 5.

(3). Exhibits. 2.

(4). Contact with a great body of teachers. 1.

(5). Demonstration lessons. 2.

(6). Demonstration of different methods of other schools, such as dramatization of some selection as for a language lesson, etc. 4.

Question 3.

1. Time it lasted.

   (1). Two days every year—State meetings.

   (2). Three days — State meetings.

   (3) — County teachers meetings.

2. Plan pursued.

   (1). Lectures principally.

   (2). Demonstration lessons.
Device No. 7. Summer School Attendance.
Mentioned by 87 persons.

Question 1.

I. Professional Help.

(1). Keeps the teachers in touch with all the newest and best methods for presenting material so that her own methods are improved..........................37.

(2). Gives new ideas upon organization, equipment, new material, and all phases of teaching which can be put into practice.............................24

(3). Helped in problems of management..............1


(6). Teachers! Course in own subject was more valuable than in undergraduate days..................1

(7). Keeps me in touch with new devices in other schools in teaching my particular branch of work...4

(8). Helps to raise standards of school system with a fuller realization of the value of a good school.3

(9). Increased knowledge of educational endeavor in keeping one familiar with the new and progressive in education. 2
(10). Ability to conduct a better recitation with increased ability in explanation and imparting subject matter.

(11). Helped to work out weak points found during the past year of teaching.

(12). Inspired a greater interest in the study of Psychology and Pedagogy.

(13). Increased understanding of the psychological reasons and principles for certain methods. Learned better to understand the child and his point of view, and how better to present work which would appeal to him. It increased knowledge of human nature, patience with slow pupils, and brought about a closer relation between teacher and pupil.

(14). Bigger and broader conception of the child's needs and how to meet them. Helps to see teaching is more than assigning of lessons and hearing of recitations—it is to aid in the development of the child's mind and to arouse him to make an effort for something worth while.

(15). Learned the value of play in teaching.

(16). Motivated teaching.

II. Help in scholarship.

(1). It improves scholarship, enriching knowledge of
subject matter and of subject to be taught, raising qualifications and equipment in teaching........................................24.

(2). Broadens ideas, bringing new facts and workable ideas in the teaching of special subjects and in general educational work.............................................. 4

(3). Helps to recognize essentials and aims in one's own subject. It gives a keener realization of ends in view......................................................... 4

III. Inspirational value.

(1). It arouses enthusiasm for the work and inspires one to go forward into new work. It increases one's interest and love for the work, which is later reflected in the interest of the pupils................. 27

(2). Keeps one from getting narrow and keeps him out of a rut. It gives new ideals and the right point of view............................................................ 6

(3). One is again in the atmosphere of the school and university where university ideals of culture and scholarship are revived. One is inspired by instructors, and the influence of personalities...................... 6

(4). Broadened my viewpoint on school questions, education, the entire educational situation, and our life.19.

(5). Stimulated ambition and gave a desire to be a better teacher doing better work,................. 10
Question 2.

I. Professional Help.

1. Work in Model School or Practice School, in connection with the Training School.
   a. Observation of the methods of an expert in the teachers workshop. Talked with fellow teachers and compared notes afterwards. 26
   b. Practice in teaching in the model school under expert supervisor, with criticisms by instructor and teachers afterwards. 19
   c. Seeing the better teachers conduct classes. One class taught was composed entirely of subnormal pupils. 5
   d. Observation work in the kindergarten and on the playground with supervision of songs, games, rapid number work, material for language work and playground work. 6

2. Training School Classes or classes in the Educational Department.
   a. Methods classes in different subjects under experts who know the best methods. Here were learned the best methods of different subjects and how to apply them: Handwork, History, Drawing, Dramatic Art, Journalism, etc. Teachers studying were obliged to bring new methods to class. Gave opportunity to learn methods in own particular line of work. 30
b. Experiments studied and performed in classrooms giving new methods and materials. New fields of investigation were opened up as different methods were tested to find the best. .......................... 6

c. Lesson plans handed in, criticised and returned. These were used as a basis of teaching daily..... 5

d. Round table discussions and open informal discussion in the classroom, of school problems, methods, plans, devices. New lines of work and problems of other schools were presented and shown how they were met................................................. 23

e. Observation of instructor's method of teaching the class and ideas gained from watching him. Attention called to latest books and other sources of information on my subject............................... 18

II. Academic help.

(1). Academic work in subjects not to be taught, but in new and correlated fields. .......................... 6

(2). Classes in all branches of work with text book study.......................................................... 15

(3). Courses in Psychology with experimentation and demonstration. Course in administration.............7

(4). Seminar classes. Assignment of subjects for special investigation...........................................3
§5. Written lessons on topic assigned each day. Supervision and personal help.

