

**THE STATUS OF THE DEPARTMENT OF EDUCATION AND THE FUNCTIONS  
OF ITS HEAD IN STATE TEACHERS COLLEGES AND NORMAL SCHOOLS**

by

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CHAPTER I

INTRODUCTION

I. Historical Statement

The position of head of the department of education in state teachers colleges and normal schools has undergone several, somewhat loosely-defined stages of development. Intimately bound up as it originally was with the principalship of the normal school, the headship was influenced in varying degrees by an introduction of the idea of departmentalization.

Typical of the teacher-principal stage of non-specialization between the two positions were the principalships of the three Massachusetts state normal schools, established in 1839 and 1840, in which the principal of the school was at first the only teacher; indeed, in the Lexington Normal School the Reverend Cyrus Pierce not only taught all the classes but also performed the janitorial labors.<sup>1</sup> Other evidence that, in addition to being the teacher of educational theory, the principals assumed professional functions now frequently assigned heads of the department of education is shown in the address of Governor Everett, delivered at the opening of the Barre Normal

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1. Gordy, J. P., Rise and Growth of the Normal School Idea in the United States, p. 51.

School, in which he said that it has been agreed that:

..... there is to be established a common or district school as a school of practice, in which under the direction of the principal of the school, the young teacher may have the benefit of actual exercise in the business of instruction.<sup>2</sup>

That the model school was under the daily immediate direction of the principal is indicated by Barnard.<sup>3</sup> Even after a few assistants were added to the staff, the situation centered largely around the principal in his capacity as head teacher. In view of the fact (1) that governing boards of early state normal schools performed many of the administrative duties, such as selecting teachers,<sup>4</sup> prescribing studies and rules of internal management,<sup>5</sup> and (2) that the first teacher training institutions, established experimentally, were primarily organizations for teaching the rudiments of the science of education, it is not remarkable that these first principalships of normal schools resemble, in considerable degree, the headships of departments, and particularly that of the department of education.

When departmentalization was introduced into the normal school organization, the principal served in the double capacity of

2. Hinsdale, B. A., Horace Mann and the Common School Revival in the United States, p. 157.

3. Barnard, H., Normal School and Other Institutions, Agencies, and Means Designed for the Professional Education of Teachers, Part I, p. 69.

4. Holland, E. O., Pennsylvania State Normals and Public School System, p. 78.

5. Meader, J. L., Normal School Education in Connecticut, p. 11.



head of the entire normal school and head of a department, frequently that of education. That an administrative scheme more complex than the early teacher-principal plan had been considered by some advocates of the teacher-seminary idea is evinced by the fact that Cousin recommended, in France in 1832, that the director of a normal school be "at the head of the most important branches of instruction."<sup>6</sup> In the Report of the Board of Commissioners of National Education in Ireland for 1835, the Board states:

We propose establishing five Professorships in our training institution. I. Of the art of teaching schools. The professor of this branch to be head of the institution.<sup>7</sup>

The Pennsylvania Normal School Act in 1857 provided, in Section VI, Articles 4 and 5, that:

Each school shall have at least six Professors . . . . one (professor) of Theory and Practice of Teaching . . . . The Principal of each Normal School shall be a Professor of such one of the six indispensable departments as may be assigned him by the Trustees, and he shall be charged with the whole discipline and internal government of the school.<sup>8</sup>

The practice of combining the headship of the department of education with the principalship, because of size of the faculty, the interest of the principal, the policy of the institution, or other considerations, has persisted until the present time. Several

6. Barnard, H., Normal Schools and Other Institution, Agencies, and Means Designed for the Professional Education of Teachers, Part II, p. 263.

7. "Elementary Education in Ireland," American Journal of Education Vol. 11, p. 141, 1863.

8. American Journal of Education, Vol. 16, p. 206, 1866.

presidents and principals and, also, the school catalogs of some teachers colleges and normal schools reported in 1930-31 that the chief executive of the teacher training institution is also head of the department of education.

The idea that the internal organization of the normal school might be such that the headship of the department of education would be separate from the principalship was broached early in the struggle for state normal schools in the United States. James G. Carter, the "Father of the Normal School," in 1825, in his Outline of an Institution for the Education of Teachers, stated that a state institution adequate for the training of teachers, upon an extensive scale, should have an organization which would include a principal of the school and assistant professors in the different departments.<sup>9</sup> As the normal schools grew in faculty and curricula, the plan of organization designating a teacher of education (not the principal) as "Head of the Department of Education" came to be adopted, nominally at least, in over three-fourths of the state teachers colleges and normal schools of the United States.

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9. Barnard, H., Normal Schools and Other Institutions, Agencies, and Means Designed for the Professional Education of Teachers, Part 1, p. 95.

The classification of the headship of the department of education into three stages of development is, of course, somewhat arbitrary. However, serving as it does to illustrate certain outstanding features of the position under various circumstances, the classification is indicative of the trends which the leadership of the department of education has experienced.

## II. Problem Stated

The aim of this study is to:

- 1) Survey the status of the department of education and the functions of its head in state teachers colleges and normal schools.
- 2) Note variations and discover significant differences with reference to the status of the department and the functions of its head.
- 3) Evaluate a list of functions which the head of the department of education sometimes performs.
- 4) Make suggestions with reference to the stabilization of the department of education and the functions of its head in state teachers colleges and normal schools.

## III. Analysis of the Problem

The problem of the status of the department of education and the functions of its head in state teachers colleges and normal schools resolves itself into several subsidiary questions:

1. Are there significant differences in the status of the department of education and the functions of its head in teachers colleges and normal schools?
2. Does the head regard his position as that of chairman of the department or that of administrative head with executive powers?
3. What is the relationship of the head of the department of Education to the training school?
4. Is this relationship the most desirable one?
5. To what extent does the head of the department of education participate in and contribute to the activities of professional organizations?
6. Do heads of the department of education attach to certain specific functions, sometimes appertaining to their office, the same degree of relative importance which leaders in the field of teachers college and educational administration attach to these functions, viewed as duties of the head?
7. Are there desirable changes to be suggested?

#### IV. Problem Validated

That any official position existing in the school system should, if it merits continuation, have its obligations and privileges defined clearly and according to certain governing principles is generally accepted in the field of educational administration.

In this respect departmental headships in state teachers colleges and normal schools have been criticized as being vague and nominal. The survey of the Missouri teachers colleges, directed by Learned, Bagley, and others, remarks:

The teachers are loosely grouped into "departments;" such departments as are sufficiently large have some informally recognized head, but except in a few matters, each individual takes his official duties solely from the president . . . . in regulating the minutest internal affairs he is supreme.<sup>10</sup>

Letters and notations from heads of departments of education, received by the author while collecting the data of this study, indicate forcibly the feeling with which many heads regard their official position. Several excerpts will serve to illustrate:

The administration of this school is of the easy going type. Each teacher is largely a law unto himself. Heads of departments are largely nominal heads, having but few executive functions.

Another head writes:

In a very real sense we have no heads of departments, though they are so referred to sometimes . . . . in every large sense we are all merely instructors in different subjects. We have registration duties assigned, but not in the line of administration of our special lines of work. Our urgent need just now is for a departmentalization of our work offered with recognition of the importance of such work.

In speaking of the confusion of functions existing, one head explains:

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10. The Professional Preparation of Teachers for American Public Schools, pp. 272-273.

Differentiation is difficult, of course, in an old school not rejuvenated.

Still another remarks:

Our institution is highly personal with every little system of definitely defined obligations.

That heads of the department of education in state teachers colleges and normal schools are interested in securing a more stabilized position and are anticipating a clearer recognition of their functions is shown by the following statements, gleaned from letters and remarks appended to the questionnaire:

We have been in serious need of reorganization for some years - the way is now clear for it and we are expecting results soon.

A second "head of the department of education" states:

The -- State Teachers Colleges do not have an official departmentalizing of their schools, that is there are no designated heads of science, mathematics, education, etc. This type of organization (headship) is coming in the near future. Certain persons in each department are considered by the president as nominal heads but no distinct duties or responsibilities, recognized by other members of the staff, are lodged in these persons.

Another describes the system as:

A rather loosely built organization. Hope to reorganize soon and include Rural Education in th department.

Another head of the department of education explains:

We are in a state of transition. A new President has been in charge this year.

Still another head remarks:

We are just organizing a department of education with  
and official head and I should like to have the questions  
you raise to guide me in the formulation of some policies.  
Needless to say, I shall be tremendously interested in  
the results of the study.

## CHAPTER II

### PRESENT STATUS OF THE PROBLEM

During the two decades immediately preceding, during which most of the state teachers colleges have come into being, either through establishment or through reorganization of normal schools, various phases of the teachers college organization have been subjected to scientific study. Particularly pertinent aspects of those investigations are reviewed here for the light they may shed upon the problem at hand.

#### I. Budget

Hamilton studied the fiscal support of 25 state teachers colleges over the ten-year period, 1913-1923. He reports:

An analysis of present practices in teachers colleges reveals a rather limited appreciation of the fundamental value of a well constructed budget. Often the budget is prepared by the president with but little consultation with other members of the faculty.<sup>1</sup>

Hamilton recommends as a more desirable procedure:

Give each member of the instructional staff an opportunity to submit an estimate of his needs during the coming appropriation period.<sup>2</sup>

Although not in the field of college education, it is interesting to note, with reference to departmental influence upon the budget, the information regarding the functions of 907 department heads in 171 high schools in 114 cities in 31 states,

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1. Hamilton, F. R., Fiscal Support of State Teachers Colleges, p.34

2. Ibid., p. 42



secured by Koch in an effort to determine whether the department headship actually functions.<sup>3</sup> Koch states that he found the percentage of department heads participating in setting up the budget to be 62.3.

Rutledge reports that 100% of the 36 jurors agreed that "department heads directly concerned with amounts of money to be asked for by the teachers college or normal school should be called into counsel"<sup>4</sup> in the preparation of the budget.

## II. Plant, Quarters, and Equipment of the Department of Education

Higbie found in a study<sup>5</sup> made of 36 normal schools and teachers colleges for which he had comparable data that 70% of the schools participating had their training schools housed in separate buildings.

## III. Curriculum

Hill's figures reveal<sup>6</sup> that, during the decade 1916-25, the Missouri state teachers colleges reduced their education course requirements considerably both for the 60-hour and the degree courses, the greatest reduction being in the requirements for the 60-hour course. In 1916 the greatest number of semester

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3. "Is the Department Headship in Secondary Schools a Professional Myth?" School Review, Vol. 38, pp. 337, 1930.

4. Rutledge, S. A., Administration of Teachers Colleges and Normal Schools, pp. 39-40.

5. Higbie, E. C., "Twenty Years of Progress in Providing Adequate Training School Facilities," Proceedings, N.E.A., Vol. 26, pp. 873-881, 1928.

6. Hill, C. M., A Decade of Progress in Teacher Training, p. 120-126

hours of Education required for the 60-hour credential was 27.5 and the least, 18; in 1925 the greatest amount required was 22.5 semester hours and the least amount, 12.5 semester hours.

For the degree in 1916 the greatest number of semester hours of Education was 35 and the least, 24; in 1925 the greatest number was 30 semester hours and the least, 24.

#### IV. Personnel

The personnel of the teachers college and normal school has been made the subject of study by a number of investigators.

Judd and Parker in 1916 published the results of a study<sup>7</sup> of advanced degrees held by members of faculties of 63 colleges and universities and 32 normal schools. They found that:

For the Colleges:

Average per cent of Doctor's degrees was 34

Average per cent of Master's degrees was 67

For the Normal Schools:

Average per cent of Doctor's degrees was 7

Average per cent of Master's degrees was 31

Carnegie Foundation Bulletin No. 14 revealed that:

Only about one-fourth of the teachers in the Missouri normal schools have ever done recognized study beyond a college course...<sup>8</sup>

Hill's study, made a decade after the Carnegie survey, indicates the progress achieved in regard to faculty training. The tentative standards of the American Association of Teachers

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7. Judd and Parker, Problems in Standardizing State Normal Schools, p. 17.

8. Learned and Bagley, The Professional Preparation of Teachers, p. 103.

Colleges were compared with the conditions existing in the normal schools of 1915 and the teachers colleges in 1926.<sup>9</sup>

	Standards of American Association of T. C. (1924)	Missouri Normal Schools in 1915.	Missouri Teachers Colleges in 1926
Preparation of Faculty	Minimum: B. S. for training school	27% met Requirement	92% met Requirement
	Minimum: A. M. for All College Teachers	30% met Requirement	69% met Requirement

Hill's study recommends the doctorate as the minimum training for teachers in colleges.

Hillman<sup>10</sup> in 1926 reported that leaders in teacher training recommend as a minimum degree requirement for department heads in two-year normal schools; 9 of the 20 leaders reporting recommend the bachelor's degree; 1 recommends the bachelor's degree except for music and special lines; 9 recommend the master's degree or equivalent; 1 recommends the doctorate.

McMullen in a study<sup>11</sup> including 1956 teachers college teachers found the training of teachers college teachers to be as follows:

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9. Hill, C. M., A Decade of Progress in Teacher Training, p. 177.

10. Hillman, J. E., "Some Aspects of the Training and Equipment of Department Heads in Two-year Normal Schools," Peabody Journal of Education, Vol. 4, pp. 154, 1926.

11. McMullen, L. B., Service Load in Teacher Training Institutions, pp. 34-35.

Adapted from McMullen's Study

No degree		Bachelor		Master		Doctor		Total
No.	%	No.	%	No.	%	No.	%	
402	20.5	798	40.8	654	33.4	99	5.1	1953

Hendricks,<sup>12</sup> reviewing twenty-years' progress in the qualifications of teachers college and normal school teachers in 1928, gave the results of data assembled from 30 teachers colleges over the period of 1917 to 1927:

Preparation of Teachers in a Selected Number of Teachers Colleges and Normal Schools

Group	% of No Degree	% of Bachelor's	% of Master's	% of Doctor's
All schools	16.1	37.0	39.1	7.6
4-4	7.8	31.8	50.0	10.2
2-4	15.9	38.7	36.5	8.7
2-2	21.3	44.8	30.1	3.7

4-4 group is schools that have been a four-year college through the ten year period, 1917-1927.

2-4 group consists of schools that have become four-year colleges during the ten-year period.

2-2 group consists of schools that have remained two-year colleges during the ten-year period.

In Linscheid's<sup>13</sup> investigation, 49 teachers college presidents having submitted answers to questions about the highest degree held by 6 outstanding members of their faculties, the training of

12. Hendricks, E. L., "Twenty Years of Progress in the Qualifications and Salaries of Teachers of Normal Schools and Teachers Colleges", Proceedings, N.E.A., Vol. 66, pp.920-31, 1928.

13. Linscheid, A., In-Service Improvement of the State Teachers College Faculty, p. 18.

the total 291 outstanding faculty members was found to be as follows:

5 held the normal diploma only  
 44 held the Bachelor's degree only  
 176 held the Master's degree only  
 60 held the Ph. D. degree  
 2 held some other degree

Linscheid, summarizing the replies of 55 teachers college presidents out of 85 queried, reports that the head of the department by a diversity of procedures exercises some voice in the selection of teachers for his department. Table IV of his study summarizes existing policies:

Procedure Used in Selecting Teachers in State Teachers Colleges as Reported by the President. Table IV.<sup>14</sup>

Procedure	Yes,	No,
Department concerned recommends candidate	23	28
Candidate chosen in conference, president and head	25	16
Head of department submits recommendations to president	14	41
Initiative with president but head passes on candidate	29	14
The entire matter is in the hands of the president	18	33

Koch<sup>15</sup> found the percentage of secondary school department heads participating in:

Selecting teachers to be	59.0
Dismissing teachers to be	73.8
Promoting teachers to be	55.0

#### V. Organization and Administration of the Department of Education

Koch<sup>16</sup> reports that 67.9% of the high school departmental

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14. Linscheid, A., In-Service Improvement of the State Teachers College Faculty, p. 11.  
 15. Koch, H. C., "Is the Departmental Headship in Secondary Schools a Professional Myth?" School Review, Vol. 38, pp. 336-49, 1930.  
 16. Ibid., p. 337.

heads participated in administrative functions by keeping a perpetual inventory of departmental supplies and equipment.

#### VI. Teaching Activities

Hillman<sup>17</sup> found the maximum teaching load recommended by 18 educators for department heads in two-year normal schools to range from 15 to 25 clock hours.

Hill's study<sup>18</sup> showed that an improvement in regard to the teaching load had been made in the decade following the Carnegie survey. In 1917 the median teaching load was found to be between 20 and 24 class periods per week; in 1927 the median was 16 class periods per week, meeting the tentative standards of the American Association of Teachers Colleges in 1924.

McMullen<sup>19</sup> calculated the service load of the various teachers in all the departments in teachers colleges by considering the preparation required of teachers in order to teach a class, routine work, committee work, students enrolled in class, and other duties. He determined that teachers of Educational Theory should teach 14.2 periods (periods 50 minutes net) per week with a .7 period variation. He found ~~13~~ that teachers of Educational Theory were spending 9.8 hours per week in preparations for their class work.

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17. Hillman, J. E., "Some Aspects of the Training and Equipment of Department Heads in Two-year Normal Schools," Peabody Journal of Education, Vol. 4, pp. 156, 1926.
18. Hill, C. M., A Decade of Progress in Teacher Training, p. 177.
19. McMullen, L.B., Service Load in Teacher Training Institutions, p. 72.

### VIII. Relationships

Judd and Parker, writing of conditions revealed by the Wisconsin survey made in 1914, remark:

Furthermore, there are great variations in the administrations. There is evidently a preponderance of influence on the side of the president as contrasted with the faculties .... 20

After criticizing the lack of faculty participation, the Carnegie report in Missouri suggested that according to their plan:

These well-organized faculties should exercise predominant influence in the determination of the educational policy of the schools.<sup>21</sup>

Ten years later Dr. Hill<sup>22</sup> was able to report that practically all of the faculty members stated in their questionnaire reports that they did exercise such influence.

Garrison, in his study (published in 1927 the year of the publication of Hill's study) of reports of 433 supervisors in 55 teachers colleges, found that "159 reported that they did participate to a desirable extent in determining the educational policy of the college; 114 felt they did not participate enough."<sup>23</sup>

As a result of the replies received from 55 teachers college presidents, Linscheid voices the conclusion that:

It appears from these replies as well as from other information available that the faculties of state teachers colleges do not exert quite the influence in shaping the educational policies of their institutions that faculties in universities exert in theirs.<sup>24</sup>

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20. Judd and Parker, Problems in Standardizing State Normal Schools, p. 10.

21. Hill, C. M., A decade of Progress in Teacher Training, p. 81.

22. Ibid, p. 81.

23. Garrison, N. L., Status and Work of the Training Supervisor, p. 34.

Another relationship which has been a source of frequent discussion is that of the department of education and the training school.

Wilson, in a study the materials of which were collected by correspondence in 1919 with presidents, directors of training, and critic teachers from 54 normal schools, and by examination of catalogs of the schools concerned for 1918, voiced a plea for a more diversified use of the training school and a closer integration between the training departments and other departments of the school, especially the department of education.

Wilson quotes the supervisor of training in one training school as saying:

Of all departments, that of education is the hardest to cooperate with, chiefly because their criticism has been destructive, generally, rather than constructive. 25

While Wilson does not feel that a closely-integrated relationship between the department of education and the training school is dependent upon unity of organization of the two departments, he cites only one instance in proof and adds that in this one situation a new man took charge before long. He says in extension of the lack of conferences between faculty members of the collegiate department and the training school:

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24. Linscheid, A., In-Service Improvement of the State Teachers Faculty, p. 31.
25. Wilson, L. M., Training Departments in the State Normal Schools in the United States, p. 27.



There are probably no schools in which teachers from the normal school department will not confer, upon invitation, with the members of the training school staff. But there are many where such invitation is never given.<sup>26</sup>

Carnegie Foundation Bulletin No. 14 remarks:

It is no unusual thing for the normal school student to complain that the theory that has been taught him in the courses in psychology, principles of teaching, and special methods.....has no perceptible connection with the work of the training school. This is sometimes due, no doubt to the fact that the theory is impracticable, and that those responsible for the practice teaching know it; but it is oftener due merely to a complete mechanical separation of the training department both from the department of educational theory and from academic departments....<sup>27</sup>

The same bulletin adds:

At Springfield, the head of the training department is also head of the department of education, including psychology, and in this way a praiseworthy coordination of the courses in theory and practice are insured.<sup>28</sup>

Rutledge set forth the principle that:

Responsibility for the activities and the administration of the demonstration and practice school should be a function of the department of education of the teachers college or the Normal School.<sup>29</sup>

His tabulation reveals that 79% of the 36 jurors approved the principle; 21% rejected it; 2 of the jurors did not answer the question.