(6). An excellent review and thorough study under competent instructors. A great variety of subjects to choose from.

(7). Lectures, with notes usually to be handed in.

(8). Use of library for general, professional and reference work and systematic reading. Use of building equipment.

(9). Lectures.

a. Lectures by noted educators on up-to-date live topics of a special or general nature. Lectures at chapel hour.

III. Help in Student Relationships.

1. The Faculty.

a. Conferences with professors and instructors.

b. Personal touch with men of scholarship, breadth of vision, and experts along certain lines of work.

2. The Student body.


b. General mixing in a social way.

c. Associating with those whose interests are the same.

d. Comparing problems and methods with other teachers.
3. A student again.

Teachers were treated like pupils and work especially arranged to meet teachers’ needs.

Question 3.

1. Time it lasted.

This question is answered in various ways. Some give the length of time such as from 8 to 10 weeks. Both times are tabulated in this case.

The times given are as follows:

(1). 4 weeks ————given 1 time.
(2). 6 weeks ———— given 15 times.
(3). 8 weeks ———— given 22 times.
(4). 9 weeks ———— given 8 times.
(5). 10 weeks ———— given 9 times.
(6). 12 weeks ———— given 1 times.

The time is also given in the following form:

(1). 6 weeks every 3 or 4 years.
(2). 9 weeks for 5 summers.
(3). 10 weeks each year.
(4). Annually in a Colorado College.
(5). Two full summers in University of Chicago.
(6). State Normal summer session.
(7). 8 weeks for 3 summers.
(8). Over a period of 4 or 5 summers.
(9). Three summer sessions of 6 weeks.
(10). Three summers of 8 weeks.
(11). During summer session.
(12). Through 5 sessions—and so on.

Eight weeks seems to be the prevalent length of summer session. The idea seems to be to take some work each summer, or to take a session every so many years.

Question 3.

2. Plan pursued.
(1.) Courses in subjects leading to a Master's degree at Kansas State University.................1
(2). Teachers Course in Education Department..........4
(3). College work.................................................5
(4). Enrolled for methods in own particular work....2
(5). Primary work..................................................2
(6). Teaching subjects correlated with my regular course.................................................8
(7). Finishing an advanced course in the State Normal School........................................2
(8). Ten weeks intensive work with encouragement for further study and correspondence work.
(9). One hour for each branch supplemented by actual work with classes in schoolroom and on playground.
(10). Have not chosen courses primarily helpful toward obtaining an advanced degree but have in most cases chosen those that promised to be of immediate and practical value. I am not sure that this has been wise, however.

Device No.8. Leave of absence for study or travel.
Mentioned by 10 persons.

In answering the questions on page 2, those who consider this device most valuable have in most cases given little thought to the stipulation "leave of absence".
and have spoken of study and travel as independent of the help of the school system. The answers will be recorded as stated with some attempt to group those which can be grouped.

*****

Study

Question 1.

(1). The device which has meant most to me as a teacher was a year of study in Teachers College, Columbia University. Study under the big men and women there gave me a broader viewpoint in education, led me to have a more experimental attitude toward method, and a keen interest in working to improve method.

(2). By enabling a teacher who has been out of school for some time to take advantage of new ideas and teaching methods that have been developed and also gives the teacher a chance to collect fresh material or new ways of presenting old material..............

(3). Deepened knowledge of subject matter..............

(4). Broadened my outlook....................... 

(5). Gave ability to judge my subjects from standpoint of educational psychologist, and to understand more fully the needs of pupils.

(6). Stimulated to new effort through contact with good-sized men and women.

(7). Put me again in the student attitude.
(8). Gave opportunity to study pedagogic principles and their effects in the classroom where I was a student.

(9). Increased ability to distinguish between essentials and non-essentials.

Study

Question 2.

(1). Individual research study......................2

(2). Classroom association with instructor............2

(3). Observation of the teaching of children in various grades by skilled teachers, and class discussion of the lesson observed with the professor afterwards in which methods were analyzed and criticised..........................2

(4). Lectures by faculty.

(5). The touch it afforded with the outside world.

(6). Contact with others teaching in similar schools or same subject.

(7). Material received from recognized authors of study.

Study

Question 3.

1. Time it lasted.

1. Nine months......1

2. One year..........2

3. One year and a summer..1.

4. Two years.
2. Plan pursued.

(1). Graduate study with opportunity to visit first-rate city and normal schools.
(2). Resided in New York. Carried full course in graduate work. Used New York city as a laboratory for study of school system, social, civil, and literary life. Side trips to Boston, Philadelphia, and other points of political or historical interest.
(3). Followed a method similar to that used by persons taking their Master's Degree.
(4). Work in the State University.
(5). Teacher was granted privilege of returning to old position with increase in salary.

**

Travel.

Question 1.

(1). Am able to make my class room work more interesting by telling of my visit to a certain place when we are studying about that particular place.
(2). Enables one to be in better physical condition for the year's work with a fresh, clear, rested mind...
(3). Adds much to one's store of knowledge in books, geography, and of human nature.................
(4). Gives a wider outlook to life, an essential, as I see it, to one who has to confine himself to the narrowing influences of the schoolroom.................
(5). Travel and lectures combined gave me more valuable help in the teaching of History by making the subject more real.

---

Travel.

Question 2.

(1) The specific knowledge gained of things previously heard of and read about and the inspirational phase of travel are to me the most important features.

(2) Places I have visited and can describe to my classes:
- The mint at San Francisco, Salt Lake City, battleships, vessels, wharves, etc.,
- great sea wall at Galveston, Texas,
- life of the southern people,
- Niagara and nearplaces,
- factories, glass, pottery, iron foundery, pencil, etc.

(3) Connected the event with its natural surroundings, and made it more vivid.

(4) Rest and change of work made one more ready for class room work again.

Travel.

Question 3.

1. Time it lasted.
   1. Three months.
   2. Summer vacations.
   3. Leave of absence for a couple of weeks two summers.
   4. Four months travel in the West and North-west.
2. Plan pursued.

(1). A group corresponding to a class travelled together studying the Geography and History of the places visited. Each morning or evening lectures were given on what had been seen that day, or if in the morning what was to be of interest that day.

(2). I have never had a leave of absence for study or travel but have taken the time with a chance of a position the next year.

****

E. Within the School System.

Device No. 9. Study Classes conducted by Superintendent or Principal.

Mentioned by 2 persons.

Question 1.

(1). Has given definite aim in work.

(2). Improved mode of procedure.

Question 2.

(1). Discussions of problems in teaching.

(2). Suggestion of new plans.

Question 3.

1. Time it lasted.

(1). Class lasted about one hour.
   Called by superintendent usually once a month.

(2). 1 hour at close of school.
2. Plan pursued.

(1). Study of book on teaching.

(2). Discussion of work read and practical problems.

(3). Open discussion of stated subjects as:—

1. Technique of Teaching.

2. Personality of teacher, etc.

(4). Teacher required to give lecture on chosen subject.

****

Device No.10. General Meetings of all teachers in school system.

Mentioned by 2 persons.

Questions 1, 2, and 3.

(1). I like our present plan of having all the teachers of our schools meet together in bi-monthly teachers' meetings. We usually have a program consisting of 3 or 4 numbers from various departments. This is democratic and unites the teachers, gives the feeling of one end or purpose in work and is entertaining and instructive. The numbers may be in the form of papers, talks illustrated or otherwise, the presentation of model lessons with pupils, exhibits of work or round table discussions.

(2). General meetings have been valuable especially when we have a good practical as well as inspirational lecturer.
Device No. 11. Group meetings of teachers (by grades or schools).

Mentioned by 6 persons.

Question 1.

(1). Gives more definite aims.
(2). Helps to eliminate non-essentials.
(3). Corrects teachers' faults.
(4). Beneficial especially to young or inexperienced teacher, as it gives good theory along with the actual practice, thus being very practical.
(5). Tends to make the teaching of the various subjects more uniform, not only in one building, but in the whole school system.
(6). Solves practically the numerous daily problems peculiar to that grade.
(7). Gathers new material with which the work can constantly be kept alive and interesting in the presentation to the student.
(8). Broadens teaching.
(9). Has shown other plans of daily preparation in courses outside my own.
(10). Kept me trying to improve and become as efficient as some of the older teachers.

Question 2.

(1). Exchange of methods and devices by individual teachers.
(2). General discussion of school problems, right methods and correct aims. Adoption of best method...

(3). Outline amount of work required in a definite time.

(4). The spirit of helpfulness.

(5). Informality of meetings.

(6). Took each subject separately, such as Spelling or Grammar or Arithmetic, giving the best ways of presenting it to pupils, with discussions on the wrong methods sometimes used.

(7). Pointed out common mistakes in the work of certain grades, and gave corrective measures.

(8). Demonstrated the most effective and newer schemes for the actual application of educational theories.

Question 3.

1. Time it lasted.

   (1). \( \frac{1}{2} \) day each 6 weeks.

   (2). 20 minutes once a month.

   (3). 1 to 1\( \frac{1}{2} \) hours once a month.

   (4). 1 to 2 hours.

   (5). 1 hour a month.

2. Plan pursued.

   (1). Lectures and direction by superintendent.

   (2). In charge of one teacher. Each teacher told
of something difficult to present to her pupils. Other teachers would then give their idea of presenting this. This many times cleared the fault of the first teacher.