Garrison, in discussing the professional writings of the training school supervisor found that of the 433 reporting "more than 20%

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26. Wilson, L. M., Training Departments in the State Normal Schools in the United States, pp. 61-62.

27. Learned, W. S. and Bagley, W. C., Professional Preparation of Teachers, p. 199.

28. Ibid., p. 201.

representing 35 of these colleges, have published books, pamphlets, syllabi, tests, magazine articles, etc."<sup>30</sup>

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29. Rutledge, S. A., Administration of Teachers Colleges and Normal Schools, p. 53.

30. Garrison, N. L., Status and Work of the Training Supervisor, p. 27.

## CHAPTER III.

### DATA AND PROCEDURE

#### I. Delimitation of the Scope of the Study.

Heads of the department of education who were also principals of normal schools or presidents of teachers colleges were omitted from the study, as it was considered desirable to investigate the situation only where a differentiation between the two positions was made.

Heads of the department of education in state teachers colleges and normal schools, which had student bodies exclusively colored, were not included.

City normal schools and teachers colleges were omitted, as it was thought their departmental organization, being influenced by the city school administration, might not be typical.

#### II. Collection of Data

In the summer of 1930 conferences were held with two heads of the department of education in teachers colleges in order to ascertain their problems and tryout the tentative form of a questionnaire.

Heads of the department of education in state teachers colleges and normal schools listed in the United States Educational Directory<sup>1</sup> were invited (with the exceptions listed above),

in December, 1930, to participate in an investigation of their department and functions. As it appeared, probable, from school catalogs, that some of these institutions did not employ the type of organization necessitating a head of the department of education, an inquiry was sent to the presidents and principals of the teachers colleges and normal schools from which an immediate response by the heads had not been received, asking whether the institution had a head of the department of education and his name if there was one.

TABLE I.

## Extent of the Cooperation of Heads of the Department of Education in the Study.

	Teachers Colleges	Normal Schools	Total
Number <sup>2</sup> of state teacher colleges and normal schools.	125	45	180
Number of schools in which direct report indicated there was a head of the department of education.	115	40	155
Number of heads accepting invitation to participate.	106	33	139
Number of questionnaires returned.	75	25	100*

1. Office of Education Bulletin No. 1, 1930, pp. 89-92.

2. City, private, and colored normal schools excluded.

\*. Six questionnaires were not included in the study; two were from presidents of the schools and four were received too late.

By this means contact was established with those heads who had not been reached by the previous invitation. In all, 139 heads of departments of education responded, a number of them enthusiastically.

In response to the questionnaire 100 replies, 72% of those accepting the invitation to participate, were received. Communications were received from 8 other heads of departments of education, stating that their departmental organization was not adapted to the investigation.

TABLE II.

Sections of the United States in Which the Teachers Colleges and Normal Schools Participating are Situated

School	North-east	South	Central	West	Total
Teachers Colleges	8	23	30	11	72
Normal Schools	9	7	0	6	22
<b>total</b>	<b>17</b>	<b>30</b>	<b>30</b>	<b>17</b>	<b>94</b>

An inspection of Table II shows that each geographical section of the United States is well represented in this investigation. (See Appendix B for list of institutions participating in each section.)

### III. Evaluation by Jurors

Heads of the department of education in state teachers colleges and normal schools were asked to rank the importance of a number of items listed on the questionnaire. (See Appendix A.)

for the purpose of validating the judgments of the heads of the departments of education concerning the relative importance of a list of functions submitted to them, a jury of educators from closely-allied fields of education, was selected. As a preliminary tryout, the same questionnaire was sent to several educators, asking them to fill out only the column in which the ranking was to be done. As the questionnaire proved confusing to a few of them, it was recast so as to make its purpose clear.

(See Appendix D.)

The importance of a function was determined by the agreement of both heads and jurors upon an item.

## CHAPTER IV.

THE STATUS OF THE DEPARTMENT OF EDUCATION AND THE FUNCTIONS OF ITS  
HEAD IN STATE TEACHERS COLLEGES AND NORMAL SCHOOLSI. Official Title of the Person Serving in the Capacity of Head of  
the Department of Education

TABLE III.

Official Title of Person Serving in the Capacity of Head of the De-  
partment of Education in 72 State Teachers Colleges and 22 Normal  
Schools.

Title	North- east		South Central		West		Total		Grand Total	
	TC-NS	TC-NS	TC-NS	TC-NS	TC-NS	TC-NS	TC-NS			
Head <sup>1</sup> of the De- partment of Ed- ucation (and Psy- chology)	5	6	11	2	16	5	2	35	10	45
Head <sup>2</sup> of the De- partment of Edu- cation and Direct- or of Teacher Training	1	1	2	1	4	3	1	10	3	13
Director <sup>3</sup> of (Teacher) Train- ing <sup>4</sup>	2	2	1	2	3			6	4	10
Professor of Education			2	2	2		1	4	3	7
Dean <sup>5</sup> of Educa- tion			1		2		3	6		6
Director <sup>6</sup> of Education			2		2		1	5		5
Dean of College	1		2					3		3
Chairman of De- partment of Edu- cation					1		1	1	1	2
Head Professor of Education			1					1		1

TABLE III Continued

Title	North- East		South Central		West		Total		Grand Total
	TC-NS	TC-NS	TC-NS	TC-NS	TC-NS	TC-NS	TC-NS		
Associate Professor of Education					1		1		1
Instructor <sup>7</sup> in Education					1		1		1
	9	9	22	7	30	0	11	6	72
							22		94

1. Includes 1 "Head of the Department of Education and Dean of Instruction."
2. Includes 1 "Head of the Department of Education and Director of Student Teaching."
3. Includes 1 "Director of Junior High School Department," and 1 "Director of Teacher Training in the High School."
4. One "Director of Training School", whose returned questionnaire indicated he presided over the department of education, said there was and should be no head of the department of education.
5. Includes 1 "Dean of Instruction."
6. Includes 1 "Director of Rural Education," 1 "Director of Instruction in Education," 1 "Director of Teacher Training and Professor of Education," and 1 "Director of Professional Studies."
7. This "Instructor" served in the capacity of head, as indicated by his returned questionnaire.

That the officials participating in the study were considered heads of the department of education by the teachers college or normal school administration was ascertained: (1) by the participant's being so listed in the school catalog; (2) by the participant's response that he was head of the department of education; and (3) by the participant's being so designated by the president or principal.



Table III shows the diversity of titles by which the official serving as head of the department of education is known in state teachers colleges and normal schools and the fact that the designation, "Head of the Department of Education" (including its modified forms), is the title most widely used.

## II. Budget.

The investigation of the participation of the head of the department of education in budgetary affairs called forth considerable voluntary comment. Representative, to some extent, of those who would like to participate to a greater degree is the following excerpt from a letter accompanying a returned questionnaire:

We have nothing to do with the budget and have no definite amount of the budget allowance assigned to various departments of the college. I personally have made recommendation year after year . . . asking that such a plan be worked out.

Another head explains the budgetary procedure employed by stating (his statement not to be taken too literally perhaps):

We request and fight for our share.

A third head relates why he no longer submits a budget:

There has never been any policy here of budgeting the departments. I started on that policy for a while and found that I was getting less than when I had no budget; therefore no budget seems the best policy.

Three heads of the department of education in state teachers colleges who had no budget reported that they submitted one to the president. On the opposite side of the situation, 4 heads who

did not present budgets were allotted a definite amount of funds for their department, indicating that the responsibility for the non-participation of the head of the department of education in budgetary affairs might not always rest upon the administration but might be due, in some instances at least, to the lack of initiative on the part of the head in this matter.

In only a little more than one-fifth of the departments of education reporting does the department receive a definite allotment of the general budget. The heads of the department of education present a detailed budget in less than one-sixth or 15.9% of the 94 teacher training institutions. These findings are of interest in connection with Rutledge's investigation, in which 64 presidents of teachers colleges and normal schools, having been requested to check the "duties they perform and the duties for which they think they should be held responsible but which they should delegate to some other member of the staff,"<sup>1</sup> responded. On Duty No. 71 which reads:<sup>2</sup>

The president should require each executive officer and department head to prepare annual statements of the budgetary needs of their respective departments,

69% of the presidents reported themselves as "performing" and 9% reported themselves as "delegating", making a total of 78% of the

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1. Rutledge, S.A., Administration of Teachers Colleges and Normal Schools, p. 62.

2. Ibid., p. 69.

presidents performing or delegating this duty.

TABLE IV.

Budgetary Practices in Departments of Education in 72 State Teachers Colleges and 22 Normal Schools.

	Yes	No	# %
Is the department of education allotted a definite amount of money to be spent each year?	20	74	21.2
Does the head of the department of education present a detailed budget to the president or a committee for approval?	15	72	15.9
If the budget is approved, are you left free to administer it?	15	5	75.##
Is each member of the department of education allotted a certain amount, annually, for instructional supplies, small equipment, etc.?	8	75	8.5
<u>How is the departmental allotment of money for library books and magazines distributed:</u>			
a. Equally to all members on the basis of full-time membership in the department?	7	42	7.4
b. On basis of class enrolment?	9	35	9.5
c. According to number of different subjects taught?	14	29	14.8

# Percentage of those answering yes in 94 schools.

## percentage is figured on basis of number (20) having a definite allotment of money.

When the 72 teachers colleges and the 22 normal schools are considered separately, quite similar conditions are found to exist with regard to most of the points treated in the investigation of budgetary procedure. The department of education is allotted a definite

sum of money in 15 or 20.8% of the teachers colleges and in 5 or 22.7% of the normal schools. Comments volunteered by heads on this point are:

Comment	No. of heads Commenting
Allotment for petty cash only,	3
Business manager works out budget on the basis of past experience,	1
Budget for training school but not for department of education,	1
Budget work carried on entirely by the secretary of the school and the president in cooperation,	1
Have made recommendations asking for budget allot- ment year after year, but the plan has never been adopted,	3
No policy of budgeting by departments. I quit because I was getting more money with no budget,	1

In 14 or 19.4% of the teachers colleges and in 1 or 4.5% of the normal schools, the head of the department of education presents a detailed budget to the president. Comments added on this item were:

Comment	No. of Heads Commenting
President and head cooperate in the making of the departmental budget,	1
Sometimes, but seldom used,	1
No budgeting by departments to any extent,	1
Department has its share of total budget. Heads see that requests do not exceed this,	1
Requisitions are sent in to the president, who honors them according to his budget and fees,	1

In 86.6% of the teachers colleges and in 40% of the normal schools, the head who receives a definite allotment is left free to administer it. Several heads qualified their statements, as follows:

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Comment	No. of Heads Commenting
Left free very largely,	1
No, done by advisory committee,	1
Left only half-way free to administer budget	1

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In 5 or 6.9% of the 72 teachers colleges and in 3 or 13.6% of the 22 normal schools each member of the department is allotted a certain amount, annually, to spend for instructional supplies, small equipment, etc. Comments volunteered on this point are:

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Comment	No. of Heads Commenting
No allotment, except for library books and magazines,	1
Allotment for this in hands of advisory committee,	1

---

In 6.9% of the teachers colleges and in 9% of the normal schools the departmental allotment for library books and magazines is distributed equally to all members on the basis of full-time membership in the department. Distribution on the basis of class enrolment is practiced in 11.1% of the teachers colleges and in 4.5% of the normal schools. Distribution on the basis of number of different subjects taught is employed in 16.6% of the teachers colleges

and in 9% of the normal schools. A wide variety of other plans of making this allotment was reported:

Plans reported by which the Education- Department share of the budget for books and magazines is administered	No. of Heads Commenting
<p>On Basis of Immediate Needs:</p> <p>"Department heads get together and divide books most immediately needed."</p> <p>"According to needs, each teacher presenting his needs."</p>	9
<p>No Policy:</p> <p>"As much as needed as long as it lasts."</p> <p>"Haphazardly until it runs out."</p> <p>"Merely a general pro-rata apportionment with other departments."</p> <p>"No formal method."</p> <p>"On requisition which may or may not be allowed."</p> <p>"No policy."</p>	7
<p>By Heads of the Department of Education:</p> <p>"By head on basis of needs."</p> <p>"Orders subject to approval of head."</p> <p>"Requisitions pass through hands of head."</p>	4
<p>By Library:</p> <p>"Requisitions come out of Library Fund chiefly."</p> <p>"As President and Librarian agree."</p> <p>"Head of Department of Education and other members ask Librarian to purchase."</p>	4
<p>By Committee:</p> <p>"A committee selects all books."</p> <p>"Each member presents needs to Library Committee, consisting of head and two members."</p>	3
<p>According to Wants:</p> <p>"Thus far anyone could get all the books he wanted."</p> <p>"Budget for books usually meets normal demands of all."</p>	3

On the Basis of Class Enrollment and Number of Different Subjects Taught:	2
"Combination of 'b' and 'c' and new courses offered."	
"Partially 'b' and partially 'c'."	
By Miscellaneous Means:	2
"Allotment on basis of percentage recommended by American Association of Teachers Colleges."	

A total of 19 departments of education reported the amount of money allotted for 1930-31. (See Table V.)

TABLE V.

Amount of Money Allotted to Departments of Education for the School Year 1930-31

Amount Allotted	Teachers Colleges Number	Normal Schools Number	Total Number
0-\$ 5,000#	8	1	9
\$ 5,001-\$10,000##	0	0	0
\$10,000-\$15,000	1	0	1
\$15,001-\$20,000	1	1	2
\$20,001-\$25,000	1	0	1
\$25,001-\$30,000	0	0	0
\$30,001-\$35,000	1	0	1
\$35,001-\$40,000	0	1	1
\$40,001-\$45,000	2	0	2
\$45,001-\$50,000	1	1	2
	15	4	19

#Most of those budgets in this division are petty cash funds only.  
##This and the following divisions include salaries.

Table VI shows the percentage the department of education budget is of the school budget of those reporting.

TABLE VI

Percentage the Department of Education Budget Is of the School Budget  
(Excluding building appropriations.)

Percentage	# Teachers Colleges	Normal Schools	Total
0- 3	1	1	2
4- 6	2	1	3
7- 9	1	0	1
10-12	2	1	3
13-15	0	0	0
16-18	1	0	1
19-21.	5	1	6

#Some heads who had a departmental allotment did not know what percentage their budget was of the school budget.

Excluding the allotments for petty cash fund only, we find the department of education fund to be between 19% and 21% of the school budget in the teachers colleges reporting; the number of normal schools reporting is too small to draw conclusions regarding its apportionment.

### III. Plant, Quarters, and Equipment of the Department of Education.

In 80% of the institutions reporting, the training school was  
3  
housed in a separate building; Higbie reported in 1928 finding 70% of

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3. Higbie, E. C., "Twenty Years of Progress in Providing Adequate Training School Facilities," Proceedings, N. E. A., Vol. 26, pp. 873-881, 1928.



the training schools housed in separate buildings. In 60 or 83.3% of the 72 teachers colleges and in 16 or 72.7% of the 22 normal schools, the training school is housed in a separate building of its own. The comments were:

Comments	No. of Heads Commenting
Use city schools .	8
Part of training school in a college building and part in other buildings.	2

The department of education was reported housed in a building of its own in only one or 1.4% of the teachers colleges.

The department of education is housed in the same building as the training school somewhat less often in teachers colleges than in normal schools, the percentages being 15.2 in teachers colleges and 22.7 in normal schools.

TABLE VII

The Status of the Plant, Quarters, and Equipment of the Department of  
Education in 72 Teachers Colleges and 22 Normal Schools.

	Yes	No	%*
Is the training school housed in a separate building of its own?	76	14	80.8
Is the department of education housed in a separate building of its own?	1	73	1.0
Are the department of education and training school housed in the same building?	16	74	17.0
Do members of your department have adequate office space?	54	39	57.4
Does the department have a mimeograph machine?	37	56	39.3

TABLE VII Continued

	Yes	No	%*
Does the department have one or more typewriters?	54	39	57.4
Does the department have an adding machine?	17	77	18.0
Does the department have a calculator?	9	84	9.5
Does the department have clerical help of its own?	40	54	42.5
If the answer to the preceding question is "No", does the general office provide your department with this service?	40	14	74.0
Does the department have an education room in the library?	6	79	6.3

\*Percentage of those answering yes in 94 schools.

Adequate office space for the department of education was reported in only 57.4% of the institutions represented. In 42 or 58.3% of the teachers colleges and in 54.5% of the normal schools heads reported adequate office quarters.

The department of education has a mimeograph machine in 40.2% of the teachers colleges and in 36.3% of the normal schools. See Table VII for combined figures. The comments of those who had no machine are:

Comments	No. of Heads Commenting
Adequate mimeograph service is furnished the department.	7
Department has access to mimeograph machine.	4

In 57.4% of the 94 institutions the department of education owned one or more typewriters. (See Table VII) In 56.9% of the teachers colleges and in 59.1% of the normal schools typewriters are furnished to the department of education. Comments of some of those without typewriters are:

Comments	No. of Heads Commenting
The department has access to a typewriter.	2
Typewriters used by the department owned personally by members of the department.	4
Part of the department is in the training school; the rest of us have none of the office equipment you mention.	1

Table VII shows the percentage of the 94 schools in which the department of education has an adding machine to be 18; in 16.6% of the teachers colleges and in 22.7% of the normal schools this equipment is provided for the department of education. Explanations from some heads whose departments have no adding machine are:

Comments	No. of Heads Commenting
Department has access to adding machine.	2
Adding machine service provided department.	2
Service department of school provides this service .	1
Neither service nor adding machine .	1

In less than one-tenth of the 94 schools is a calculator part of the office equipment of the department of education. One is

provided for the department in 11.1% of the teachers colleges and 4.5% of the normal schools. Comments are as follows:

Comments	No. of Heads Commenting
Department has access to a calculator.	2
Department has service .	3

The department of education is provided with clerical help and stenographic help of its own in 42.5% of the institutions represented. In teachers colleges this type of help is provided in 45.7% of the institutions; in normal schools, in 31.8% of the institutions.

In the 94 teachers colleges and normal schools, 74.3% of the departments who do not have clerical and stenographic service of their own are provided with this assistance from the general office. The comments volunteered place this type of service rather in question, 24.1% of the heads of departments of education depending upon this type of assistance in teachers colleges and 36.3% of those in normal schools reporting the service to be greatly limited or inadequate.

In 14 departments of education no clerical or stenographic service is furnished. One head reported that he provided this service at his own expense. Of the 72 teachers colleges represented, 13.9% reported they had no clerical or stenographic service; 18.1% of the heads in normal schools reported they had no clerical or stenographic service.

In 4 or 5.5% of the teachers colleges and in 2 or 9.1% of

the normal schools, the department of education has an education room in the library. (See Table VII for combined figures).

TABLE VIII

Laboratories Assigned to the Department of Education			
Number	Teachers College	Normal School	Total
1	16	3	19
2	3	0	3
3+	2	1	3
	21	4	25

  

Comments	No. of Heads Commenting
We have meager equipment for one course in laboratory, psychology experimentation on the learning process.	1
One classroom has some apparatus for psychology.	1
No definite assignment, we have all we need.	1

#### IV. Curriculum

The number of hours' credit in education and practice teaching required for completions of the two and four year courses were reported in terms of semester hours, term hours, and quarter hours. All three ways of reporting credit had, in order to secure comparable data, to be reduced to a common term, "semester hours" being used for this purpose. (A term hour or quarter hour equals two-thirds of a semester hour.) All fractions were recorded as of the nearest integer;

TABLE IX

**Number of Semester Hours of Education Required for Graduation from  
the Two-Year and the Four-Year College Courses**

Semester Hours	Two-Year Course			Four-Year Course		
	T.C.	N.S.	Total	T.C.	N.S.**	Total
4- 6	1	1	2			0
7- 9	7	2	9	1		1
10-12	<u>28</u>	4	<u>32</u>	5	1	6
13-15	6	<u>5</u>	11	3		3
16-18	10	4*	14	<u>26</u>	<u>2</u>	<u>28</u>
19-21	2	1	3	10		10
22-24	2		2	14	3	17
25-27	2		2	4		4
28+				6		6

\* In the northeast section 2 normal schools reported the equivalent of a three-year course.