(3). Each grade or group of grades met and the Superintendent gave a course of instruction and gave suggestions as to the best methods of presenting the subjects taught, and on conducting the recitation itself. At each meeting a different subject was discussed.

(4). Meeting opened by Superintendent in his office. Reviewed a little of past month's school room work. Work to be covered next month outlined. Each teacher was required to pass her opinion of the subject under discussion. Perhaps one month the main discussion would be on penmanship; another month on reading; another on language, etc.

(5). At the first meeting of the year a discussion of the first month's work was gone over, and a general discussion of the work took place. Following this was a discussion of different subjects. In Arithmetic, for instance, each teacher took a separate subject—long division, multiplication, fractions, etc.—and a general criticism brought out the general mistakes. Each teacher showed the most common mistakes she dealt with, and her solution. To the new teacher, such discussions are
an education in themselves, and to the older teachers are brought new ideas which none can afford to let go unnoticed if she expects to keep step with the rapid strides of education.

Device No. 12. Visitation to other schools.

Mentioned by 22 persons.

Question 1.

(1). It affords a basis for self-criticism by comparison..........................4

(2). Gives new ideas, different methods and shows how to use them in various ways................11

(3). Seeing good teaching done, inspired me to do as well. Mistakes made by others taught me to avoid them in my work......................9

(4). Compare our schools with others on the scale of standardized schools. Helped to fix a standard of results.........................3

(5). Broadens conception of education.

(6). When first starting out in the teaching profession, so often too much is expected of the pupils, and if they don't come up to our standard we grow discouraged. But after visiting often our ideas or opinion as to standard are modified. After having talked with other teachers and having seen their work, we have a different point of view.
When I was an inexperienced teacher I can recall that visits to certain strong teachers aided me materially, as I saw these teachers handling situations that I had to meet and the impression on me and aid was much greater than if I had only heard those things discussed in an education class.

I think visitation would be better but I've never had the chance to visit.

Induced more preparation on the part of the teacher, and has given individual initiative. As a result better results from the recitation period.

Visitation to other schools shows the summer school theory being carried into practice.

Question 2.

By seeing experienced teachers put theories in definite practical form, successfully conducting lessons in very large classes in such a way as to hold the attention of each child, and to find out whether or not each child knew his lesson or not.

Methods and ideas of critic teachers in model schools.

Contact with others, interchange of ideas, and comparison of methods—a chat after the recitation.

Saw the methods of marching and order; the atti—
tude and response of the pupils; the different methods in discipline...........................................2

(5). Able to see certain problems not clear to me worked out in the class room.

(6). Through observation of particular classes, Reading word drills, Arithmetic devices in rapid drill on combinations, separations, etc. Saw how the teacher actually carried out the recitation—words written on board—children went and stood beside words they knew. Then children at the seats tagged them and took their places at the board. Saw dramatization of "Chicken Little" in a language lesson.

(7). I have noted the way certain teachers are able to delight their pupils and yet not destroy the formality of a recitation; how they can appeal to them by means of observation of their community, how they can correlate the past and present in literature.

Question 3.

1. Time it lasted.

(1). Two days each year.

(2). Time varied—an entire day, an hour, or visits repeated at intervals.

(3). Sometimes visiting all day. Others, half day.

(4). One day each year...2

(5). All day on two different visits to Pittsburg and Joplin, Missouri.

(6). Perhaps an average of a day for each year taught.
2. Plan Pursued.

(1). Spent one half day in each building, seeing the plans used in different schools and in the different branches of study.

(2). Visits in my own school, visits in other towns; sometimes in my own grade, sometimes in a higher or lower grade.

(3). Visits made at Kansas State Normal.

(4). Visiting of schools in Francis Parker School, Elementary School of Education-Chicago, Gary, Indiana, Detroit, and St. Louis.

(5). Before starting out to visit, reviewed and had in mind some things to be considered while visiting, and on returning home discussed and put into use those that would be most valuable to us.

(6). Entire corps of teachers visited a city about thirty miles away. Ordinarily spent just half of day at the largest building in town, and in the afternoon we usually made two of the smaller schools. Notes were taken, and in a few days after our visit the principal called a meeting, then both the merits and demerits were discussed.

(7). During the day allowed, I usually visit three classes and then discussed points of interest with the instructors the rest of the time.
Device No. 13. Definite classroom help through supervision. 
Mentioned by 11 persons.

Question 1.

(1). Serves the purpose of keeping the teacher at his best every day, of giving help when most needed, and of getting at specific difficulties. It keeps the teacher out of a rut. ........................................8

(2). Defects in method or in preparation may be remedied before they become serious, for a good supervisor detects faults upon their first appearance. He can also detect them better than the teacher herself. .................6

(3). Definite constructive criticism from an experienced supervisor is worth more than generalities obtained from books on methods, lecture courses and extension courses. Encouragement comes to the teacher through successfully carrying out suggestions. .........................2

(4). Has given new ideas on organization, teaching material, best methods to use in presenting subject matter, and has helped in starting a new feature such as the problem method of instruction. .................................4

(5). The presence of a supervisor has an effect upon the pupils in their attitude and preparation. ..............3

(6). By giving a clearer idea of the type of work to expect from my students in frequent comparison with work in other schools. .................................2

(7). I think definite classroom help through supervision
should rank first, but I have not had enough to judge.

Question 2.

1. The plan of allowing each instructor to know candidly the supervisor's opinion is helpful.
2. Suggestions for working material or for best forms of management are helpful.
3. The problem method of instruction was not clear. The supervisor helped by demonstrating the method. When it was clear, I had more confidence in my efforts and was able to get good results.
4. Constructive criticism and suggestions.
5. Observation of model recitations and the discussion which followed.
6. Frank discussions of weak points and suggestions for improvement.

Question 3.

1. Time it lasted.
   1. During one year.
   2. Usually one full class recitation period each time, at varied intervals throughout the school year.
   3. Several times during the year.
   4. Once a week or once in two weeks.
   5. Two years—periodical visits and almost daily suggestions.
6. Class period......2
7. 20 to 25 minutes, every one or two weeks.

2. Plan Pursued.

(1). Help given chiefly through consultation and discussion after visitation.

(2). Visits to the classroom by the superintendent, principal, or departmental supervision. After each visit written slips are sent the instructor whereupon comments, both favorable and unfavorable, perhaps, as well as suggestions or questions are written........2

(3). My classes were visited once during the year by the superintendent and several times by the principal of the high school. After each visit I received a slip criticising that recitation.

(4). Supervision of writing, music, drawing and physical work, presentation of work, criticism, and methods for presentation of other work gave me great assistance.

(5). The supervisor went over plans with me which I had written out, and then conducted the recitation—a model lesson. Later when I was teaching the class the supervisor was present and pointed out the strong and weak points after the recitation............4

Remarks:

At the bottom of page 2; an opportunity was given
to make remarks. Very few were made, but those that were made are given as written on the sheets.

1. Have had little opportunity to test No. 9 (Study Glassed conducted by superintendent or principal). Have found "Collvin" very helpful, but have been afraid that the study classes would require more time than their value justified.

2. Teachers' State Meetings seem hardly to afford help in proportion to the time and money given to them.

3. I have come to feel that the teachers I know about, especially those specializing in English and the other languages, need travel, good music, art and other cultural and inspirational influences as much as pedagogy.

4. It is well to read all the latest books on school management. These help you many times to solve problems which are sure to arise in your work.

5. The County Institute while having some value and filling a need in pioneer conditions, should be eliminated as it cannot give a high grade of work for the help of the teacher in either faculty or equipment as a State School. It largely degenerates into the preparing of a lot of inefficient young people to pass an examination, rather than requiring this knowledge to be gained first and then helping them with the proper presentation of subjects.

6. Professional reading is a device not mentioned which I consider ranks well toward the top, also systematic home study.
7. Some of the meetings of my own section at the State association have been quite helpful.

8. More of No. 13 (Definite Classroom help through supervision) would make a decided improvement in my work. Could be very valuable.

9. I have never been satisfied with the way in which teachers' meetings and study classes are conducted. They are often such "side issues" as to have comparatively little value.

10. I really believe that the thing that has specifically helped me most of all to improve in teaching is the fact that I have been in the habit of discussing with my co-workers general and local problems as they have come to our attention. I have received many a suggestive lesson in this way that has been invaluable to me.

11. No one of the devices used was entirely useless. All were of some value.

12. Some devices I have not used would prove more helpful.

13. General meetings of all teachers in school system of little value as usually conducted.

14. Should like to try Leave of absence for study or travel. (Writer has taught many years).

15. Sufficient yearly salary should be paid to enable teachers to make use of their summer vacations for either special study or travel.
(2) 22 Superintendents and Principals.

Turning to superintendents and principals, page 2 will now be examined, and reasons found for placing value on certain devices. It will be remembered that 22 superintendents responded to the questionnaire. Of these, three say nothing on the second page, or have missed the point.

Table 17 shows the number of times each device was mentioned on page 2. One person may have mentioned several devices. In such cases all are counted and given equal value. Some superintendents speak of devices from the standpoint of helping themselves, some from the standpoint of what devices in their judgment will be most valuable for their teachers.