\*\*This group includes some schools offering a four-year course which have not yet been listed as teachers colleges in the U. S. Directory, 1931.

for example, 5 quarter hours, which equals 3 1/3 semester hours, was recorded as a three-hour course.

Table IX shows that the semester-hour requirements in education for the two-year college course are quite scattered, although over half the schools represented in this study maintain a requirement of from 10 to 15 semester hours. Education requirements for the degree are varied but there is a tendency to confine requirements to the spread 16 to 24 semester hours, the median for the four-year course being 16 to 18 semester hours. One head of the department of edu-

cation, commenting upon the educational requirements, said all their courses were education courses. It is worth noting that the requirements for the two-year course in the teachers colleges and normal schools participating are quite similar with reference to the number of semester hours of education required.

TABLE X

**Number of Semester Hours of Practice Teaching Required for Graduation from the Two-Year and Four-Year College Courses**

Semester Hours	Two-Year Course			Four-Year Course		
	T.C.	N.S.	Total	T.C.	N.S.*	Total
0- 3	9	1	10	3	2	5
4- 6	<u>25</u>	<u>7</u>	<u>32</u>	26	<u>4</u>	30
7- 9	13	2	15	<u>22</u>	1	<u>23</u>
10-12	9	3	12	14		14
13+		2	2	2		2

\*Includes some schools with a four-year course which have not yet been listed as teachers colleges in the U. S. Directory.

TABLE XI

**Courses Required in Teachers Colleges and Normal Schools<sup>1</sup> for the Baccalaureate Teaching Degree**

	Semester Hours					Laboratory, "Yes"
	1	2	3	4	5	
General Psychology		15	31	4	3	11
Educational Psychology		11	28	13	11	12
Educational Measurements	1	27	14			18
Mental Measurements		8	1			5

TABLE XI Continued

	Semester Hours					Laboratory "Yes"
	1	2	3	4	5	
Observation	5	12	5		2	6
History of Education		14	20	1	1	
General Methods		12	20	4	8	7
Educational Sociology <sup>2</sup>		5	16	1	2	1
Special Methods		15	8	3	9	6
Management	1	16	9			1
School Administration		10	12	2		
Supervision		6	9			
Curriculum		7	1			
Philosophy of Education <sup>3</sup>		4	3			
Child Psychology		3	1			1
Introduction to Education <sup>3</sup>		2	2			2
Secondary Education		1	2		1	
Miscellaneous Courses <sup>4</sup>		6	8	3		1

## Notes on Table XI.

1. Includes normal schools offering a four-year course, not listed as teachers colleges in U. S. Directory, 1931.
2. One head reported 11 semester hours of Special Methods required.
3. Includes other courses of different names dealing with similar subject matter.
4. Includes courses reported less than four times: Educational Statistics, Mental Hygiene, Psychology of Elementary School Subjects, Primary Methods, and Materials Organization.

While there is a noticeable variation in the number of



hours' credit assigned the various courses required in education, it is evident that certain of the courses tend to be assigned a certain number of hours' credit.

Reference to Table XII will show that teachers colleges tend to confine the bulk of their efforts to Kindergarten, Early Elementary, Elementary, Junior and Senior High School Curricula; the normal schools confine themselves more largely to the Early Elementary, Elementary, and Junior High School Curricula, several normal schools in the West reporting that they were not permitted by law to train high school teachers.

Eight heads of departments of education reported that their schools granted the Master's degree. <sup>4</sup> Trusler found, in a catalog study of 114 degree granting state teachers colleges and normal schools, nine schools granting the Master's degree and one the Ph.D.

TABLE XII

Curricula Offered by the Department of Education in State Teachers Colleges and Normal Schools

Curricula Offered	Teachers Colleges	Normal Schools	Total
Kindergarten	33	8	41
Early Elementary	54	12	66
Elementary	54	15	69

4. Trusler, Victor T., A Study of Entrance Requirements of Four Year Teachers Colleges and Normal Schools of the United States, Master's Thesis, University of Kansas, 1930.

TABLE XII Continued

<u>Curricula Offered</u>	<u>Teachers Colleges</u>	<u>Normal Schools</u>	<u>Total</u>
Junior High School	42	12	54
Senior High School	37	3	40
Principal of Elementary School	12	1	13
Principal of Junior High School	7		7
Principal of Senior High School	8	1	9
Superintendent	12	1	13
Supervisor	11	2	13
Rural Education	5	2	7
General Course	1		1
Special Subjects <sup>1</sup>	2	1	3
Normal Training	1		1
Master's degree <sup>2</sup>	8		8

1. Includes Practical Arts Course.

2. Four other teachers colleges report that they anticipate giving the Master's degree in the near future.

The attitude of heads of departments of education on the subject of correspondence and extension teaching may be had by taking note of the comments of the heads and by referring to Table XIII.

TABLE XIII

**Correspondence and Extension Teaching Offered by the Department of  
Education in 72 Teachers Colleges and 22 Normal Schools**

	Yes	No	S.T.	%#
Does the department of education:				
1. Offer any correspondence teaching?	41	49	4	43.6
2. Offer any extension teaching?	49	35	8	52.1
3. Encourage correspondence teaching	20	71		21.2
4. Encourage extension teaching?	33	46		35.1

# Percentage of those answering yes in 94 schools.

Comments on the encouragement of correspondence and extension teaching offered by heads of the department of education are:

Comments	No. of Heads Commenting
Experience with regard to correspondence and extension teaching unsatisfactory perhaps because of set-up. So hard to prevent abuse of credit granting. With a regular supervisor in the field it might work out satisfactorily.	1
Extension work encouraged only through the University Extension Division.	1
Extension and correspondence work not <u>vigorously</u> encouraged.	1
We have a separate department of extension.	1
We do not believe in extension and correspondence for credit unless the school can furnish in the main a separate faculty trained for the work.	1
Correspondence and extension are not permitted by the Board of Education.	1

V. Personnel

TABLE XIV

**Enrolment in the School and in the Department of Education in Teachers Colleges and Normal Schools**

Enrolment in the School	Enrolment in the Department of Education										Total	
	1	2	3	4	5	6	7	8	9	*		
0--250		3									3	6
251--500	1	<u>11</u>	5	4							2	23
501--750		1	4	5	<u>12</u>						11	33
751-1000		1		1		1		<u>4</u>			6	13
1001-1250			1		<u>2</u>				1	3		7
1251-1500			1			<u>1</u>			1			3
1501-1750			1		1							2
1751-2000												0
2000+					1				1			2

\* No enrolment was reported for the department of education. The figures stand for enrolments in the department of education:  
 (1) equals 0--125; (4) equals 376-500; (7) equals 751-875  
 (2) " 126--250; (5) " 501-675; (8) " 876-1000  
 (3) " 251--375; (6) " 676-750; (9) " 1000+

Table XIV shows that while there is some positive relationship between the enrolment in the teachers college and normal school and the enrolment in the department of education, individual schools show much variation in the education-department enrolment when school enrolments are held fairly constant.

When the teachers colleges and normal schools are considered separately, quite similar conditions are revealed with reference to

the enrolment of the department of education and the total enrolment of the teachers colleges and normal schools.

TABLE XV

Enrolment in the School and the Number of Full-Time Teachers in the Department of Education in Teachers Colleges and Normal Schools

Enrolment in the School	Teachers in the Department of Education										Total	
	1	2	3	4	5	6	7	8	9	10		
0--250		1	<u>2</u>	<u>2</u>	1							6
251--500		8	<u>5</u>	6	1	1	2					23
501--750	1	2	3	<u>11</u>	7	5	2		1			32
751-1000			2	2	2	<u>2</u>	4		1			13
1001-1250				2		<u>2</u>		1	1			6
1251-1500						1			<u>1</u>	1		3
1501-1750					1			<u>1</u>				2
1751-2000												0
2000+											2	2
<b>Total</b>	<b>1</b>	<b>11</b>	<b>12</b>	<b>23</b>	<b>18</b>	<b>11</b>	<b>8</b>	<b>2</b>	<b>4</b>	<b>3</b>		<b>87</b>

Table XV shows that no consistent relationship is maintained between the size of the institution and the number of teachers in the department of education.

The plausible explanations regarding why there is no consistent relationship between the number of teachers employed in the department of education and the school enrolment are: (1) the enrolment in the department of education bears no consistent ratio to the total enrolment; and (2) the amount of education credit required for graduation varies.

TABLE XVI

Enrolment in the Department of Education and the Number of Full-Time Teachers in the Department of Education in Teachers Colleges and Normal Schools

Enrolment in Department	Teachers in the Department of Education										Total	
	1	2	3	4	5	6	7	8	9	10		
0--125		1										1
126--250		3	<u>7</u>	3	2		1					16
251--375	1	3	1	<u>3</u>		1	1	1	1			12
376--500				<u>6</u>	1	1	2					10
501--675			1	3	<u>4</u>	5			1	1		15
676--750					2							2
751--875												0
876-1000				1	<u>2</u>	1						4
1000+							1	1		1		3
<b>Total</b>	<b>1</b>	<b>7</b>	<b>9</b>	<b>16</b>	<b>11</b>	<b>8</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>2</b>		<b>63</b>

Since similar conditions were found to prevail in the teachers colleges and normal schools, considered separately, with reference to the variations in the number of teachers in departments of education of comparable enrolment, only the combined table is presented. (See Table XVI.)

As a means of explaining the lack of a consistent ratio between the total enrolment of the school and the number of teachers in the department of education, there are presented in Table XVI data to show that even though enrolments in the department of education are comparable, there is no consistent relationship between the departmental enrolment and the number of teachers employed in

the department of education. This evidence is in contradiction of the argument that variation in the enrolment of the department of education is due to the lack of relationship between the departmental enrolment and the total enrolment.

The second argument in defense of the inconsistency between the total enrolment and the number of teachers in the department of education is that the more semester hours' education required, the greater will be the number of teachers required in proportion to the total enrolment. As a means of confirming or disproving this argument, one group of 9 teachers colleges having enrolments between 501 and 675 and another group of 7 teachers colleges having enrolments between 376 and 500 were subjected to analysis. With the enrolment in the departments of education held constant and the number of semester hours' education required for the bachelor's degree and the number of teachers in the department of education treated as variables, no positive relationship between the number of hours of education required for the bachelor's degree and the number of teachers in the department of education was found to exist; even the reverse being suggested. In the group of 9 teachers colleges having enrolments between 501 and 675 in the department of education, one department that employed 5 teachers required 27 semester hours' education for graduation, while another department of education in the same group employed 10 teachers and required only 16 semester hours' Education for graduation from the four-year course. In the group of 7 departments of education having enrolments from 376 to 500, 2 departments employed 4 teachers and required 16 semester hours' Education for graduation; while, in the same group,

1 department employed 7 teachers and required 18 semester hours' Education for graduation from the four-year course.

These data suggest that explanations other than the two commonly advanced must be sought in accounting for these variations.

TABLE XVII

Number of Full-time Teachers in the Department of Education and in the Training School in Teachers Colleges and Normal Schools

Department of Education				Training School			
No.	T.C.	N.S.	Total	No.	T.C.	N.S.	Total
1	1	1	2	0--3	2	3	5
2	6	6	12	4--6	4	1	5
3	9	<u>4</u>	13	7--9	12	4	16
4	18	5	<u>23</u>	10-12	16	<u>4</u>	20
5	<u>12</u>	1	13	13-15	<u>9</u>	2	<u>11</u>
6	9	4	13	16-18	15	4	19
7	6	1	7	19-21	6	0	6
8	2	0	2	22-24	1	0	1
9	3	0	3	25-27	1	0	1
10+	4	0	4	28-30	1	0	1
				31+	4	3	7
<b>Total</b>	<b>70</b>	<b>22</b>	<b>92</b>		<b>71</b>	<b>21</b>	<b>92</b>



TABLE XVIII

**Training of the Teachers in the Department of Education and in the Training School in Teachers Colleges and Normal Schools**

Department of Education Degree	Department of Education			Training School		
	T.C.	N.S.	Total	T.C.	N.S.	Total
Ph. D.	81	24	105	11	0	11
LL. D.	2	0	2	0	0	0
D. Ed.	8	0	8	4	0	4
Pd. D.	1	0	1	0	0	0
Master's	276	54	330	455	44	499
Bachelor's	44	13	57	420	120	540
None	7	0	7	77	132	209
<b>Total</b>	<b>419</b>	<b>91</b>	<b>510</b>	<b>967</b>	<b>296</b>	<b>1263</b>

It will be observed from Table XVII that the median number of teachers in the department of education in teachers colleges is 5 and in normal schools, 3; in the training schools of teachers colleges the median number of teachers lies with the 13 to 15 group; in the training schools for normal schools, within the 10 to 12 group. The proportion of training school teachers to teachers in the department of education is about 3 to 1 in teachers colleges, and about 4 to 1 in normal schools.

Table XIX shows the advancement made in standards of training, as revealed by study of 94 departments of education and training school faculties (included here because they are sometimes a part of the department of education). The faculty of the department of education, as represented in this study, is much better qualified than

TABLE XIX

**Percentage Presentation of the Training of Teachers in the Department of Education and the Training School in Teachers Colleges and Normal Schools**

	% of No Degrees	% of Bachelor's	% of Master's	% of Doctor's
Department of Education	1.4	11.2	64.7	22.7
Training School <sup>5</sup>	16.5	42.8	39.5	1.2
McMullen <sup>6</sup>	20.5	40.8	33.4	5.1
Hendricks	16.1	37.0	39.1	7.6

the training school faculty. While 22.7% of the teachers in the department of education have the Doctor's degree, only 1.2% of the teachers in the training school proper (as represented in this investigation) have the Doctor's degree. In the department of education, 64.7% hold the Master's degree; in the training school 39.5%, the Master's degree. The percentage having no degree in the training school is 16.5; in the department of education, 1.4. In general, the amount of training, as revealed by this study, shows considerable progress in comparison with the findings of McMullen<sup>7</sup> in 1927 and Hendricks<sup>8</sup> in 1928. Since the study of McMullen was based upon

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5. McMullen, L.B., Service Load in Teacher Training Institutions, pp. 34-35. Percentage based on McMullen's figures.
6. Hendricks, E.L., Proceedings, N.E.A., pp. 920-31, 1928.
7. Service Load in Teacher Training Institutions, pp. 34-35, (Percentages in Table XIX based on McMullen's figures.)
8. Proceedings of the N.E.A., 1928, pp. 920-931.

the training of teachers college faculties as a group and that of Hendricks upon teachers college and normal school faculties as a group, we are assuming, in the comparison of data, that the training of teachers in the department of education is typical of the training of the teachers college and normal school faculty considered as a group.

While the functions connected with the teaching personnel of the department of education are, with one exception, a part of the set policy of the institution in less than 50% of the departments reporting, there is a tendency to recognize them as being a function of the head, as is evinced by the fact that a number of heads answered, "Sometimes," in reply to the query as to whether or not they performed these functions.

TABLE XX

Functions of the Head of the Department of Education with Reference to Personnel in 72 Teachers Colleges and 22 Normal Schools

	<u>Yes</u>	<u>No</u>	<u>S.T.</u>	<u>%</u>
For your department do you:				
a. Interview applicants for positions?	28	35	31	29.7
b. Examine credentials of applicants?	42	26	26	44.6
c. Recommend regular teachers for appointment?	41	32	21	43.6
d. Recommend appointment of substitute teachers?	38	38	18	40.4
e. Recommend promotion in rank of teachers?	33	48	11	35.1

TABLE XX Continued

	<u>Yes</u>	<u>No</u>	<u>S.T.</u>	<u>%#</u>
f. Recommend increase in salary of teachers?	27	53	11	28.7
g. Transfer teachers from one subject to another?	51	27	14	54.2
h. Advise new teachers regarding the conventions of the community?	40	32	21	42.5

# Percentage of those answering yes in 94 schools.

Comments of the heads with regard to personnel follow:

<u>Comments</u>	<u>No. of Heads Commenting</u>
Have interviewed applicants for positions in one case only.	1
I examine credentials upon President's request.	1
A salary schedule takes care of salary increases of members of the department.	3

Decided similarity with respect to the points set forth in Table XX was displayed by the practices of normal schools and teachers colleges, considered as two separate groups. Heads of the department of education reported that they interview applicants for positions in 30.5% of the teachers colleges and in 27.3% of the normal schools of the study. Credentials of applicants for positions are examined by heads in 44.4% of the teachers colleges and in 45.4%

of the normal schools. Heads recommend appointment of regular teachers in 43% of the teachers colleges and 45.4% of the normal schools. Advising new teachers regarding the conventions of the community evoked the most marked dissimilarity, 40.3% of the 72 heads of the department of education in state teachers colleges reporting, "Yes," and 50% of heads of the department of education in the 22 state normal schools giving the same reply.

**VI. Organization and Administration of the Department of Education.**

TABLE XXI

<u>Organization and Administration of the Department of Education</u>				
	<u>Yes</u>	<u>No</u>	<u>S.T.</u>	<u>%</u>
<b>Relations:</b>				
<b>a. Do you regard your position as that of:</b>				
1. Chairman of the department?	38	30	11	40.4
2. Administrative head with executive functions?	37	45		39.3
<b>b. Are communications concerning your department from the president's office sent:</b>				
1. By way of head of department who relays them to teachers?	37	19	32	39.3
2. Directly to teachers?	19	28	35	20.2
<b>Administration:</b>				
a. Do you maintain an office?	78	15		82.9
b. Do you keep regular office hours?	73	21		77.6
c. Does your office approve all orders for textbooks, supplies and equipment?	53	26	14	56.3

TABLE XXI Continued

	<u>Yes</u>	<u>No</u>	<u>S.T.</u>	<u>%#</u>
d. Do you report repairs needed in equipment and rooms used by your department?	58	18	17	61.7
e. Does your office make specifications regarding equipment for your office?	52	16	25	55.3
f. Does your office check the receipt of departmental supplies?	50	29	13	53.1
g. Do you inspect janitorial service for your department?	32	49	11	34.0
h. Do you approve the program of studies of students majoring in your department?	33	36	9	35.1
i. Do you hold regular departmental faculty meetings?	29	50	14	30.8
j. At departmental meetings are:				
1. Books and articles suggested to other members of the department?	35	32	19	37.2
2. Books and articles reviewed for other members of the department?	19	48	17	20.2
3. Reports given as to what other members of the department are doing?	41	29	16	43.6
k. Does the department hold social meetings?	14	60	14	14.8

# Percentage of those answering yes in 94 schools.

When the 94 teachers colleges and normal schools are considered as one group, the head of the department of education is

found to regard his position as that of chairman of the department about as often as he regards it as that of administrative head with executive powers. There was no wide variation between teachers colleges and normal schools upon this point, 38.8% of the 72 heads of the department of education in teachers colleges and 45.4% of those in normal schools regarding their position as that of chairman of the department; in the 72 teachers colleges, 38.8% of the heads and in the 22 normal schools, 40.9% regarded their office as that of administrative head with executive functions. Comments of heads upon whether they consider their positions as chairman or executive head are:

Comments	No. of Heads Commenting
Don't know whether position is that of chairman or executive head (These are recorded in Table XXI under "Sometimes.")	11
I regard my position as that of executive head but I conduct matters practically as chairman.	1
I regard my position as that of both executive head and chairman.	1

Communications concerning the department were sent by way of the head of the department in 39.6% of the institutions, directly to teachers in 20.2%. A greater number of heads reported that sometimes departmental communications were sent by way of the head and sometimes directly to teachers. Comments of heads upon this point are:

<u>Comments</u>	<u>No. of Heads Commenting</u>
90% of communications sent by way of head; 10% directly to teachers.	1
I find the plan of sending communications directly to teachers rather unsatisfactory.	1
Some matters are too trivial to come through head.	1
Communications most often sent directly to teachers.	1

A large number of heads of the department of education (81.9% in teachers colleges and 88.2% in normal schools) maintain an office. Several heads reported using classrooms as offices.