It is seen here that Summer School Attendance and Group Meetings of teachers (by grades or schools) were mentioned most often. This conforms closely to the facts of Page 1 for Superintendents. (See Table 17, Page 189)

A. Outside the School system.

Device No.1. Teachers' Institutes (County or City)

Mentioned by 2 persons.

Questions 1, 2, and 3.

1. A professional institute is held the week (five days) preceding the opening of schools in September.
### Table 17

Devices mentioned on Page 2.

Superintendents and Principals.

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</tr>
<tr>
<td>3. Correspondence Course</td>
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<tr>
<td>4. Lecture Course</td>
<td>1</td>
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<td>5. University Extension Course</td>
<td>0</td>
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<tr>
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<tr>
<td>10. General meetings of all teachers in school system</td>
<td>1</td>
</tr>
<tr>
<td>11. Group meetings of teachers (by grades or schools)</td>
<td>6</td>
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<td>12. Visitation to other schools</td>
<td>3</td>
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<tr>
<td>13. Definite class room help thru supervision</td>
<td>4</td>
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</table>
Over four hundred teachers attend this institute. Talent is secured from all parts of the United States. This institute costs us about $1200.00 per year on the average. (Kansas City, Kansas).

****

Device No. 2. Teachers' Reading Circles.

Mentioned by 1 person.

Question 1, 2, and 3.

1. Afford good opportunity to exchange ideas on a given subject.

****

Device No. 3. Correspondence Course.

Mentioned by 2 persons.

Question 1, 2, and 3.

1. A definite tangible result to be obtained.
2. One gains much by pursuing this course.

****

Device No. 4. Lecture Course.

Mentioned by 1 person.

Question 1, 2, and 3.

1. To receive the results of experiments and experiences of those more mature and experienced in the work.

****

Device No. 6. Teachers' Meetings (State, County, etc.)

Mentioned by 2 persons.
Question 1, 2, and 3.

1. The larger meetings have an inspirational value. The thing that the average teacher needs most is the will to do her best.

2. An opportunity to relate experiences and the results of experiments.

****

Device No. 7. Summer School Attendance.

Mentioned by 13 persons.

Question 1.

(1). By giving the latest theories on teaching.............2
(2). Securing a better knowledge of subject matter to be taught.................................................4
(3). By constant contact with persons interested in those things in which you are most interested........2
(4). Nothing will do more to get and hold teachers out of ruts than to attend summer school about once in two years. It gives them a professional attitude toward their work, an appreciation for better methods, a desire to work on school problems, and an idea of educational progress.....................3
(5). An understanding of and an interest in the best methods of teaching their respective branches...2
(6). Has given teachers an acquaintance with their professional literature and increased their study as teachers.
(7). Gives chance for observing what good teaching is. 2

(8). Has shown me how to work with teachers in a helpful way. 3

(9). Gives a broader outlook and inspiration in meeting with people who are specialists in particular lines. 3

(10). Teachers have strengthened themselves in their weak points. 4

(11). Teachers have more academic and professional training, and it weeds out those who are lacking in professional spirit.

Question 2.

(1). Work along special lines teachers are interested in.................................................. 3

(2). Personal touch with men of vision and wide experience.................................................. 3

(3). An unlimited supply of good professional books.

(4). The teacher sees in a large summer school that his or her profession is a great field and worthy of the best efforts.

(5). Attendance at regular classes and research work in the library.

(6). Our own corner of the world becomes old and type-formed. We get out and see the work of the other fellow, see the heights attained by him, and we take fresh courage.

(7). Following a definite plan to earn diplomas and degrees and higher degrees.
(8). Profits by experiences of fellow teachers.
(9). Classes were taught before us and we were to offer constructive criticisms.
(10). Academic and professional courses offered.
(11). Instruction in subjects the teacher is called upon to teach the following year.

Question 3.

1. Time it lasted.
   1. Each summer.
   2. 10 weeks.
   3. 6 weeks.
   4. 9 weeks.
   5. 13 weeks.
   6. 10 weeks a year (for 3 years).

2. Plan pursued.
   1. We require all teachers to attend summer school, unless prevented by illness, until they obtain degrees.
   2. Ten weeks of study in summer school and daily recitation in classes conducted by well prepared instructors.
   3. Summer school courses in schools of education are required from our teachers at least one summer in two years. Many teachers have considered summer school attendance a hardship at first but later have come to the conclusion that it is a great help and with all it costs since it made them better teachers.
and caused the board of education to pay a higher salary to hold them.

2. Attendance at a university.

5. Study in summer sessions at the University of Kansas.


7. Retention of teacher and salary increase conditioned upon such attendance.

8. We require all teachers who do not hold life diplomas to attend summer school and as a consequence we have better prepared teachers. There is only one teacher in the system who does not hold a life diploma and she has a three year state. The teacher shows her grades from the registrar of the school before beginning work in the fall. We are within reach of a normal school by street car and this makes it easy for us to carry out the plan. Teachers usually confer with the superintendent as to the thing they need most. The above is a permanent policy of the Board of Education.

B. Within the School System.

Device No. 10. General Meetings of all teachers in school system.

Mentioned by 1 person.

Question 1, 2, and 3.

1. To take up some pedagogic study among my teachers and give one hour recitation per week to report and compare views.
Device No.11. Group meetings of teachers (by grades or schools).

Mentioned by 6 persons.

Question 1.

1. It gives teachers a chance to talk over individual problems and discuss questions, and thus get each other's viewpoint.
2. Gives the teachers and superintendent a chance to work out a definite and productive course.
3. Teachers' meetings point out the strong points of the teacher and why they are points that should be maintained and attained by those of less efficiency. Also weak points are brought to light, why they are weak and how to remedy them and avoid similar ones. Each week there are grade meetings for collective study in the various lines of work—special subjects and general grade subjects.

Question 2.

1. The meeting of teachers in a school system is worth just what the teachers are willing to put into them. Teachers who are anxious to improve themselves are willing to demonstrate their theories and take the criticism of their fellow teachers in order that they may grow. Therein lies the possibility of growth.
2. The discussion of vital points as directed by the one in charge who directs the teaching of the system. After
all the superintendent must be a teacher of teachers, and nothing can take the place of this training.

Question 3.

1. Time it lasted.
   1. Twice a month for the entire school year.
   2. Once a week.

2. Plan pursued.
   1. Teachers' meetings centered around the actual teaching of children by the superintendent or by one of the teachers, followed by a general discussion of the work done. I believe there is no better way to grow professionally than to be willing to demonstrate your theory by practice or to discuss work done by other members of the teaching force.
   2. Group meetings of teachers whenever there is a need for definite improvement in any grade or subject.

   ***

Device No.12. Visitation to other schools.

   Mentioned by 3 persons.

Question 1.

1. One sees the different methods used by other teachers.
2. Seeing the success of others and observing the method by which it was attained.
3. Improves methods and plans for control; watching a
successful teacher is more valuable than hearing a dis- 
cussion of how to do it. 

Question 2. 

1. Class room methods. In the teaching of Languages, I have received many new devices and improved upon my own, by hearing and seeing others. 

2. Visiting schools—seeing the work done by a successful teacher. It is more impressive than reading about one or even listening to a lecture about one. 

Question 3. 

1. Time it lasted. 

   1. Two visiting days each year.........2 
   2. Once a year. 

2. Plan pursued. 

   1. Visit school of equal rank with own and classes as a rule which the teacher herself in her own school teaches. Better, perhaps, to visit schools outside the system. 

   2. Teachers allowed two visiting days each year under full pay. Also inter-class visitation carried on by using the members of the Normal Training Class as substitute teachers. 

   3. The teachers went in a body one year. This plan was very good in that we discussed the general school system of the school visited. The next year we went in groups.
Device No. 13. Definite classroom help through supervision.

Mentioned by 4 persons.

Questions 1 and 2.

1. It has helped teachers to define their aims better and to apply the proper methods to attain those aims.
2. Teachers can get an objective view of results.
3. Shows difference in technique for obtaining the specific skills and facts.
4. Definite classroom help is valuable for it places the help where it can do the most good. Close supervision is important.

Question 3.

2. Plan pursued.

1. Supervisor visits those rooms where help is needed and the help is given: the superintendent does the most effective work here.
2. Our four high school principals, our supervisors, and special supervisors, give all their time to the training of their teachers. It is constantly impressed upon them that this is their most important duty.

We have five district supervisors for the grade schools. Most of their time is devoted to training teachers under them. Each has some sixty to eighty teachers.

We have three special supervisors, music, drawing, and sewing. These special supervisors spend all their time training teachers to teach in these special branch-
es. These supervising principals, district supervisors, and special supervisors are all carrying on special studies and investigations...Kansas City, Kans.

2. Supervision in the form of standard tests given twice a year with study of results. These standard tests were given in Arithmetic, Spelling, Handwriting, and Compositions.

---

2. Page 2 of Questionnaire. Cont'd.

(3). Comparison between teachers and superintendents.

In devices within the school system both teachers and superintendents mention Summer School attendance by far the greatest number of times. There is a great uniformity seen here as is indicated also in findings on Page 1. Summer School Attendance stands out in the minds of both superintendents and teachers as far surpassing other devices outside the school system, in the value of help given during actual teaching.