Regular office hours are kept by 77.6% of the heads; upon this point the greatest similarity between teachers colleges and normal schools is shown, the percentages being 77.7 and 77.5, respectively.

Of the items listed in Table XXI, the most marked dissimilarity of practice between the teachers colleges and normal schools was in regard to whether or not the head of the department of education checks the receipt of departmental supplies, heads in teachers colleges reporting, "Yes," in 55.5% of the 72 schools, and those in normal schools reporting, "Yes," in 81.8% of the 22 schools. Comments of the heads upon this matter are:

<u>Comments</u>	<u>No. of Heads Commenting</u>
Checking receipt of supplies done by president and dean.	1



Receipt checked at main or business office.

2

Social affairs constitute a very small part of departmental activities, social meetings of the department of education being reported in 13.7% of the teachers colleges and in 18.2% of the normal schools. (See Table XXI for teachers colleges and normal schools combined in this matter.)

In teachers colleges the department of education was reported as having stenographic help of its own in 56.9% of the 72 schools, being without help of its own in 41.3% of the institutions. In normal schools, <sup>the</sup> department of education was reported as having help of its own in 54.5% of the 22 schools, being without help of its own in 45.5% of the institutions. (See Table XXII for combined data on this point.)

The number of office hours that the head of the department of education schedules for himself varies greatly, ranging from 3 to 19 hours per week. The median number of office hours, 10 to 12, is

TABLE XXII

Amount of Stenographic Help Furnished the Department of Education by the School

No. of Stenographers	T.C.	N.S.	Total
No stenographer	31	10	41
Part-time stenographer*	31	9	40
Full-time stenographer	10	3	13

\* "At my own expense," reports one head.

TABLE XXIII

Number of Office Hours the Head of the Department of Education Schedules for Himself a Week in Teachers Colleges and Normal Schools

Number of Hours	0-3	4-6	7-9	10-12	13-15	16+
Teachers Colleges	2	19	6	18	6	7
Normal Schools	0	4	2	7	5	1

the same for heads of the department of education in both teachers colleges and normal schools.

The most frequent interval at which departmental faculty meetings are held in teachers colleges is 4 weeks; in normal schools intervals of 2 weeks and 4 weeks between departmental faculty meetings are of equal frequency. (See Table XXIV for the intervals between faculty meetings in normal schools and teachers colleges combined.)

TABLE XXIV

Number of Weeks Apart Regular Departmental Meetings are Held

Weeks Apart	1	2	3	4	5	6	Total
Teachers Colleges	1	2	2	20	0	8	33
Normal Schools	1	3	0	3	0	1	8
	2	5	2	<u>23</u>	0	9	41

VI. Teaching Activities

TABLE XXV

A Comparison of the Enrolment in the Department of Education and the Amount of Teaching the Head does per Week

Enrolment	Hours teaching the head does per week								
	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17+
0--125							1		
126--250		2	4	0	<u>3</u>	2	0	4	1
251--375		0	2	1	0	<u>3</u>	1	5	0
376--500		1	0	0	1	<u>3</u>	0	5	0
501--675		5	2	<u>3</u>	1	2	0	3	0
676--750					1	1			
751--875									
875-1000						1	<u>1</u>	<u>1</u>	1
1000+			1		<u>1</u>			1	
Total		8	9	4	7	<u>12</u>	3	19	2

Table XXV shows that there is a wide range in the amount of teaching that heads do in relation to the enrolment in the department of education. In one instance, a head with a departmental enrolment between 875 and 1000 teaches as many hours per week as a head whose departmental enrolment is between 0 and 125. The range in the amount of teaching the heads do is from 3 to 22 hours per week. The median number of hours is between 11 and 12 hours. In teachers colleges the median number of hours the head teaches per week is between 11 and 12 hours; in normal schools, between 12 and 13 hours. In general, the same conditions prevail in both teachers colleges and normal

schools of the study.

TABLE XXVI

A Comparison of the Number of Teachers in the Department of Education with the Amount of Teaching the Head Does in Teachers Colleges and Normal Schools

Number of Teachers	Hours teaching the head does per week							
	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17+
1				1			1	
2			1	1	2	<u>2</u>	5	1
3	1	4	1	<u>1</u>	1	0	4	1
4	6	1	2	2	<u>3</u>	0	8	1
5	1	3	2	<u>1</u>	2	1	2	1
6	2	0	2	<u>2</u>	3	1	2	0
7	2			<u>2</u>	1	1	1	1
8		1	<u>1</u>				1	
9			1		<u>1</u>		1	
10+		2		1			1	
	12	11	10	11	13	5	26	5

There seems to be no relationship between the amount of teaching the head of the department of education does and the number of teachers in the department of education. One head who had 10 teachers was teaching as many periods per week as was another head where there was only 1 teacher in the department. In general, what was true for the teachers college in this respect was true also for the heads of the department of education in normal schools.

TABLE XXVII

**Number of Different Subjects Taught by the Head of the Department  
of Education in Teachers Colleges and Normal Schools**

Schools	Number of subjects taught by head						Total
	1	2	3	4	5	6	
Teachers Colleges	6	21	<u>20</u>	15	3	5	70
Normal Schools	2	8	<u>7</u>	4	0	0	21
	8	29	<u>27</u>	19	3	5	91

The median number of subjects taught by the head of the department of education is 3 in both teachers colleges and normal schools. The range of subjects taught is from 1 to 6.

TABLE XXVIII

**Rank of the Classes Taught by the Head of the Department of Education  
in Teachers Colleges and Normal Schools**

Rank of classes	Number of classes						Total
	1	2	3	4	5	6	
Teachers colleges:							
Junior college	<u>24</u>	19	0	4	0	0	47
Senior college	22	<u>18</u>	15	7	1	0	63
Graduate	2	<u>4</u>					6
Normal schools:							
Junior college	<u>10</u>	2	5	3	0	0	20
Senior College	7	<u>4</u>	1	1	0	0	13

The work of the head of the department of education is not confined exclusively to either the junior or senior division of the college, as is revealed by Table XXVIII.

TABLE XXIX

**Teaching Activities of the Head of the Department of Education in  
72 State Teachers Colleges and 22 State Normal Schools**

	Yes	No	S.T.	%
1. Do you consider it important that the head do any teaching at all?	87	4	1	92.5
2. Do you have assistants to grade examination and term papers?	13	67	13	13.8
3. Do you yourself demonstrate any teaching technics before student teachers?	10	66	15	10.6

# Percentage of those answering yes in 94 schools.

1 Several heads replied that they did so only in so far as their regular classroom teaching was good.

The heads of departments of education in 93% of the 72 teachers colleges and in 90.9% of the 22 normal schools consider it important that they do some teaching.

In 9.7% of the 72 teachers colleges, heads of the department of education reported that they have assistants to grade examination and term papers; in 27.2% of the normal schools, heads of the department of education have this assistance.

In the 72 teachers colleges 9.7% and in the normal schools 27.2% of the heads of the department of education demonstrate teaching technics before practice teachers, making a fairly considerable variation on this item.

TABLE XXX

**Number of Investigations Carried On by the Head of the Department  
of Education in Teachers Colleges and Normal Schools**

<b>Schools</b>	<b>Number of Investigations</b>			<b>Total Number</b>	<b>Total No. of Men</b>
	<b>1</b>	<b>2</b>	<b>3</b>		
<b>Teachers Colleges</b>	29	12	3	62	44
<b>Normal Schools</b>	3	3	2	15	8

It will be noted that 44 or 61.1% of the heads of departments of education in the 72 teachers colleges and 8 or 36.3% of the heads of departments of education in the 22 normal schools are carrying on investigations, a number of them working on more than one investigation, as shown in Table XXX.

TABLE XXXI

**Investigations Which Heads of Departments of Education in 44 State  
Teachers Colleges and 8 Normal Schools Had in Progress  
During the First Half of the School Year 1930-31.**

<b>Name of Investigation</b>	<b>No.</b>	<b>School</b>	<b>Location</b>
<b>Student Teaching Courses-Organization and Content</b>	1	TC	NE
<b>Overlapping of Educational Courses</b>	3	TC	NE,C,W
<b>Curriculum Revision</b>	5	TC,NS	NE,S
<b>Curricula of Teacher Training Institutions</b>	2	TC	C
<b>Curricula for Senior College</b>	1	TC	C
<b>Content of Educational Measurement Courses in Normal Schools and Teachers Colleges</b>	1	NS	NE
<b>Relative Value of Courses in Observation and Student Teaching</b>	1	TC	S

TABLE XXI Continued

<u>Name of Investigation</u>	<u>No.</u>	<u>School</u>	<u>Location</u>
Desirable Objectives for Observation, Participation, and Practice Teaching	1	TC	S
Two-Year General Curricula in Normal Schools and Teachers Colleges	1	TC	W
College Curricula in Education	1	TC	W
Curriculum Aspects of the Federal Survey of Teacher Training	1	TC	W
High School and Elementary School Cur- ricula	1	TC	S
Curriculum Making in the Training School	1	NS	W
Junior High School Science	1	TC	C
Spelling	2	TC	C
Correlation of Departments	2	TC,NS	NE,C
Coordination of College Education and Training School	1	NS	S
Project in Teacher Visitation for the Education Department and the Training School	1	TC	S
Administrative Phases of Teacher Training	1	TC	W
Needs of the Department of Education Upon Removal to New Campus	1	TC	W
Placement of Students over a Seven Year Period	1	TC	NE
Faculty Meetings	2	TC,NS	NE
School Survey at Lambert, Miss.	1	TC	S



TABLE XXI Continued

<u>Name of Investigation</u>	<u>No.</u>	<u>School</u>	<u>Location</u>
Per Capita Costs in Small High Schools	1	TC	C
<u>Finance Problems</u>	1	NS	NE
Teachers Marks and Ratings of Students	4	TC,NS	NE,S
Intelligence Tests and College Marks	3	TC,NS	S,C
Diagnostic Test for Student Teachers	1	NS	S
Diagnostic Test for College English Department	1	TC	C
General Information of College Freshmen	2	TC	S,C
Relation between Aptitude, Personnel Test Scores and Grades	1	NS	W
Relation of E.A. to M.A.	1	TC	W
Correlation between University's State Tests and Otis M.A.	1	TC	C
Rating Teacher Personality	1	TC	C
Scholarship of Administrators and Supervisors	1	TC	C
Age-Progress in Elementary School	1	TC	S
<u>Academic Survey and Standardizing Investigation in the Training School</u>	2	TC	NE,C
Technics of Rural Supervisors	1	TC	C
Investigation of Work Done in Rural Practice and Other Rural Schools	1	TC	C
<u>Field Investigation in Rural Districts</u>	1	TC	W
Problems in Orientation	2	TC	S,W
How to Study for Freshmen	2	TC	NE,S

TABLE XXI Continued

	No.	School	Location
Quality of English of Entering Freshmen	1	TC	S
Fitness of Entering Students	1	TC	C
Why Students Enter Teaching?	1	TC	S
Educational Concepts	1	TC	W
The Evolution of the American T.C.	1	TC	C
Student Affairs	1	NS	NE
Character Education	1	TC	S
1			
Writing a Book	3	TC	S,C,W

1 One of which is Gifford and Short's Problems in Educational Psychology, now off the press.

It will be seen that 18 of the 77 investigations listed deal with the curriculum of the college and 5 deal with the curriculum of the high school and elementary school. Upon tests and measurements 19 of the 77 investigations are based. Eight studies are upon administrative phases of the teachers college and education in general; 4 studies are connected with the coordination of the college and the training school. Rural education was the subject of investigation in only 3 of the 77 studies.

VII. Supervision

TABLE XXXII

Supervisory Activities of the Head of the Department of Education  
in Teachers Colleges and Normal Schools

	Yes	No	S.T.	%
Do you:				
1. Rate your teachers with a formal rating blank?	11	76	2	11.7
2. Confer with teachers regarding the failure of student teachers?	57	23	10	60.6
3. Confer with teachers regarding the failure of college students?	50	25	16	53.1
4. Check teachers' acquaintance with recent professional literature?	17	51	20	18.0
5. Check chapel attendance of your teachers?	7	79	1	7.4
6. Check absence of your teachers from classroom?	34	43	12	36.1
If your department attempts homogeneous grouping, do you section on the basis of:**				
1. Intelligence tests?	4	15	4	17.4
2. Previous grade marks?	3	18	2	13.0
3. "1" and "2" combined?	11	10	4	47.8
How is the overlapping of courses prevented?				
1. Head of department requires his teachers to furnish him with outlines of their courses together with list of references used?	41	18	6	43.6
2. A committee checks the content of courses?	24	29	4	25.5
Do your teachers hand their list of student grades to you before they are sent to the registrar?	17	72	1	18.0

# Percentage of those answering yes in 94 schools.

\*\* Percentages were figures on basis of the number attempting homogeneous grouping. Fifteen teachers colleges and 8 normal schools attempted such grouping.

It may be said, in general, that heads of the department of education in normal schools (if the items listed on the questionnaire are taken as a criterion) supervise their teachers more closely than do heads of the department of education in teachers colleges.

The rating of teachers with a formal blank is not practiced to any great degree by heads of the department of education, having been reported in only 11.1% of the teachers colleges and in 13.6% of the normal schools. One head commented, "We are introducing student rating for the first time for the private use of individual teachers."

The percentage of those heads who confer with their teachers regarding the failure of student teachers is 56.9 for teachers colleges and 72.7 for normal schools. The variation is not so marked in the case of conferences regarding the failure of college students, 51.4% of the heads of the department of education in teachers colleges and 59.1% in normal schools reporting this practice. Two heads stated that they held conferences <sup>regarding</sup> the failure of college students or student teachers only informally or indirectly.

Some heads of the department of education check up on the chapel attendance of their teachers, but they are few, amounting in teachers colleges to 5.5% and in normal schools to 13.6%. One head reported that no chapel attendance was required of the teachers of the

department of education.

Comments upon the checking up on of the absence of teachers from the classroom by the head of the department of education were:

<u>Comments</u>	<u>No. of Heads Commenting</u>
Checking up on the classroom absence of teachers never necessary.	1
Yes, I check up on classroom absence, so does the office administration.	1
Classroom absence of teachers is always pre-arranged.	1

Where homogeneous grouping is practised, the method of grouping most frequently reported is that based upon both intelligence test results and previous grade marks, this plan being employed in 47.8% of the departments reporting homogeneous grouping. Comments were:

<u>Comments</u>	<u>No. of Heads Commenting</u>
Previous grade marks in English only serves our purpose.	1
Previous grade marks plus standardized achievement tests used as the basis of sectioning.	1
Intelligence test results, previous grades, and achievement test results basis for this.	1

The use of both intelligence test results and previous grade marks was given on the basis of sectioning in 33.3% of the teachers colleges and in 75% of the normal schools that reported homogeneous grouping in the department of education.

The scheme most commonly used to prevent the overlapping of courses is that in which the head requires each of his teachers to furnish him with outlines of their courses. The practice in the teachers colleges is quite similar to that in the normal schools in this respect, 43% of the heads of the department of education in teachers colleges and 45.4% of those in normal schools reporting the use of this plan. Comments of heads upon the prevention of overlapping were:

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<u>Comment</u>	<u>No. of Heads Commenting</u>
The outline of courses a general requirement of the college.	1
An outline of courses required but no list of references .	1
Members of the department confer together to prevent overlapping.	6
Work in checking overlapping of courses now proceeding.	2
A catalog committee checks contents of courses.	1
I try to prevent overlapping by individual conferences.	1
Department tries to prevent overlapping by giving no "general" or "principle" courses.	1

Head writes up the description of the courses in education.	1
Not much is done to prevent overlapping of courses in education.	1
I try to prevent overlapping of courses by individual conferences.	1
We try to prevent overlapping of courses by having syllabi as general guides.	1
The head of the department of education and the teacher agree upon the content of courses.	1

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In 18% of the 94 departments of education in state teachers<sup>colleges</sup> and normal schools the head of the department of education requires his teachers to hand their list of student grades to him before they are sent to the registrar, the figures for teachers colleges are 16.6% and for normal schools 22.7% Comments are:

<u>Comments</u>	<u>No. of Heads Commenting</u>
Each teacher in the department must hand in grades for each course, giving number and percentage making certain grades.	1
I go over grades in individual cases with the teachers of the department.	1

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VIII. Relationships

TABLE XXXIII

Relationship of the Head of the Department of Education to the Training School in Teachers Colleges and Normal Schools

	<u>Yes</u>	<u>No</u>	<u>S.T.</u>	<u>%#</u>
1. Are you also head of the training school?	37	57		39.3
2. Do you think the head of the department of education should also be head of the training school?	56	36		59.5
3. If you are not head of the training school, do you:				
a. Find the separate administration entirely satisfactory?	25	28		43.8
b. Successfully use the training school for experimental purposes as much as you would like?	28	26		49.1
c. Do you conduct a program or:				
1. Intelligence testing in the training school?	25	16	10	43.8
2. Educational testing in the training school?	29	15	8	50.8
3. Diagnostic testing in the training school?	23	18	8	40.3
d. Advise with training school teachers regarding curriculum and administrative practices?	14	19	16	24.5

# Percentage of those answering yes.

Heads of the department of education who are also head of the training school number 37 or 39.3%. There are 59.5% of the heads of the department of education who think they should be head of the training school. Of the 28 heads of the department of edu-



cation who were also head of the training school in the 72 teachers colleges, 25 said they thought the head of the department of education should also be head of the training school; 1 head said, "No," and 2 heads did not answer. Of the 9 heads of the department of education who were also head of the training school in the 22 normal schools, all said they thought the head of the department of education should also be head of the training school. Six heads of departments of education in the 94 teachers colleges and normal schools qualified their statements by saying that while they were head of the training school another official, known as principal, director, or some other title, had immediate charge of the training school and attended to matters of routine connected with the training school; this official was regarded as a member of the department of education and taught classes within the department of education. In 15 instances the head of the department of education declared, by voluntary comment, that they approved of a type of organization in which the head of the department of education was head of the training <sup>school</sup> with a subordinate officer directly in charge of the details of the training school management. As one head expressed it, "I don't think he (the head of the department of education) should be directly in charge but should have power to see that certain recommendations he makes are carried out. He should have an assistant as principal." Another head remarked, "I believe the head of the department of education should be director of training. Another person, called principal could attend to the routine administration of the

training school."

One head of the department of education replied that he thought the head need "not necessarily" be head of the training school; 2 other heads said it "depended upon the situation."

Of the 44 heads of the department of education in teachers colleges who were not head of the training school, 18 thought they should be; of the 13 heads in normal schools who were not heads of the training school, 4 thought they should be. In all 57 heads of the department of education in both teachers colleges and normal schools were not heads of the department of education; of these, 38.5% thought they should be head of the training school also.

Of those who are not heads of the training school only 43.8% find the separate organization entirely satisfactory. One head of the department of education expresses his attitude thus, "We get along unusually well, but the policies cannot be as unified under this plan." Another head states, "Our president has taken over the direction of the training school in his own hands, removing the little contact that existed."

Less than 50% of those heads of the department of education who are not also heads of the training school use the training school for experimental purposes as much as they should like.

In those departments of education in which the head is not also head of the training school 43.2% in the teachers college and 46.1% in the normal schools conduct a program of intelligence testing in the training school. Two heads remarked that they did not do so but would

like to conduct intelligence, educational, and diagnostic testing in the training school. Two heads reported that the testing referred to was carried on by the principal of the training school. One head reported that the classes in tests and measurements help in the testing program of the training school.

Of those heads of the departments of education who are not heads of the training school, less than one-fourth report that they advise with training school teachers regarding curriculum and administrative practices. The figures for the teachers college heads of departments of education are 25% and for the normal school heads of departments of education, 25%, giving a percentage of 24.5 for both teachers colleges and normal schools combined. (See Table XXXIII)

General psychology is found as a part of the department of education in 69.1% of the 94 schools reporting; when considered separately, teachers colleges and normal schools reveal that quite a similar condition exists in each, the percentage of the 72 teachers colleges including general psychology in the department of education being 69.1 and the percentage of the 22 normal schools, 68.1.