Within the school system, the devices mentioned most often are for teachers——Visitation to other schools, and Definite Classroom help through supervision, while for superintendents it is Group meetings of teachers (by grades or schools) and Definite classroom help through supervision. Here is found an agreement on Definite Classroom help through supervision; Superintendents feel the Group meetings of teachers (by grades or schools) are of more value than teach—
ers indicate they are. Teachers seem to find great value in Visitation to other schools.

In answering the questions on Page 2, there is uniformity between teachers and superintendents. Both place emphasis upon further academic and professional training, in the inspirational value, and in the acquisition of new ideas and methods. If there is a shade of difference it is that teachers want actual, specific, concrete help in learning how to teach and what to teach, placing emphasis on observing others in teaching and in practice teaching in model schools; superintendents lay stress upon the value of the professional attitude, academic qualifications, and the student's attitude to new methods and problems which need solving in the school work. Teachers feel they gain help from watching others teach; superintendents are more ready to talk about what makes good teachers.
II. Summary and Conclusions.

In summing up the findings of this study the following points may be made:

1. America surpasses other nations on the whole in the wealth of devices for the training of teachers in service. She strives to make up for her deficiency in not having a unified plan for the training of teachers before service. In this she falls behind some European countries. Not all the devices used in America have been found by educators to be of equal value; there is a general feeling among them that the effectiveness of devices change with the years and growth in training and service. Circumstances also alter the value of devices and choice must be made to suit particular cases. Some, however, are of great value anywhere.

2. In the latest articles and studies, Supervision of instruction in the classroom is being spoken of and discussed most frequently. It is generally felt that more supervisors should be trained for the special work of supervision of the teacher's work. Here may be worked out many problems confronting the superintendent and teacher: Supervised study, mental and educational tests, the ungraded room, the health of the child and the teacher, the selection of text books, courses of study, placement of children, minimal essentials, distribution of marks, preparation for a recitation, and the teaching of many special subjects now put into the curriculum of all progressive school systems.
3. Teachers themselves have definite ideas as to what devices are of most value to them. It is conceded that they may not know exactly what they need, and that differently qualified teachers need different helps, and each needs specific help for her own work. Even then it must be realized that teachers on the whole, feeling their needs day by day in the classroom are usually ready to receive and value any help which will make them more efficient and their work easier.

4. Certain devices stand out as of great value to teachers. In those outside the school system, Summer School Attendance is more valued than any other. This is valued because it gives an opportunity in vacation time to pursue academic studies further, to learn better how to teach certain subjects, how to conduct a recitation and actually to teach, and to help them in their next year's work. It gives vision, inspiration, and a professional attitude.

5. They also prize Leave of Absence for study or travel, but few have had the opportunity to try it. All who have had it place a high value on it as giving an opportunity to become refreshed with new work, and new scenes, and to lay up a store of ideas and plans gained from varied experiences, which will be of help when they return to teaching.

6. Institutes are felt to be of little value as taking time, energy, and money, and giving in turn only a surface skimming over of difficult problems. Superintendents
place more value on Institutes than teachers.

7. General meetings of all teachers in the school system are not highly valued by teachers. They are too general and do not offer sufficient specific help to be of use to them. Group meetings of teachers by grades and schools seem to serve the purpose better.

8. After Summer School Attendance outside the school system, teachers value Visitation to other schools and Definite classroom help through supervision within the school system. Visitation to other schools gives them the opportunity to see others at their own kind of work. Definite classroom help through supervision gives them help first hand, and a sympathetic supervisor cooperates in solving the problems of the school room. The general feeling among teachers is that they would like to have more of this kind of help, but that they receive little. They feel the possibilities of help through supervision are great.

Superintendents do not differ greatly in the value they place on different devices. As shown, they value highly those devices valued by teachers. They also value Institutes and Study Classes conducted by superintendent or principal more highly than teachers do. They are not as certain as teachers of the great value of Visitation to other schools and Definite classroom help through supervision.

10. The plea of the teachers is—give us something concrete—practical—that which will function directly in our
work day by day in the school room. However, they are not unmindful of the need of further academic study. They place value upon it also because study enables them to more effectively carry on their work in the school room.

11. All this would point to the fact that:

1. Normal schools and Educational Departments in Colleges and Universities should give more attention to the practical side in the preparation of teachers. Knowledge of subject matter does not insure ability to teach it. Practice teaching is valued by teachers. Practical help could be given also by professors in recitations on academic subjects through the application of principals to concrete cases which are likely to appear as problems when students confront their pupils in the classroom.

2. School systems should encourage the teacher in all ways possible, in her efforts to train herself further through devices found outside the school system.

3. Within the school system provision should be made to help the teacher in her specific problems in the school room. She should be given the opportunity to see how others teach, and to have the best of help from a supervisor or competent to direct and inspire. She finds theory a necessary part of her work, but values help in concrete situations as insuring the best all round results.
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