TABLE XXXIV

<u>Relation of Department of Education to Other Departments</u>				
	<u>Yes</u>	<u>No</u>	<u>S.T.</u>	<u>%</u>
<u>Is the department of general psychology in your department?</u>	65	24	2	69.1
<u>Is educational psychology in your department?</u>	80	13	1	85.1
<u>Is rural education education in your department?</u>	69	17	2	73.4
<u>Are there any courses taught outside the department of education for which education credit is given?</u>	53	40	0	56.3
<u>Is the approval of the head of the department of education required before these courses can be offered for education credit?</u>	33	36	0	62.2

# Percentage of those answering yes in 94 schools.

Educational psychology is quite frequently reported as being a part of the department of education. The percentage of occurrence in teachers colleges being reported as 85.1% and in normal schools as 86.4%.

Rural education is not a part of the department of education in over one-fourth of the departments reporting. It is more frequently a part of the department of education in teachers colleges (80.9% reporting "Yes") than in normal schools (50% reporting "Yes").

In 59.7% of the 72 teachers colleges, courses are offered for education credit outside the department of education. In 40.9% of the 22 normal schools courses are offered for education credit out-

side the department of education. Many heads volunteered the information that these courses were special method courses in academic subjects. One head reported that extension courses are also offered in this way. (See Table XXXIV)

The consent of the head of the department of education before courses may be offered outside the department and yet receive education credit was reported as being required less frequently in teachers colleges than in normal schools, the percentages being for teachers colleges, 59.1, and for normal schools, 77.7. One head reported that such courses are listed in both the departments concerned. Another head stated that a faculty committee passed on all such courses. A third head stated these courses were determined by the Council on Education of the state; a fourth head reported that a faculty ruling governed the approval of these courses.

The head of the department of education in addition to his departmental duties occupies the position of head of the teacher placement bureau more often than he does other positions bearing a relation to the whole school organization. In 29.8% of the instances reported, he is also head of the teacher placement bureau.

The head of the department of education, reported upon in this study, serves as director of research in 19.1% of the cases, the percentages reporting "Yes" being 18 in the teachers college and 22.7 in the normal school.

TABLE XXXIV

Relation of the Head of the Department to the School as a Whole  
(72 Teachers College and 22 Normal School Heads of the  
Department of Education Reporting)

Other Positions Head Occupies.	Yes	S.T.	%
Director of Publicity	3		3.1
Head of the Teacher-Placement Bureau	28	3	29.7
Director of Research	18	3	19.1
Head of Personnel Committee	9	2	9.5
Field Visitor	14	7	14.9
Chairman of Faculty Program Committee	11	7	11.7
Chairman of Student Loan Fund <sup>1</sup>	1		1.
Dean of College	6		6.3
Registrar	1		1.
Chairman of Curriculum Committee	7		7.4
Chairman Student Activities Committee <sup>2</sup>	3		3.2
Chairman of Faculty Council	1		1.
Chairman of Committee on Extension Work	1		1.
Chairman of Library Committee	1		1.
Chairman of Committee on Admission and Advanced Standing	1		1.
Chairman of Rural Circulating Library Com- mittee	1		1.
Head of Educational Conference Committee	1		1.
Chairman of Social Committee	1		1.
Chairman Scholarship Committee	1		1.

# Percentage of those answering yes in 94 schools.

1 This position and those following were written in the blank space on the questionnaire, provided for other positions held by the head of the department of education.

2 Includes 1 "Chairman, Extra-curricular Committee" and 1 "Chairman Student Program Committee."

TABLE XXXVI

Extent to Which Heads of the Department of Education Serve in the Positions Listed in Table XXXV

School	No. of Activities					Total No. of Activities	Total No. of Heads
	1	2	3	4	5		
Teachers College	24	18	3	2	1	82	48
Normal School	8	3	3	1	0	27	15
	<u>32</u>	21	6	3	1	109	63

Of the 94 heads of the department of education reporting, 63 serve in one or more of the positions listed in Table XXXV; 32 are engaged in at least one of the other activities in addition to departmental duties; 21 in two other capacities; and 6 in three other activities. (See Table XXXVI.)

TABLE XXXVII

Professional Fraternities Sponsored by the Department of Education

Does your school have:	Yes		
	T.C.	N.S.	%
a. A chapter of Kappa Delta Pi? <sup>1</sup>	22	0	23.4
b. A chapter of Phi Delta Kappa? <sup>2</sup>	2	1	3.2
c. A local educational fraternity? <sup>3</sup>	15	6	22.3

1. "Applying for a chapter," reported one head.

2. "It is the alumni chapter headquarters," reported 1 head.

3. Phi Beta Sigma and Phi Sigma Pi mentioned here. "We have a local psychological fraternity," reported 1 head.

Nearly 50% of the departments of education reporting have a chapter of a local or national educational or psychological fraternity. Over 25 have a national fraternity.

It will be observed that both heads and members of the department of education are contributing to professional literature. In the 94 teachers colleges and normal schools, 36 heads of the department of education are the author or the co-author of one or more books. One head reported that he was the author or co-author of 10 books. In the 72 teachers colleges 40.3% and in the 22 normal schools 31.8% of the heads of the department of education have participated

TABLE XXXVIII

Authorship of Members of the Department of Education in 72 State  
Teachers Colleges and 22 Normal Schools

		1	2	3	4	5	6+
How many of your teachers are authors of books?	TC	12	13	7	2	1	1
	NS	5	3		1		
How many books are you the author or co-author of?	TC	13	8	4	1	1	2
	NS	2	2	1	1		1
2							
Within the past two years how many of your teachers have published magazine articles?	TC	6	13	13	13		5
	NS	2	2	4		1	1
Within the past two years how many magazine articles have you published?	TC	15	14	6	10	1	11
	NS	1	5		1	1	2

1. This table should be read: 13 heads of departments reported 2 of their teachers were authors of books; 3 heads of departments of education in normal schools reported 2 of their teachers were authors of books.

2. This was given approximately in several instances.



in the authorship of professional books.

One head reported that within the past two years 7 of his teachers have published magazine articles; 2 heads each reported that 8 of their teachers, and 1 head reported that 10 of his teachers had been the author of magazine articles.

By way of apology for the amount of professional writing being done, one head added, "Four members of the staff are doing graduate work and their teaching at the same time. This precludes writing."

One head of the department of education reported that within the past five years he had published 23 magazine articles; another that within the past two years he had published 43 articles; still another reported 27 articles within two years; during the same period, 1 head reported the publication of 9 of his professional writings; another head, 8; and 2 other heads, 7 articles each. Several heads commented that their graduate study during the past two years had left no time for contributions to professional magazines. Of the 94 heads, 67 had published one or more articles, the percentages for heads of the department of education in teachers colleges being 79.1 and for heads of the department in normal schools, 45.4. (See Table XXXVIII for the data regarding authorship of members of the department of education.)

Professional journals on whose staff heads of the department of education have served or are now serving are: English Journal (by

Certain), Miss. Educational Advance, and Yearbook of the National Society for the Study of Education. One head was managing editor of the Teachers Journal and Abstract; another head reported being on the advisory board of the Junior-Senior High School Clearing House. Being on the staff of a local educational journal was reported by one head; another said that he had been on the staff of two or three now out of circulation.

TABLE XXXIX

Professional Visits Made by Heads of the Department of Education in  
72 Teachers Colleges and 28 Normal Schools

		No. of Visits Head Made						
		1	2	3	4	5	6+	
Within the past 2 years how many times have you visited other teachers colleges for suggestions?		TC	13	14	8	4	1	9
		NS	3	6		1	1	2

Within the past two years 49 heads of the department of education in teachers colleges had made one or more visits to other teachers colleges for suggestions; 13 heads of departments of education in normal schools had made similar professional visits. One head reported having made 17 such visits; another reported 11 made last summer; 12 visits were reported by another head, and 7 by a fourth head. These figures show that heads of the department of education are taking advantage of the opportunity to visit other schools in an effort to improve their own situation.

TABLE XL

**Work of Heads of the Department of Education in Providing Programs  
for Education Week**

		No. of Programs	
		1	2+
Within the past 2 years how many times has your department provided special programs for Education Week?	TC	24	9
	NS	7	5 #

# 2 of the 5 had provided special programs for Education Week 4 times each.

It is apparent from these figures that the 72 heads of the department of education in state teachers colleges provide special programs for Education Week much less often than do the 22 heads in state normal schools.

TABLE XLI

**Attendance at Professional Meetings by the Head of the Department of  
Education in 72 State Teachers Colleges and 22 State Normal Schools**

Within the past 2 years how many times have you:		No. of Meetings	
		1	2+
1. Attended state teachers meetings?	TC	44	25
	NS	12	9
2. Attended N.E.A. meetings?	TC	21	3
	NS	9	0
3. Attended meetings of the Department of Superintendence?	TC	22	10
	NS	7	1
4. Meetings of College Teachers of Edu- cation?	TC	28	6
	NS	4	1
5. Meetings of the Association of Teach- ers Colleges?	TC	19	8
	NS	4	1
6. Meetings of a Standardizing Agency?	TC	15	2
	NS	1	3

1 Some heads had attended more than 2 state meetings in 2 years, 1 head reporting attending 10 meetings in 2 years.

Of the various types of professional assemblages, state teachers meetings are most frequently attended by heads of the department of education. Of the national meetings those most frequently attended are those of the Department of Superintendence and the meetings of College Teachers of Education. One head apologized for not attending more professional meetings by saying, "My work for the past two years has been completing a Ph.D. For that reason I have been limiting all other activities."

TABLE XLII

Speaking Engagements of the Head of the Department of Education in  
72 State Teachers Colleges and 22 State Normal Schools

Within the past 2 years how many times have you spoken:	No. of Speaking Engagements						
		1	2	3	4	5	6
1. At county institutes?	TC	13	10	5	6	1	14
	NS	2	5	4	1	1	5
2. At P.T.A. meetings and Women's Clubs?	TC	8	14	11	5	5	16
	NS	3	4	2	1	0	8
3. On educational subjects at civic clubs?	TC	13	14	8	6	2	9
	NS	3	6	1	1	1	3

The number of addresses delivered before the various organizations referred to above range all the way from 1 to 60 speaking engagements. It is apparent from these figures that heads of the department of education in the schools represented give quite freely of their time to the informing of teachers in the field and the general public on educational developments. One head reported that he had spoken 60 times at county institutes during the past two

years; two other heads each reported 50 times each. A third head reported, "Entirely too many times." Fourteen heads had spoken ten or more times.

Heads had spoken to Parent Teachers Association meetings from over a range ~~of~~ 1 to 50 times.

The number of talks delivered by heads of the departments of education ranged from 1 to 25 times for each head.

TABLE XLIII

Service of Heads of the Department of Education on Professional Programs

Within the past 2 years how many times have you served:	No. of Times			
	1		2+	
	TC-NS	TC-NS	TC-NS	TC-NS
1. On programs of state professional organizations?	18	4	19	11
2. On programs of national professional organizations?	9	0	2	2
3. On committees of state professional organizations?	18	6	19	9
4. On committees of national professional organizations?	5	1	3	0
5. As officer of state professional organization?	15	5	6	3
6. As officer of national professional organizations?	1	0	0	0
7. As delegate to national professional meetings?	16	3	3	0

Over half of the heads of the department of education in

both the state teachers colleges and state normal schools participating in this study have served on programs of the state professional organization within the past two years. Of the 94 heads, 13 have served on the programs of national professional societies within the past two years. As might be expected, heads have served their state professional organizations quite frequently.

Of the 94 heads of the department of education, 38 or 40.4% reported that they help secure a place on professional programs for their teachers; 17 of the 94 reported that they sometimes help their teachers to secure a place on such programs; 32 reported that they did not help their teachers to secure a place on professional programs. In the 72 teachers colleges 28 or 38.8% of the heads of the departments of education reported that they gave such assistance; in the 22 normal schools 10 or 45.4% reported that they assisted their teachers in getting on professional programs.

The 22 normal school departments of education conduct psychological clinics in 13.6% of the institutions; the 72 teachers college departments of education conduct such clinics in 5.5% of the cases. The normal school departments of education also conduct educational clinics more often than the teachers colleges, the percentages being: for normal schools, 26.7; and for teachers colleges, 11.1. Mental testing programs at the school are held under the auspices of the department of education in 56.9% of the 72 teachers colleges and in 68.1% of the 22 state normal schools. In 22.7% of the teachers colleges the department of education conducts testing programs for schools over the

TABLE XLIV

**Educational Services of the Head of the Department of Education  
in 72 State Teachers Colleges and 22 State Normal Schools**

<b>Do you under the auspices of the department of education:</b>	<b>Yes</b>	<b>No</b>	<b>S.T.</b>	<b>%#</b>
<b>1. Conduct psychological clinics at your school?</b>	7	67	14	7.4
<b>2. Conduct educational clinics at your school?</b>	14	60	16	14.8
<b>3. Conduct mental testing programs at your school?</b>	56	22	11	59.5
<b>4. Conduct testing programs for schools in the state?</b>	24	47	13	25.5
<b>5. Make school surveys for schools in the state?</b>	17	56	14	18.1
<b>6. Hold educational conferences at your school?</b>	55	20	14	58.5

# Percentage of those answering yes in 94 schools.

state; in 18.1% of the normal schools the department of education performs this service.

School surveys for schools over the state are conducted by 20.8% of the departments of education in teachers colleges and by 9.1% of the departments of education in normal schools.

Educational conferences are held under the auspices of the department of education in 55.5% of the teachers colleges and in 39.8% of the normal schools.

The number of responses and percentages for these items in both teachers colleges and normal schools combined are found in

Table XLIV.

TABLE XLV

<u>Selection of Textbooks for the Department of Education</u>		
<u>Official or Group Who Makes Selection</u>	<u>Total Times Reported</u>	
	TC	NS
1. President	1	1
2. Head of the department of education	13	5
3. The teacher concerned	21	6
4. A school committee	0	0
5. A committee in the department of education	1	0
6. Teacher concerned and head of department	28	7
7. President and head	0	1
8. Committee in department plus teacher and head	1	0
9. President, head, and teacher	0	1
10. President, curriculum committee, head, teacher	1	0
11. President, dean and teacher	0	1
(% based on total no. in study)	66	22

The most common practice in the selection of textbooks for the department of education is: first, teacher and head, this being reported in 37.2% of the schools; second, the teacher concerned, this being reported in 28.7% of the cases.

When the 94 teachers colleges and normal schools are considered jointly, it is revealed that the head of the department of



TABLE XLVI

<u>Introduction of New Courses into the Department of Education</u>		
<u>Who has control over introducing new courses into the curriculum?</u>	<u>Total Number Times Reported</u>	
	<u>TC</u>	<u>NS</u>
1. President	7	3
2. Head of the department of education	21	4
3. Teacher concerned	2	0
4. A school committee	6	2
5. A committee in the department of education	3	1
6. Teacher concerned and head of department	10	0
7. Presidents of teachers colleges within the state, faculty committee, and state department of education.	1	
8. State (State board of education, state department of education, etc.)	3	2
9. President and head	3	3
10. President, head, and teacher	3	2
11. Head plus executive council	1	
12. President, dean, head, and teacher		1
13. State director of teacher training (state director of education, etc.)		2
14. Staff of the department of education	2	1
15. President, curriculum committee, head, and teacher.	1	

education more than any other person or group has control over introducing new courses into the curriculum of the department, the

percentage of cases in which he exercises this control being reported as 26.6%.

A similar situation prevails with reference to the introduction of new courses into the department in teachers colleges, considered separately; the percentage with which the head acts in this capacity, being 29.1. The head and teacher concerned introduce new courses into the department in 13.9% of the 72 teachers colleges, the head and teacher being reported as acting in this capacity second to the head acting alone. (See Table XLVI for the number of times each acts.)

In the 22 normal schools while the head of the department of education introduces new courses into the curriculum in 4 or 18.1% of the schools, the president and head acts in 3 or 13.6% of the normal schools, and the president alone introduces new courses in 3 or 13.6% of the institutions. (See Table XLVI.)

When the 94 teachers colleges and normal schools are considered together, the head of the department of education removes courses from the curriculum of the department more frequently than does any other one individual or group of individuals, the percentage of times in which he acts in this capacity being 22.3.

In the 72 teachers colleges the head of the department of education removes courses from the department in 25% of the institutions; the head and teacher acting together rank second in removing courses, being reported in 16.6% of the teachers colleges. (See

Table XLVII.)

TABLE XLVII

**Removal of Courses in the Department of Education in 72 State Teachers Colleges and 22 State Normal Schools**

<b>Who has control over removing courses from the department of education?</b>	<b>Number Times Reported</b>	
	TC	NS
1. President	7	3
2. Head of the department of education	18	3
3. The teacher concerned	1	0
4. A school committee	7	2
5. Committee in the department of education	5	1
6. Head of department and teacher concerned	12	0
7. Presidents of teachers colleges within the state, faculty committee, and state department of education	1	0
8. State (state board of education, state department of education, etc.)	2	2
9. Faculty of department of education	2	1
10. President and head	4	5
11. President, head, and teacher concerned	2	2
12. President, curriculum committee, head, and teacher	1	0
13. President plus school committee	1	0
14. Head, executive council	1	0
15. President, dean, head, and teacher	0	1
16. State director of teacher training (state director of education, etc.)	0	2

TABLE XLVIII

Requirement of Courses within the Department of Education in 72  
Teachers Colleges and 22 Normal Schools

Who has control over requirement of certain courses in the department?	Number Times Reported	
	TC	NS
1. President	5	4
2. Head of the department of education	9	3
3. Teacher concerned	3	1
4. School committee	15	3
5. Committee in the department of education	5	
6. Head of department and teacher concerned	8	
7. Presidents of all teachers colleges with- in the state	1	
8. Committee of all teachers colleges within the state	1	
9. President and state superintendent	1	
10. President and head	5	2
11. President, head, and teacher	2	
12. Faculty of department of education	3	1
13. President, head, and curriculum committee	1	
14. Presidents of teachers colleges within the state, faculty committee, state de- partment of education	1	
15. State board of education	1	
16. Faculty Council	1	
17. Head, executive committee	1	
18. State director of education (state direct- or of education)		2
19. Dean, head, school committee and teacher	1	
20. President, dean, head, and teacher		1

In normal schools the president and head acting together remove courses in 22.7% of the 22 departments of education. The president removes courses in 3 or 13.6% of the normal schools, and the head of the department of education removes courses in just as many instances. (Table XLVII)

When normal schools and teachers colleges are considered jointly, a school committee decides upon the requirement of certain courses in education more often than does any other group or individual, the committee serving in this capacity in 19.% of the 94 institutions in the study. (Table XLVIII)

In the 72 teachers colleges a school committee decides upon the requirement of education courses in 20.8% of the institutions; the head of the department decides upon the requirement of education courses in 9 or 12.5% of the instances.

In the 22 normal schools the president more often than any group or other individual decides which education courses shall be required. He serves in this capacity in 18.1% of the cases; the head of the department and a school committee determine which education courses shall be required in 13.6% of the normal schools. (Table XLVIII)

Changing credit of education courses is done by a school committee more often than by any other group or by an individual in the 94 teacher training institutions considered jointly. The school committee is reported as changing the credit of education courses in 20.2% of the schools. (Table XLIX)

TABLE XLIX

Changing the Credit of Courses in the Department of Education in  
72 Teachers Colleges and 22 Normal Schools

Who has charge over changing credit of education courses?	Number Times Reported	
	TC	NS
1. President	7	4
2. Head of the department of education	8	2
3. Teacher concerned	1	0
4. School committee	15	4
5. Committee in the department of education	6	0
6. Head of department and teacher concerned	4	0
7. Presidents of teachers colleges within the state	1	
8. State (board of education, etc.)	4	4
9. Faculty of department of education	3	1
10. President and head	4	4
11. President, head, and teacher	3	
12. President, head, and curriculum committee	1	
13. Presidents of teachers colleges within the state, state department of education, and faculty committee	1	
14. Head, school committee	4	
15. President, dean, head, and teacher		1
16. State director of teacher training (state director of education)		2

A similar condition prevails in the 72 teachers colleges,  
the school committee changing credit of education courses in 20.8%

of the institutions. The head of the department changes the credit of education courses in 8 or 11.1% of the 72 teachers colleges.

(See Table XLIX)

In the 22 normal schools the president, the head of the department of education, the state (as represented by the state board of education or state department of education), and the president and head acting together, each (as groups) have equal control, each individual and group having been reported 4 or 18.1% times.

(See Table XLIX)

In regard to the selection of courses to be offered by extension and correspondence, the head of the department (acting alone) and the head of the department and the teacher concerned (acting together) decide in an equal number of instances, 13 instances or 13.8% being reported for each group.

In the 72 teachers colleges, the head of the department of education, the teacher concerned (each acting separately), and the head of the department and the teacher concerned (acting jointly) each decide which courses shall be offered by correspondence and extension in an equally large number of instances, 11 cases or 15.3% being reported for each individual or group. (See Table L)

In the 22 normal schools, the president (acting alone) and the president and head (acting together) each decide upon the courses to be offered by correspondence and extension in an equal number of schools, 3 instances or 13.6% being reported for each. (See Table L)

TABLE I

**Selection of Courses Offered by Extension and Correspondence by the  
Department of Education in Teachers Colleges and Normal Schools**

<b>Who has control over selection of courses offered by extension and correspondence?</b>	<b>Total Number Times Reported</b>	
	<b>TC</b>	<b>NS</b>
1. President	9	3
2. Head of department	11	2
3. The teacher concerned	11	0
4. A school committee	1	1
5. A committee in the department	1	1
6. Teacher and head of department	11	2
7. President, teacher, and dean		1
8. President and head	1	3
9. President, head, and teacher	1	
10. Head, school committee	1	
11. Faculty of the department of education	1	1
12. President of all teachers colleges within the state, head, and teacher	1	
13. State (state board of education)	2	
14. President, curriculum committee, head	1	
15. State director of education		1

The teacher concerned selects the library books he uses in his courses more often than does any other individual or any group in the 94 normal schools and teachers colleges combined, this procedure being reported in 41 or 43.6% of the institutions. (See Table I.)



TABLE II

**Selection of Library Books Used by Teachers in Teachers Colleges  
and Normal Schools**

<b>Who has control over selection of library books used by the teacher?</b>	<b>Total Number Times Reported</b>	
	TC	NS
1. President	1	0
2. Head of the department	2	3
3. The teacher concerned	30	11
4. A school committee	1	0
5. A committee in the department	2	0
6. Teacher and head of the department	23	3
7. President, head	2	1
8. Teacher concerned and librarian	1	
9. President, teacher, and librarian	1	
10. Faculty of the department of education	3	1
11. President, dean, and teacher		1
12. State director of education		1
13. President, head, teacher		1

In the 72 teachers colleges a similar situation exists; the teacher selects the library books he uses in 41.6% of the cases. The head of the department of education and the teacher concerned (acting jointly) select the library books used by the teacher in 23 or 31.9% of the departments of education.

The teacher selects the library books he uses in 11 or 50% of the 22 normal schools. The head of the department (acting

TABLE LII

**Selection of Equipment Used by the Teacher in Teachers Colleges  
and Normal Schools**

<b>Who has control over selection of equipment used by the teacher?</b>	<b>Total Number Times Reported</b>	
	<b>TC</b>	<b>NS</b>
1. President	4	1
2. Head of the department	4	2
3. The teacher concerned	25	7
4. A school committee	0	0
5. A committee in the department	1	0
6. Teacher and head of the department	25	7
7. President and head	2	1
8. Faculty of department of education	1	1
9. President, head, and teacher	4	1
10. President, dean, and teacher		1

alone) and the head of the department and the teacher (acting jointly) decide upon the library books used by the teacher in an equal number of cases, each reporting selection in 3 or 13.6% of the normal schools. (See Table LI.)

In regard to the selection of equipment used by the teacher, 32 heads of the department of education reported that the teacher concerned acted and 32 heads reported that the teacher and head acted, the percentage for each instance being 34% for the teachers colleges and normal schools. (See Table LII.)

A similar situation prevails when the teachers colleges

TABLE LIII

**Sectioning of Classes in the Department of Education in Teachers  
Colleges and Normal Schools**

<b>Who has control over sectioning classes in the department of education?</b>	<b>Total Number Times Reported</b>	
	<b>TC</b>	<b>NS</b>
1. President	13	4
2. Head of the department	15	2
3. The teacher concerned	5	3
4. A school committee	3	3
5. A committee in the department	2	0
6. Teacher and head of the department	14	0
7. Head, registrar, teacher	1	
8. Dean	1	3
9. Registrar, head	1	
10. Registrar	2	
11. President and head	1	2
12. President, head, teacher	1	
13. Dean and teacher concerned		1

and normal schools are treated separately. The teacher selects equipment in 34.7% of the teachers colleges and in 31.8% of the normal schools. The teacher and head select equipment in 34.7% of the teachers colleges and in 31.8% of the normal schools.

Sectioning of classes is done by the head of the department more often than by any other one individual or any group, being reported in 18.1% of the 94 institutions.

In the 72 teachers colleges the head sections classes in 20.8% of the institutions. The head and teacher concerned section classes in the department of education, second in the order of frequency, in 19.4% of the teachers colleges. (See Table LIII)

In normal schools the president (or principal) has control over the sectioning of classes in 4 or 18.1% of the 22 schools; next in order come the teacher concerned, next a school committee, and next the dean, each of these bodies having been reported as having control over the sectioning of classes 3 or 13.6% times. (See Table LIII)

In 22.3% of the 94 teachers colleges and normal schools the head of the department of education has control over making teaching schedules for teachers, the number making such report being 21. (See Table LIV)

In 25% of the 72 teachers colleges the head of the department of education has control over making teaching schedules for the teachers in the department of education. In 16.6% of 12 departments the head of the department of education and the teacher concerned (acting jointly) have control over making teaching schedules. (See Table LIV)

In 31.8% of the normal schools the principal has control over making the teaching schedules for the teachers in the department of education, having been reported as acting in this capacity in 7 of the 22 normal schools. In 13.6% of the 22 normal schools, three sets of officials act equally often: the head of the department of

TABLE LIV

**Making Teaching Schedules for Teachers in the Department of Education in Teachers Colleges and Normal Schools**

Who has control over making teaching schedules for teachers in the department?	Total Number Times Reported	
	TC	NS
1. President	11	7
2. Head of the department	18	3
3. The teacher concerned	3	0
4. A school committee	10	3
5. A committee in the department	1	0
6. Teacher and head of department	12	1
7. President and head	4	1
8. Registrar	2	
9. Dean	2	1
10. Dean and head	2	3
11. Head, teacher, and registrar	1	
12. Dean and teacher		1

education; a school committee; and the dean and the head of the department of education, each having been reported as occurring 3 or 15.6% times. (See Table LIV.)

The teacher determines how many failures he may give in 37.6% of the 94 teachers colleges and normal schools, having been reported more frequently than other individuals or any group. (See Table LV.)

TABLE LV

**Percentage of Student Failures a Teacher May Give in Teachers Col-  
leges and Normal Schools**

Who has control over the number of student failures a teacher may give?	Total Number Times Reported	
	TC	NS
1. President	7	3
2. Head of the department	5	4
3. The teacher concerned	30	6
4. A school committee	6	4
5. A committee in the department	1	5
6. Teacher and head of the department	2	5
7. President and head	1	
8. Dean	1	
9. President, head, teacher	1	
10. Registrar	1	
11. Executive council	1	
12. Faculty of department of education	1	1

In the teachers colleges the teacher concerned has control over the number of student failures he may give in 41.6% of the 72 schools represented; his nearest dictator in this matter being the president in 7 or 9.7% cases.

In 27.4% of the normal schools the teacher concerned determines and in 18.1% of the normal schools the head of the department of education determines the number of student failures. In 18.1% of the normal schools a school committee determines the number of student

failures.

TABLE LVI

The Assignment of Rooms and Offices to the Department of Education  
in Teachers Colleges and Normal Schools

Who assigns rooms and offices to the department of education?	Total Number Times Reported	
	TC	NS
1. President	32	11
2. Head of the department	7	2
3. The teacher concerned	0	0
4. A school committee	9	4
5. A committee in the department	0	0
6. Teacher and head of department	0	1
7. Dean and head		2
8. Dean	2	2
9. President and registrar	1	
10. President, head, registrar	1	
11. President and school committee	1	
12. Director of buildings and equipment	1	
13. Registrar, head, and teacher	1	
14. President and head	1	
15. Registrar	3	
16. Head, teacher, and school committee	1	
17. Head and registrar	1	

In 45.9% of the 94 institutions the president assigns rooms and offices to the department of education.

In 44.4% of the 72 teachers colleges, the president makes assignments of rooms and offices; a school committee does this in 12.5% of the teachers colleges and in 18.1% of the normal schools.



## CHAPTER V.

EVALUATION OF THE FUNCTIONS OF HEADS OF DEPARTMENTS OF EDUCATION  
IN STATE TEACHERS COLLEGES AND NORMAL SCHOOLS

When the heads of the department of education in state teachers colleges and normal schools filled out the questionnaire, they were asked to rate the relative importance of the various functions. (See Appendix A, page 2.) Regarding the rating of the functions the heads were instructed thus:

If you think you should ALWAYS perform a function,  
rank it 1.

If you think the function of SECONDARY importance,  
rank it 2.

If you think the function of NO importance, rank  
it 3.

After the questionnaires were returned, the ratings were tabulated so as to show the number of heads assigning a certain rating to each function, for which see Columns 1, 2, and 3, in Table LXIII, Appendix C. The fourth column in the table referred to above gives a composite rating, found in the following way: The number under Column 1 was multiplied by 1; the number under Column 2 was multiplied by 2; and the number under Column 3 was multiplied by 3; the products were added, after which the sum was divided by the number of raters.

The same list of functions ~~was~~ rated by a number of educators in closely-allied fields of education. (See Appendix D for

distributed ratings of  
 the jurors and Appendix E for names of jurors.) In the succeeding tables (LVII-LXXI) the ratings of the heads are compared with those of the other educators; the percentage of heads performing the functions are also given. A rating of from 1 to 1.50 means that the raters consider it of major importance as a function of the head of the department of education in state teachers colleges and normal schools; a rating of from 1.51 to 2.00 indicates that the raters consider it of secondary importance as a duty assigned to the head; a rating above 2.01 means that the raters consider it of no importance as a function of the head of the department of education.

### I. Personnel.

Table LVII shows the composite ratings of heads of the department of education and also those of a jury of educators with regard to certain functions related to the personnel of the department of education.

That the head of the department of education should interview applicants for positions in the department was ranked as of primary importance by both the heads and the jury of educators; yet only 29.7% of the heads reported themselves as performing this duty.

Examination of credentials of applicants was ranked slightly more important by both groups; yet less than half of the heads represented reported that they perform this function. (See Appendices C and D for distributed ratings.)

Recommending the appointment of regular teachers, which was considered as of more importance by both heads and the jury was reported as being performed by 43.6% of the heads of the department of education.

TABLE LVII

The Composite Ratings of the Heads of Departments of Education in Teachers Colleges and Normal Schools and the Composite Ratings of a Jury of Educators.

	Heads	Jurors	%*
1. The head of the department of education should:			
a. Interview applicant for positions.	1.26	1.18	29.7
b. Examine credentials of applicants.	1.16	1.13	44.6
c. Recommend regular teachers for appointment.	1.14	1.13	43.6
d. Recommend the appointment of substitute teachers.	1.35	1.22	40.4
e. Recommend promotion in rank of teachers.	1.29	1.18	35.1
f. Recommend increase in salary of his teachers.	1.59	1.31	28.7
g. Transfer teachers from one subject to another.	1.28	1.22	54.2
h. Advise new teachers regarding the conventions of the community.	1.81	1.50	42.4

\* Percentage of heads performing this function. See Table XX.

Recommendation of increase in salary for the teachers of the department of education by the head of the department was ranked as of primary importance by the jurors and as of secondary importance by the heads ranking it. Several heads and jurors gave their reason for not ranking this as being more important that a salary schedule or other fairly automatic plan should provide for salary increases.

The transfer of teachers from one subject to another within the department by the head of the department of education was the only one of the functions listed upon which heads of the departments reported themselves as performing in more than 50% of the institutions represented. One juror amended his statement to read: The head of the department of education should recommend the transfer of teachers from one subject to another.

That the heads should advise new teachers regarding the conventions of the community was ranked of secondary importance by the heads and of somewhat doubtful primary importance by the jurors.

Three comments by jurors follow:

Comment	No. of Jurors Commenting
Head should advise young teachers regarding conventions of community.	1
Head should advise new teachers regarding conventions of community <u>and school</u> .	1
This depends upon the size and the type of community and the ways in which the college people have always done.	1

With the exception of the recommendation of increases in salary of department members by the head and the advisement of new teachers regarding community conventions by the head, both heads and jurors regarded the ranking of the functions pertaining to personnel as primary. It is to be noted, further, that while this disagreement exists, both groups agreed that these two items were of less importance than the others discussed. Table XX shows the range of percentages of heads performing the various functions relating to personnel to be from 29.7 to 54.2.

## II. Organization and Administration of the Department of Education.

It is important to notice here that the position taken by the heads of departments of education and the position taken by the jurors is just opposite with reference to whether the head should be chairman of the department or administrative head with executive functions, the heads performing the ranking considering it more important that they be executive heads than chairmen. This is of interest with reference to the situation reported as existent by the heads. Table XXI shows 40.4% regard themselves as chairmen, and 59.3% consider themselves executive heads. Not all of the heads reporting themselves as chairmen or executive heads indicated which one of the two positions they thought it preferable that their office should be; those who did so indicate, favored an administrative headship with executive powers. On the other hand the jury of educators, in a com-

posite rating, favored a chairmanship. One juror remarked, "The position of head of the department of education should be that of a strong chairmanship rather than too much one-man controlled." Another juror favored the chairmanship, saying, "Detailed administration is better left to a secretary."

TABLE LVIII.

The Composite Ratings of Heads of Departments of Education and Jurors with Reference to Organization of the Department.

	Heads	Jurors	%*
1. The head of the department of education should consider his position as that of:			
a. Chairman of the department.	1.47	1.31	40.4
b. Administrative head with executive functions	1.24	1.57	39.5
2. Communications from the president to members of the department of education should be sent:			
a. By way of head of department who relays them to the teachers	1.44	1.50	39.5
b. Directly to teachers	1.93	1.93	20.2

\* Percentage performing this function. See Table XXI

The heads of the department of education and jurors agreed that the transmittal of communications to members of the department should be by way of the head rather than directly to teachers. Five jurors, however, qualified their statements as follows:

Comments	Number of jurors Commenting
This depends somewhat upon the nature of the communications	1
By way of head except for routine notices of meetings, etc.	1
By way of head if it is a departmental matter Directly to teacher if it is an institution al matter	1
Directly to teachers with a copy to head of department.	

In Table LIX the heads of the departments and the jurors are agreed it is of primary importance that the head maintain an office, keep regular office hours, and approve orders for textbooks, supplies, etc. With regard to the head's maintaining an office 100% of the jurors said he should; 82.9% of the heads participating reported they do maintain an office. Of the heads reporting, 56.3% declared they did approve orders for textbooks, etc. Two jurors commented upon the approval of orders by the head thus:

Commenting	Number of jurors commenting
Let the executive secretary do this	1
Head should approve all orders as a means of getting well-balanced spending and not as a means of control.	1

Heads of the department of education considered the reporting of needed repairs in equipment and rooms used of secondary importance as a function of their office while the jurors considered it of primary importance. Although the heads considered this duty of minor importance, 61.7% actually performed such

## TABLE LIX

The Composite Ratings of Heads of Departments of Education  
and of the Jurors with Reference to Administration of the Department.

	Heads	Jurors	%*
<b>1. Administration:</b>			
a. The head of the department school should maintain an office.	1.08	1.00	82.9
b. The head of the department should keep regular office hours.	1.35	1.09	77.6
c. The head should approve all orders for textbooks, supplies and equipment used by the department.	1.39	1.30	56.3
d. The head should report needed repairs in equipment and rooms used by his Department.	1.63	1.38	61.7
e. The head should make specifications regarding equipment for his department.	1.42	1.23	55.3
f. The receipt of departmental supplies should be checked in through the office of the head.	1.64	1.47	58.1
g. The head should inspect janitorial service for its department.	1.94	2.09	34.0
h. The head should approve the program of studies of students majoring in his department.	1.19	1.30	35.1
i. Regular departmental meetings should be held.	1.49	1.14	30.8
j. At department meetings:			
1. Books and articles should be suggested to other members of the department.	1.64	1.80	37.2
2. Books and articles should be reviewed for other members.	1.90	2.25	20.2
3. Reports of what other members are doing should be given.	1.37	1.75	43.6



	Heads	Jurors	%*
k. The department should hold social meetings.	2.15	2.00	14.8

\* Percentage performing this functions. See page 3, Table XXI.

~~of them actually performed such~~ service. One juror commented,

"Executive secretary could look after this."

With reference to prescribing specifications for departmental equipment, heads and jurors agree that this duty is of primary importance as a function of the head. Three jurors qualified their views thus:

Comments	Number of Jurors Commenting
Heads should make specifications after conference with teacher concerned.	2
Depends upon his training; he may know nothing about it; then get an expert.	1

Checking the receipt of departmental supplies was considered as an secondary duty of the head by the heads rating the list of items. The jurors ascribed a little more importance to this item as a function of the head. One juror remarked, "This may be done by various members of the staff."

The heads assign to inspection of janitorial service of rooms used by the department of education the position of a function of secondary importance, while the jurors consider it unimportant that the heads inspect janitorial service <sup>in</sup> with the quarters of the department. Comments of three jurors are:

Comments	Number of Jurors Commenting
If he desires	1
This depends, of course, upon the plan of management.	1
This may be done by various members of the staff	1

Both heads and jurors agree that the heads should approve programs of students majoring in the department of education. It is of interest to note here that very few more of the heads perform this major function than perform a function of doubtful value, such as inspection of janitorial service. Juror's comments are:

Comments	Number of Jurors Commenting
Other members of the group should help.	3
Should approve or inspect programs.	1
Not necessary for the head to do it though it must be done.	1

With reference to departmental meetings, reports as to what the various members are doing, professionally, is considered of major importance by the heads only; both heads and jurors considered the other items under departmental meetings as of being of secondary or of no importance. Accounts of the activities of departmental members were reported as a part of departmental meetings most frequently, or in 43.6% of the departments represented.

Social meetings of the department of education were ranked of no importance by heads and of secondary importance by jurors.

Comments of two jurors are:

Comments	Number of JURORS Commenting.
Yes, with students	1
Yes, if the department is large enough	1

This is in harmony with the condition existing, only 14.8% of the heads reporting they held social meetings. Several heads indicated these meetings were irregular or informal.

### III. Teaching Activity

Both heads and jurors agree that it is quite important that heads of the department of education do some teaching. This is in harmony with the situation reported to exist, since less than 10% of the heads reporting indicated they were doing no teaching. Different viewpoints regarding the teaching of the head are expressed in the following notations written upon the rating blanks by the jurors:

<u>Comments</u>	<u>Number of Jurors Commenting</u>
The head should have pretty nearly a full program. His routine office work should be quite minor.	1
By all means!	1
This depends upon the size of the department.	1

Both jurors and heads of the department of education consider it of practically no importance for heads to have assistants to grade papers; opinion following practice rather closely in this regard, since only 13.8% of the heads reported that they did have assistants for grading examination and term papers. Comments of jurors in qualification of their rankings are found immediately below Table LX.

The fact that only 10.6% of the heads of the department of education represented reported that they demonstrated teaching technics is in accord with the agreement of heads and jurors that this is of no importance as a duty of the head of the department

TABLE LX

The Composite Ratings of Heads of Departments of Education and Jurors with Reference to Teaching Activities

	<u>Heads</u>	<u>Jurors</u>	<u>% *</u>
<b>1. Intramural:</b>			
a. The head of the department should do some teaching.	1.18	1.19	92.5
b. The head should have assistants to grade examination and term papers.	1.80	1.95	13.8
c. The head of the department should demonstrate teaching technics before student teachers.	2.03	2.26	10.6
<b>2. Extramural:</b>			
a. The department of education should offer correspondence teaching.	2.36	2.31	43.6
b. The department should offer extension teaching.	1.81	2.00	52.1

\* Percentage performing this function. See Table XXIX.

<u>Comments</u>	<u>Number of Jurors commenting</u>
This depends upon how much he does.	1
He should have this help for large groups only.	1
Head should have assistants to grade papers and so should other members of the department.	1

of education. One juror added he would make it optional with the head whether or not he demonstrates teaching technics before student teachers.

Both heads and jurors consider it of no importance whether or not the department of education offers correspondence, which is interesting in light of the fact that 43.6% of the departments

reported that they offer correspondence teaching. (See Table XIII.) One juror specified for both correspondence and extension teaching that such teaching should not be in excess of the regular teaching load. The jurors and heads ranked the giving of extension teaching by the department of education as of inconsequential secondary importance. Since half of the departments of education reporting offer extension teaching, reasons other than its being considered an integral part of the departmental instruction must be assigned.

#### IV. Supervision.

Neither heads nor jurors consider it important that the head of the department of education rate the teachers of the department with the formal blank. This practice was reported in only a little more than one-ninth of the departments represented.

Both heads and jurors consider it more important that the head of the department of education confer with teachers regarding the failure of student teachers than that he confer with his teachers regarding the failure of college students. Conference regarding failure of student teachers was reported to exist in 80.6% of the institutions represented; conference regarding failure of college students was reported less often.

That the head of the department of education check his teachers' acquaintance with recent professional literature was considered of practically no importance by the heads and of no importance by the jurors. This procedure, conducted formally or inform-

ally, was reported in use by 18% of the heads. Comments were:

Comments	No. of Jurors Commenting
Head should check <u>young</u> teachers' acquaintance with recent professional literature.	1
Head should acquaint his teachers with recent professional literature.	1

The checking of chapel attendance as a supervisory duty of the head of the department of education was ranked as being decidedly of no importance by both heads and jurors. Only 7.4% of the heads reported that they did check the chapel attendance of their teachers. One juror remarked, "Forget chapel attendance by anybody."

Whether the department of education attempts homogeneous grouping by intelligence test marks, previous grade marks or by a combination of the two methods was reported as being considered of no importance by the heads and jurors. Those who do homogeneous grouping reported that a combination of intelligence marks and previous grade marks is used more often than either of the other two plans. (See Table XXXII)

Prevention of the overlapping of courses in the department is considered by the head more effective when the head requires his teachers to hand him an outline of courses together with references than when an appointed committee checks the contents of courses.

TABLE LXI

The Composite Ratings of Heads of Departments of Education and  
Jurors with Reference to Supervision

	Heads	Jurors	%*
1. The head of the department should:			
a. Rate his teachers with a formal rating blank.	2.14	2.14	11.7
b. Confer with teachers regarding the failure of student teachers.	1.39	1.42	60.6
c. Confer with teachers regarding the failure of college students.	1.55	1.47	53.1
d. Check teachers' acquaintance with recent professional literature.	1.91	2.10	18.0
e. Check chapel attendance of his teachers.	2.77	2.95	7.4
f. Check absence of his teachers from classroom.	1.94	2.23	36.1
2. The department should attempt homogeneous grouping according to:			
a. Intelligence test results.	2.22	2.33	17.4
b. Previous grade marks.	2.27	2.33	13.0
c. Combination of "a" and "b".	2.06	2.11	47.8
3. The department of education should prevent the overlapping of courses by:			
a. Head requiring his teachers to furnish him with an outline of their courses together with a list of their references.	1.48	1.42	43.6
b. Appointing a committee to check the content of the courses.	1.66	1.41	25.5
4. The head should require his teachers to hand their list of student grades to him before they are filed with the registrar.	2.33	2.33	18.0

\* Percentage performing this function. See Table XXXII.

Jurors reported a rank of 1.42 for the plan requiring teachers to furnish head with an outline of their courses and a rank of 1.41 for the plan calling for a committee to check the contents of courses. (See Table LXI)

That the head of the department of education should require his teachers to hand their list of grades to him before they are filed with the registrar was considered of no importance by both heads and jurors. One juror stated that young teachers should be required by the head to hand their grades to him before they are filed with the registrar.

#### V. Relationships

With regard to the importance of the head of the department of education being also head of the training school the heads of the department and jurors are not in agreement, the heads considering it of primary importance that the training school be, directly or indirectly, under their control and the jurors considering it of secondary importance that the training school be under the control of the head of the department of education. Nearly 40% of the heads reported that the training school is under their direction. A reference to page 74 offers a possible explanation as to why the heads consider their having control over the training school of major importance; of those heads of the department of education who are not heads of the training school 43.8% do not find the separate organization entirely satisfactory and 49.1% do not use the training school



TABLE LXII

**The Composite Ratings of the Head of the Department of Education  
and Jurors with Reference to the Relationship of the Head  
of the Department of Education to the Training School**

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	<u>Heads</u>	<u>Jurors</u>	<u>%*</u>
1. The head of the department of education should be head of the training school.	1.43	1.85	39.3
2. The head of the department should conduct a program of:			
a. Intelligence testing in the training school.	1.29	1.64	43.9
b. Educational testing in the training school.	1.24	1.47	50.8
c. Diagnostic testing in the training school.	1.24	1.47	40.9
3. The head of the department of education should advise with training school teachers regarding curriculum and administrative practices.	1.14	1.25	24.5

---

\* Percentage performing this function. See Table XXXIII.

for experimental purposes as much as they would like. Comments of jurors are:

<u>Comments</u>	<u>No. of Jurors Commenting</u>
No. decidedly not!	1
I think that for the head of the department to be head of the training school also would have some advantages.	1
There should be a close and sympathetic relationship.	1

---

Heads of the department of education consider it of major importance that they conduct intelligence, educational, and diagnostic testing in the training school, while the jurors consider it of major importance that the head of the department be responsible for the latter two. Educational testing, only, of the three duties, was reported as being conducted by the head of the department of education in as many as 50% of the schools represented. Comments of jurors are:

<u>Comments</u>	<u>No. of Jurors Commenting</u>
Heads should do this or have same done.	1
Why not have the principal or director do this?	2
The way in which they are used is vital.	1

Both heads of the department of education and the jurors consider it of major importance that the head of the department of education should advise with the training school teachers regarding curriculum and administrative practices; yet only about one-fourth of the heads of the department of education in the teachers colleges and normal schools represented reported that they did such advising when they were not head of the training school. Comments are:

<u>Comments</u>	<u>No. of Jurors Commenting</u>
The head of the department of education should advise with principal.	1

How this is done determines its significance.	1
The head should not advise directly with the teachers.	1

---

Both the heads of the department of education and the jurors agree that it is of major importance that educational psychology and rural education be included in the department of education. This plan of organization seems to be pretty well adopted, 85.1% of the heads reporting that educational psychology was a part of the department of education and 73.4% reporting rural education to be a part of the department of education. (See Table LXIII)

While whether there were courses taught outside the department for which education credit was given was ranked to be of secondary importance, both heads and jurors agree that it is of primary importance that the approval of the head should be secured before education credit is allowed for subjects taught outside the department of education. (See Table LXIII.) Comments of jurors follow:

<u>Comments</u>	<u>No. of Jurors Commenting</u>
Rural education should be in the department of education	1
Whether or not rural education is in the department of education depends upon the school	1
Special methods courses may be given outside the department, yet receive education credit	2

Approval of the departmental faculty should be secured before education credit is given for courses outside the department

1

TABLE LXIII

The Composite Ratings of Heads of Departments of Education and Jurors with Reference to the Relation of the Department of Education to other Departments

	Heads	Jurors	%*
1. The following subjects should be in the department of education:			
a. General psychology.	1.58	1.66	69.1
b. Educational psychology.	1.18	1.15	85.1
c. Rural education.	1.34	1.17	73.4
2. No courses should be taught outside the department of education for which education credit is given.	1.75	1.88	56.3
3. The approval of the head of the department of education should be secured before education credit should be allowed for subjects taught outside the department.	1.15	1.27	62.2

\* Percentage performing this function. See Table XXIV.

That the head of the department of education serve also as one of the other officials listed in Table LXIV is considered of no importance by both jurors and head, with the exception that the heads think it of secondary importance that the head also serve as director of research.

Comments	No. of Jurors Commenting
This depends upon the man and the institution. Not a function of the office.	2
I do not know. This depends upon so many things.	1
Significance must be relative and conditional - not absolute.	1
Better have an appointments secretary to take care of teacher-placement.	1
Ratings indicate my evaluation without reference to what is done in this institution.	1
If there is a personnel committee, let head be in charge of it.	1

See Table LXIV, immediately following, for data.

TABLE LXIV

**The Composite Ratings of Heads of Departments of Education and  
Jurors with Reference to the Relationship of the Head of  
the Department of Education to the School as a Whole**

	Heads	Jurors	%*
1. The head of the department of edu- cation should serve as:			
a. Director of publicity.	2.60	2.83	3.1
b. Head of teacher-placement bureau.	2.00	2.33	29.7
c. Director of research.	1.85	2.15	19.1
d. Head of personnel committee.	2.11	2.35	9.5
e. Field visitor.	2.14	2.55	14.9
f. Chairman of faculty program com- mittee.	2.08	2.40	11.7

\* Percentage performing this function. See Table XXXV.

Heads of the department of education consider it of secondary importance that the teachers of the department write professional books; jurors consider it of secondary importance that heads and teachers write professional books. Out of 1773 teachers represented in this study only 93 were reported to have written books, while 182 out of this number had contributed to professional literature in magazines. Of the 94 heads represented, 36 are the author of books; 67 have had published one or more magazine articles within the past two years. Both heads and jurors consider it of primary importance for heads to contribute to professional magazines.

TABLE LXV

The Composite Ratings of Heads of Departments of Education and Jurors with Reference to the Importance of Authorship

	<u>Heads</u>	<u>Jurors</u>	<u>%*</u>
1. It is important that:			
a. Teachers in the department write professional books.	1.57	1.76	5.2
b. The head of the department write professional books.	1.40	1.70	38.2
c. Teachers write for professional magazines.	1.58	1.44	10.2
d. The head write for professional magazines.	1.44	1.41	72.3

\* Percentage performing this function.

Both heads and jurors consider it of primary importance for heads of the department of education to visit other teachers

colleges for suggestions; 62 of the 94 heads, or 65.9%, reported that they had made such visits within the past two years.

Heads and jurors consider the provision of special programs for Education Week by the department of education of secondary importance; however, 45 heads, or 47.8%, had provided such special programs, according to report.

TABLE LXVI

The Composite Rating of Heads of the Department of Education and Jurors with Reference to the Importance of Heads visiting Other Teachers Colleges and Providing Special Programs for Education Week

	Heads	Jurors	%
1. The head of the department of education should visit other teachers colleges for suggestions.	1.26	1.33	65.9
2. The department of education should provide special programs for Education Week.	1.82	2.00	47.8

Both heads and jurors agree that it is of primary importance for heads to attend state professional meetings, meetings of the Department of Superintendence, the American Association of Teachers Colleges, and of College Teachers of Education; in addition jurors consider it of primary importance to attend N.E.A. meetings. One juror commented that, of course, no one could attend all the meetings listed in any one year. Of the 94 heads, 90 or 95.7% reported attendance at state meetings within the past two years; 33 or 35.1% reported attendance at the N.E.A. meetings at least once during the two-

TABLE LXVII

The Composite Ratings of Heads of Departments of Education and Jurors with Reference to the Importance of the Heads' attendance at Professional Meetings

	Heads	Jurors	%
1. It is important that the head of the department of education attend:			
a. The state teachers meetings.	1.32	1.05	95.7
b. The N.E.A. meetings.	1.55	1.33	35.1
c. The Department of Superintendence meetings.	1.34	1.27	42.4
d. Meetings of the American Association of Teachers Colleges.	1.30	1.27	41.4
e. Meetings of College Teachers of Education.	1.33	1.44	34.0
f. Meetings of a Standardizing Agency	1.60	1.72	22.3

year period; 40 had attended meetings of the Department of Superintendence; 39 reported attendance at meetings of Teachers College of Education; 32 had attended the American Association of Teachers Colleges; and 21 had attended meetings of standardizing agencies. Aside from the attendance at state meetings attendance at the meetings of no one organization was reported by as many as 50% of the heads within the past two years.

While both jurors and heads rank speaking at county institutes, Parent Teacher Association meetings, and on educational subjects before civic clubs, as of secondary importance, 70% to 80% of the heads report such speaking engagements; 67 heads reported



speaking before county institutes; 77 heads, before Parent Teacher groups; and 67 heads, on educational subjects to civic clubs.

Many of these heads had spoken a considerable number of times.

(See Table LXVIII for percentages of those speaking before these various organizations. Table XLII reports on number of heads speaking and the number of times such service was performed.)

TABLE LXVIII

The Composite Ratings of Heads of Departments of Education and Jurors with Reference to the Importance of Certain Types of Public Speaking

	Heads	Jurors	%
1. It is important that the head of the department of education speak:			
a. At county institutes.	1.69	1.61	71.2
b. At P.T.A. and Women's Clubs.	1.86	1.77	81.9
c. At civic clubs on educational subjects.	1.83	1.72	71.2

Of the services listed in Table LXIX only the serving on state programs is considered of major importance for the head of the department of education. It is interesting to note that both heads and jurors consider it more important for heads to be more active in state professional affairs than in national organizations. Both heads and jurors consider it more important that the head serve on the program than that he serve as an officer. Of the 94 heads, within the past two years, 52 or 55.3% had served on state programs; 52 heads had served on state committees; and 29 or 30.8% had served as

an officer of a state professional organization; 13 heads had served on programs; 9, on committees; 1, as officer; and 22, as delegates in connection with national professional organizations. (See Table XLIII.)

TABLE LXIX

The Composite Ratings of Heads of Departments of Education and Jurors with Reference to the Importance of Service Rendered  
Certain Professional Organizations

	<u>Heads</u>	<u>Jurors</u>	<u>%</u>
1. It is important that the head serve:			
a. On programs of state professional organizations.	1.51	1.46	55.3
b. On committees of state professional organizations.	1.59	1.52	55.3
c. As officer of state professional organizations.	1.88	1.94	30.8
d. On programs of national professional organizations.	1.69	1.77	13.8
e. On committees of national professional organizations.	1.80	1.77	9.5
f. As officer of national professional organizations.	1.80	2.16	1.0
g. Delegate to national professional meetings.	1.77	2.00	23.4

TABLE LXX

The Composite Ratings of the Heads of the Department of Education and Jurors with Reference to the Importance of Certain Professional Services Rendered by the Department of Education

	<u>Heads</u>	<u>Jurors</u>	<u>%*</u>
1. It is important that the head help his teachers secure places on professional programs.	1.57	2.00	40.4
2. The head under the auspices of the department should:			
a. Conduct psychological clinics at his school.	1.89	1.94	7.4
b. Conduct educational clinics at his school.	1.69	1.94	14.8
c. Conduct mental testing programs at his school.	1.51	1.64	59.5
d. Conduct mental testing programs for schools in the state.	1.72	2.11	25.5
e. Make school surveys for schools in the state.	1.73	1.94	18.1
f. Hold educational conferences at his school.	1.46	1.52	58.5

\* Percentage performing this function. See Table XLIV.

The heads and jurors consider it of secondary importance for the heads to secure places for their teachers on professional programs. Comments are:

<u>Comments</u>	<u>No. of Jurors Commenting</u>
Jockeying for program assignments is small business for anyone to engage in.	1

It is advisable at times for heads to secure such places for their teachers.

1

That the head should, under the auspices of the department of education, conduct mental testing programs at the school received a secondary rank of 1.51 by the heads and of 1.64 by the jurors; 59.5% of the heads reported that they do conduct the mental testing of their schools. The heads considered it of secondary importance and the jurors regarded it of no importance for the head of the department of education (under auspices of his department) to conduct testing programs for schools over the state.

That the head should hold educational conferences at the teachers colleges or normal schools was considered of primary importance by the heads reporting and of secondary importance by the jurors; 58.8% of the heads reported that they performed such service.

One's first impression of Table LXXI is that practice with reference to the items listed is not in conformity with what the jurors think the practice should be; but if the table is analyzed carefully, the lack of agreement between practice and theory becomes much less evident.

In regard to Item "a", the heads report that "the head and teacher concerned" select the textbooks, while the jurors (the heads were not asked to state who should perform these duties) indicate that they think "the teacher concerned" should select the textbooks. Concerning item "b" there is a difference between most frequent

TABLE LXXI

**Shows Who Most Frequently Performs a Miscellaneous List of Duties  
and Who the Jurors Think Should Perform the Function**

<b>1. Who should have control over:</b>	<b>#</b>	<b>*</b>
a. Selection of textbooks?	6	5
b. Introducing new courses into the department?	2	4,5
c. Removing courses from the department?	2	5
d. Requirement of certain courses in the department of education?	4	5
e. Changing credit of courses in the department of education?	4	5
f. Selection of courses offered by correspondence and extension?	6	5
g. Selection of library books used by teacher?	3	3
h. Selection of equipment used by teacher?	3,6	3
i. Sectioning of classes in the department?	1,2	2
j. Making teaching schedules for teachers?	2	2
k. Percentage of student failures a teacher may give?	3	3
l. Who assigns rooms and offices to the department?	1	1

# He whom the head of the department of education reported as most frequently performing the function.

\* He whom the jurors most frequently reported should perform the function. See Appendix E.

1. President
2. Head of the department
3. The teacher concerned

4. A school committee
5. A committee in the department
6. Teacher and head of department

practice and most frequent opinion of the jurors. An examination of the preceding table will reveal that the jurors are inclined to put the operation of the department in the hands of a committee in the department rather than into the hands of the head of the department. The jurors do not favor a one-man department. Other suggested controls given by jurors for item "b" are:

---

<u>Suggestions</u>	<u>No. of Jurors</u>
A committee in the department with consent of president and state.	1
A school committee and a committee in the department.	1
A committee or president, head, and teacher.	1
Head, teacher, and committee in the department.	1
Department as a whole.	1
Departmental committee, but departmental faculty better.	1
Departmental faculty.	1

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The situation that maintains with reference to "b" also maintains with reference to "c". Suggestions as to "c" are:

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<u>Suggestions</u>	<u>No. of Jurors</u>
A committee in the department with consent of president and state.	1
A school committee and committee in department.	1
A committee or president, head, and teacher	1
Department as a whole.	1
Departmental committee, but departmental faculty better.	1
Departmental faculty.	1

---

With reference to "d" and "e" both functions are in the hands of committees, the difference being that the jurors favor the department controlling the function while present practice favors a school committee. Suggestions are:

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<u>Suggestions for "d"</u>	<u>No. of Jurors</u>
Head and a school committee.	1
Dean, head, a school committee, and teacher.	1
Head, teacher, and school committee.	1
Departmental committee, but departmental faculty is better.	1
Departmental faculty.	1

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<u>Suggestions for "e"</u>	<u>No. of Jurors</u>
President and head with consent of state.	1
A school committee and a departmental committee.	1
Head and a school committee.	2
Departmental faculty.	1

---

In regard to "f" the jurors would have a committee in the department, rather than the heads and teacher concerned, perform the function. Suggestions are:

---

<u>Suggestions</u>	<u>No. of Jurors</u>
Director of extension and his advisory committee.	1
President, dean, and head.	1
Dean, head, and school committee.	1

---

For the other items there is almost perfect agreement between what is being done and what the jurors think should maintain in regard to the functions. Suggestions are: For "k" one juror says, "Dean"; another says, "Head and school committee." For "l" one suggests, "Registrar"; another, "President and business manager."



## CHAPTER VI

## GENERAL SUMMARY AND CONCLUSIONS

Summary

The head of the department of education presents a detailed budget in 15 of the 94 schools studied. If his budget is approved, he is left free to administer it in 75% of the cases. No set policy for the distribution of departmental funds for books was reported in a number of the institutions.

There is a marked tendency for the training school to be housed in a building of its own; the author found this to be the case in 80.8% of the institutions.

The departments of education have adequate office space in 57.4% of the institutions, a mimeograph machine in 39.3%, one or more typewriters in 57.4%, an adding machine in 18%, a calculator in 9.5% and departmental help of its own in 42.5% of the cases. Forty per cent of the heads depended upon clerical help furnished from the central or business office; 14% of the departments were furnished no clerical help by the school.

The number of hours of education required for graduation from the two-year course ranges from between 4 to 6 semester hours to between 25 to 27 semester hours, with a median lying between 10 and 12. The number of semester hours of education required for graduation with the teaching degree ranges from between 7 to 9 to 28 plus, with a median between 16 to 18 semester hours.

The amount of practice teaching required for graduation from the two-year course varies from 3 to 13 plus semester hours with a median between 7 and 9 semester hours.

The five courses in education most frequently required for the teaching degree are, in the order named: Educational Psychology, General Psychology, General Methods, Educational Measurements, and History of Education.

Curricula for which departments of education in teachers colleges have worked out a definite program of studies most frequently are, in order named: Early Elementary, Elementary, Junior High School, Senior High School, and Kindergarten; for normal schools the order is Elementary, Early Elementary, Junior High School, and Kindergarten. The teachers colleges are offering curricula for training principals, supervisors, and superintendents. Eight teachers colleges are offering graduate work and others are considering offering that type of work in the near future.

Laboratory work was reported as being carried on in 12 different subjects. Twenty-five heads reported that they had one or more laboratories assigned to their department. McMullen<sup>1</sup> says, "There is a noticeable tendency for laboratory work to spread into the field of 'book' subjects."

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1. p. 91

Correspondence teaching is offered by 43.6% of the departments and extension teaching by 52.1%. Extension teaching, being offered more often than correspondence, is also regarded somewhat more favorably, 35.1% (in contrast to 21.2% for correspondence) of the heads encouraging this type of instruction. Both heads and jurors ranked it of secondary importance as a function of the department of education.

Very little relationship exists between: enrollment in the department of education and enrolment in the school, enrolment in the school and the number of teachers in the department of education, enrolment in the department of education and the number of teachers in the department.

With reference to the qualifications of the teachers in the department of education and training school it is noticeable the department of education has a faculty far better qualified (counting degrees) than has the training school. The department of education has 22.7% of its members holding Doctor's degrees and only 1.4% with no degrees, while the training school has only 1.2% of its members with Doctor's degrees and 16.5% with no degrees.

The functions connected with teaching personnel are, with the exception of transferring of teachers from one subject to another, exercised by the head in less than 50% of the department's reporting. Both heads and jurors considered it of major importance that the head of the department of education exercise the functions listed.

Of the 94 heads 39.5% consider themselves executive heads and 40.4% regard themselves as chairmen. The heads consider that they

should be executive heads; the jurors as a group think the head should preferably be a chairman of the department.

Over 75% of the heads maintain an office and keep regular office hours. Both heads and jurors consider it of major importance to the department of education that the head perform those duties.

Between 50 and 75 per cent of the heads approve all orders for textbooks, supplies, equipment, etc., and make specifications for equipment used by the department. Less than 36% of the heads approve programs of studies. Between 37 and 61 per cent of the heads perform the functions of reporting needed repairs in rooms and equipment used, checking receipt of departmental supplies, and conducting certain departmental meeting programs, all of which were considered by the heads and jurors of secondary importance as a function of the head of the department of education.

With reference to supervision to two items only--that relating to the head's conference regarding the failure of student teachers and that relating to the head requiring his teachers to furnish him with an outline of their courses (together with references)--did head and jurors agree in assigning major importance.

Heads of the department of education considered it of major importance that they also be head of the training school; and the jurors considered this of secondary importance.

In over 69% of the institutions the division of General Psychology, Educational Psychology, and Rural Education are included in

the organization of the department of education. Both heads and jurors consider it of major importance that Educational Psychology and Rural Education be in the department of education.

With regard to publications, the results of this study failed to show an advance over the paucity of productive scholarship reported by the Carnegie investigation<sup>2</sup> in Missouri. Both heads and jurors considered it of major importance that heads and teachers contribute to professional magazines.

Both heads and jurors consider it of major importance that heads visit other teachers colleges for suggestions, 65.9% of the heads having reported such visits.

Both heads and jurors consider it of major importance that the head attend meetings of the state teachers' associations, the Department of Superintendence, the American Association of Teachers Colleges, and College Teachers of Education.

Both heads and jurors considered the speaking activities listed of secondary importance; yet over 70% of the heads devote more or less time to this.

The heads attach more importance to the holding of educational conferences at their schools than do the jurors.

There was great diversity of practice reported with reference to who performed the various miscellaneous functions but in every instance a mode or bi-mode was evident. The modes and bi-modes are given

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2. p. lll.

here: selection of textbooks was in the hands of the head and teacher concerned; new courses were introduced into the departmental curriculum by the head; requirement of education courses was performed by a school committee; courses were removed by the head; changing credit of education courses was done by a school committee; selection of courses to be offered by correspondence and extension was made by the head; selection of library books and equipment used by the teacher was performed by the teacher or by the head and teacher; the sectioning of classes by the head or by the president; the making of teaching schedules for teachers, by the head; the number of student failures a teacher may give, by the teacher; the assignment of rooms and offices for the department, by the president.

Below is presented a tabular summary of the functions in which 50% or more of the heads of the department of education perform and the relative importance of each function as judged by the heads and jurors.

TABLE LXXII

The Functions Which 50% or More of the Heads Perform and the Relative Importance Assigned Each Function by the Heads and Jurors.

	<u>% Heads</u>	<u># Jurors</u>
1. The head transfers teachers from one subject to another.	54.2	1
2. The head maintains an office.	82.9	1
3. The head keeps regular office hours.	77.6	1
4. The head approves orders for textbooks, supplies, and equipment.	56.3	1

	<u>%</u>	<u>Heads #</u>	<u>Jurors</u>
5. Head reports needed repairs in rooms and equipment used by his department.	61.7	2	1
6. The head makes specifications regarding equipment.	55.3	1	1
7. The head checks the receipt of departmental supplies.	53.1	2	1
8. The head of the department should do some teaching.	92.5	1	1
9. The head confers with teachers regarding the failure of student teachers.	60.6	1	1
10. The head confers with teachers regarding the failure of college students.	53.1	2	1
11. The approval of the head is required before education credit is given for courses taught outside the department of education.	62.2	1	1
12. The head of the department writes for professional magazines.	72.3	1	1
13. The head should visit other teachers for suggestions.	65.9	1	1
14. The head of the department attends state teachers meetings.	95.7	1	1
15. The head speaks at county institutes.	71.2	2	2
16. The head speaks at P. T. A. and Women's Clubs.	81.9	2	2
17. The head speaks at civic clubs.	71.2	2	2
18. The head serves on the programs of state professional meetings.	55.3	2	1
19. The head serves on committees of state professional meetings.	55.3	2	2

	<u>%</u>	<u>Heads</u>	<u># Jurors.</u>
20. The head conducts mental testing programs at his school.	59.5	2	2
21. The head holds educational conferences at his school.	58.5	1	2

# The figures under "Head" and "Jurors" refer to the importance of the function. "1" means the function is of major importance to the department of education and "2" means the function is of secondary importance.

### Conclusions

The head of the department of education in state teachers colleges and normal schools should participate in the budgetary matters appertaining to his department to a considerably greater degree than he now does. This recommendation is supported by Hamilton,<sup>3</sup> the author's findings having confirmed in the case of the heads of the department of education that which Hamilton reported as prevailing for the teachers college and normal school faculties. Argument for a greater participation is substantiated, in addition, by the fact that Koch<sup>4</sup> (for the high school) and Bird<sup>5</sup> (for the university) reported departmental heads participating to a decidedly greater extent than the author found for similar officials in state teacher training institutions. In view, also, of the 100% agreement of Rutledge's<sup>6</sup> jurors upon the principle of departmental participation, the head should, if he is to have a voice in educational policy, prepare his departmental budget after consultation with his teachers.

3. pp. 34,36.

4. p. 337,

6. p. 39,

5. Alpha-Alpha News, Oklahoma Chapter of Phi Delta Kappa, February 1931.



Some more definite plan for the distribution of departmental funds for library books should supplant the many haphazard, or otherwise indefensible, practices reported. The criticism of distribution according to the "most urgent needs" is that verbal aptitude and amplitude may prevail over a just division.

The results of this study warrant the conclusion that the office space, office equipment, and clerical and stenographic help furnished the department of education are inadequate in many institutions. In view of the fact that a number of the departments depending upon the central office for clerical and stenographic help reported this type of service was inadequate or otherwise unsatisfactory and that 14% of the departments had no clerical and stenographic assistance, more adequate and satisfactory facilities should be provided. Good business administration demands that clerical and stenographic routine be turned over to less expensive labor.

The position of correspondence teaching of education courses is uncertain; its status in the curriculum of the department of education needs definition in light of the fact that while 43.6% offer this type of instruction, only 21.2% encourage it; too, both heads and jurors agreed that it was of no importance as a function of the department of education. Extension teaching as a secondary consideration of the department of education deserves more recognition than that accorded correspondence instruction.

Greater unity of aim for the state teachers colleges and normal schools and for the departments of education within them is

desirable, as the situation reveals only a slight relationship between the department of education and the size of the school, enrolment in the school and the number of teachers in the department of education, and enrolment in the department of education and the number of teachers within the department.

While faculty preparation of the department of education (compared with that reported for teachers colleges and normal schools in previous investigations) shows advancement, progress in this respect is yet to be made. The Doctor's degree should soon be the minimum requirement for training.

That the head of the department of education should participate in the administration of the school (especially in matters pertaining to his department) is a feature of representative administration. Carnegie Report<sup>7</sup> No. 14, says in favor of participation: "A skilful and sincere administrator operates through principles, and removes himself as far as possible from personal interference with the concrete case." Some of the instability of his position is due, no doubt, to the head's uncertainty as to whether he should be an administrative head with executive functions or a chairman of the department. Certainly his status in each school should be definitely defined in this regard. While opinion was divided in this matter, the group opinion of the heads favoring the administrative headship and the group opinion of the jurors favoring a chairmanship, modern

teachers-college administrative theory seems inclined toward a chairmanship.

It is of major importance that the head maintain an office and keep regular office hours. He should, also, in light of recommendations of heads and jurors, approve orders and make specifications for departmental equipment. Reporting needed repairs in rooms and equipment of the department of education, checking receipt of departmental supplies are of secondary value as a duty of the head.

It is not necessary, ordinarily, that the head of the department of education demonstrate teaching technics before student teachers.

It is apparent that, if the head of the department of education is to assume educational leadership, a more positive relationship should exist between the amount of teaching the head does and the number of teachers in his department. It is not profitable to pay a head a considerable salary and require him to spend all his time teaching.

Detailed, inspectorial supervision by the head is not favored.

As a means of coordinating the department of education and training school it seems advisable that the head of the department of education should, <sup>in</sup> most instances, also be head of the training school. He need not be in immediate control but could leave

routine details of management to a "principal" or "director" who should have detailed control. With a close administrative integration of the two departments, the way for the heads to use the training school as much as they desire would be open.

Members of the department should be encouraged to write for professional journals.

More frequent attendance at national professional meetings would be profitable to heads of the department of education and should be stimulated.

Recommendations regarding a number of miscellaneous functions follow the mode of the opinion of the jurors.

The teacher within the department of education should:

(1) select the textbooks he uses; (2) select the library books and equipment he uses; and; (3) determine the number of student failures he gives.

The head of the department should: (1) section classes when necessary; and (2) make teaching schedules for his teachers.

A committee within the department of education should:

(1) remove courses from the curriculum of the department; (2) determine the requirement of courses in Education; (3) change credit of Education courses; and (4) select Education courses to be offered by the correspondence and extension. When the education department is small, the entire departmental faculty might well constitute this committee.

A school committee should introduce new courses into the department of education.

The president should assign or delegate the assignment of rooms and offices used by the department of education.

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## APPENDIX A

## The Status of the Department of Education and the Functions of Its Head In State Teachers Colleges and Normal Schools

Name ..... Official title .....

City ..... State .....

**Budget:**

1. Is the department of education allotted a definite amount of money to be spent each year? ..... YES NO  
(Underline answer.)
2. How much was allotted for the school year 1930-31? .....
3. Does the head of the department of education present a detailed budget to the president or a budget committee for approval? ..... YES NO
4. What percent is the education-department budget of the school budget? (Exclude building appropriations.) .....
5. If your budget is approved, are you left free to administer it? ..... YES NO
6. Is each member of the department of education allotted a certain amount, annually, to spend for instructional supplies, small equipment, etc? ..... YES NO
7. How is your departmental allotment of money for library books and magazines distributed:
  - a. Equally to all members on the basis of full-time membership in the department? ..... YES NO
  - b. On the basis of class enrollment? ..... YES NO
  - c. According to the number of different subjects taught by the teacher? ..... YES NO

**Plant, Quarters, and Equipment of the Department of Education:**

1. Is the training school housed in a separate building of its own? ..... YES NO
2. Is the department of education housed in a separate building of its own? ..... YES NO
3. Are the department of education and the training school housed in the same building? ..... YES NO
4. Do members of your department have adequate office space? ..... YES NO
5. Does the department have a mimeograph machine? ..... YES NO
6. Does the department have one or more typewriters? ..... YES NO
7. Does the department have an adding machine? ..... YES NO
8. Does the department have a calculator? ..... YES NO
9. Does the department have clerical and stenographic help of its own? ..... YES NO
10. If the answer to 9 is "No", does the general office provide your department with this service? ..... YES NO
11. Does the department have an education room in the library? ..... YES NO
12. How many laboratories have been assigned to your department? .....
13. ....

**Curriculum:**

1. Encircle the term used when referring to credit earned by students: semester hours, term hours,
2. How many hours of education (excluding practice teaching) are required for graduation from a two-year college course? .....
3. How many hours of practice teaching are required for graduation from a two-year college course? .....
4. How many hours of education (excluding practice teaching) are required to graduate from a four-year college course? .....
5. How many hours of practice teaching are required for graduation from a four-year college course? .....



6. Which of the courses listed below are required in your department for the baccalaureate teaching degree? Check on the line under laboratory if laboratory work is done in the course.

Name of course	No. of hrs. required	Laboratory
General Psychology .....	_____	_____
Educational Psychology .....	_____	_____
Educational Measurements .....	_____	_____
Mental Measurements .....	_____	_____
Observation .....	_____	_____
History of Education .....	_____	_____
General Methods .....	_____	_____
Educational Sociology .....	_____	_____
Special Methods .....	_____	_____
Management .....	_____	_____
School Administration .....	_____	_____
Supervision .....	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

7. Does your school offer work toward a graduate degree? \_\_\_\_\_ YES NO
8. Underline any of the following curricula for which your department has worked out a definite program of studies: Kindergarten, Early Elementary, Elementary, Junior High School, Senior High School, Principal of Elementary School, Junior High School Principal, Senior High School Principal, Superintendent of School, School Psychologists, Supervisors, \_\_\_\_\_

**Personnel**

1. What is the present enrollment in your college? \_\_\_\_\_
2. What is the present enrollment in the department of education? \_\_\_\_\_
3. In terms equivalent to full-time teachers:
  - a. How many teachers are there in the department of education? (Exclude training school teaching.) \_\_\_\_\_
  - b. How many teachers in the training school? \_\_\_\_\_
4. Training of teachers in the department of education:
  - a. How many hold the Ph.D? \_\_\_\_, D.Ed? \_\_\_\_, LL.D? \_\_\_\_, \_\_\_\_, \_\_\_\_\_
  - b. How many whose highest degree is the Master's? \_\_\_\_\_
  - c. How many whose highest degree is the Bachelor's? \_\_\_\_\_
  - d. How many hold no degrees? \_\_\_\_\_
5. Training of teachers in the training school:
  - a. How many hold the Ph.D? \_\_\_\_, D.Ed? \_\_\_\_, LL.D? \_\_\_\_, \_\_\_\_, \_\_\_\_\_
  - b. How many whose highest degree is the Master's? \_\_\_\_\_
  - c. How many whose highest degree is the Bachelor's? \_\_\_\_\_
  - d. How many hold no degree? \_\_\_\_\_

If it is your policy to perform the function listed below, underline "Yes"; if not, "No", if sometimes, underline "S.T." When a blank at the extreme right appears, rank the relative importance of the function.

If you think you should always perform a function, rank it 1.  
 If you think the function is of secondary importance, rank it 2.  
 If you think the function is of no importance, rank it 3.

6. For you department do you:
- |  |     |    |       |       |
|--|-----|----|-------|-------|
| a. Interview applicants for positions? .....                             | YES | NO | S. T. | _____ |
| b. Examine credentials of applicants? .....                              | YES | NO | S. T. | _____ |
| c. Recommend regular teachers for appointment? .....                     | YES | NO | S. T. | _____ |
| d. Recommend appointment of substitute teachers? .....                   | YES | NO | S. T. | _____ |
| e. Recommend promotion in rank of teachers? .....                        | YES | NO | S. T. | _____ |
| f. Recommend increase in salary of teachers? .....                       | YES | NO | S. T. | _____ |
| g. Transfer teachers from one subject to another? .....                  | YES | NO | S. T. | _____ |
| h. Advise new teachers regarding the conventions of the community? ..... | YES | NO | S. T. | _____ |

**Organization and Administration of the Department of Education:**

1. Relations:
  - a. Do you regard your position that of:
    1. Chairman of the department? \_\_\_\_\_ YES NO \_\_\_\_\_
    2. Administrative head with executive functions? \_\_\_\_\_ YES NO \_\_\_\_\_
  - b. Are communications concerning your deptment from the president's office sent:
    1. By way of head of department who relays them to teachers? \_\_\_\_\_ YES NO S. T. \_\_\_\_\_
    2. Directly to teachers? \_\_\_\_\_ YES NO S. T. \_\_\_\_\_
2. Administration:
  - a. Do you maintain an office? \_\_\_\_\_ YES NO \_\_\_\_\_
  - b. Do you keep regular office hours? \_\_\_\_\_ YES NO \_\_\_\_\_
  - c. How many office hours per week do you schedule for yourself? \_\_\_\_\_
  - d. Underline which you have; No stenographer, part-time stenographer, full-time stenographer.
  - e. Does your office approve all orders for textbooks, supplies and equipment for your department? \_\_\_\_\_ YES NO S. T. \_\_\_\_\_
  - f. Do you report repairs needed in equipment and rooms used by your department? \_\_\_\_\_ YES NO S. T. \_\_\_\_\_
  - g. Does your office make specifications regarding equipment for your department? \_\_\_\_\_ YES NO S. T. \_\_\_\_\_

- h. Does your office check the receipt of departmental supplies? ..... YES NO S. T. \_\_\_\_\_
- i. Do you inspect janitorial service in your department? ..... YES NO S. T. \_\_\_\_\_
- j. Do you approve the program of studies of students majoring in your department? ..... YES NO S. T. \_\_\_\_\_
- k. Do you hold regular departmental faculty meetings? ..... YES NO S. T. \_\_\_\_\_
- l. How often are such meetings held? .....
- m. At departmental meetings are:
1. Books and articles suggested to other members of the department? ..... YES NO S. T. \_\_\_\_\_
2. Books and articles reviewed for other members of the department? ..... YES NO S. T. \_\_\_\_\_
3. Reports given as to what other members of the department are doing? ..... YES NO S. T. \_\_\_\_\_
- n. Does the department hold social meetings? ..... YES NO S. T. \_\_\_\_\_

### Teaching Activities

1. Intramural:
- a. How many hours' teaching do you do per week? .....
- b. Do you consider it important that the head do any teaching at all? ..... YES NO S. T. \_\_\_\_\_
- c. How many different subjects do you teach? .....
- d. How many of your classes are of:
1. Senior-college rank? .....
2. Junior-college rank? .....
3. Graduate rank? .....
- e. Do you have assistants to grade examination and term papers? ..... YES NO S. T. \_\_\_\_\_
- f. Do you yourself demonstrate teaching technics before student teachers? ..... YES NO S. T. \_\_\_\_\_
- g. List the investigations you have had under way during the first half of this school year. ....
2. Extramural:
- a. Does your department::
1. Offer any correspondence teaching? ..... YES NO S. T. \_\_\_\_\_
2. Offer any extension teaching? ..... YES NO S. T. \_\_\_\_\_
3. Encourage correspondence teaching? ..... YES NO \_\_\_\_\_
4. Encourage extension teaching? ..... YES NO \_\_\_\_\_

### Supervision:

1. Do you:
- a. Rate your teachers with a formal rating blank? ..... YES NO S. T. \_\_\_\_\_
- b. Confer with teachers regarding the failure of student teachers? ..... YES NO S. T. \_\_\_\_\_
- c. Confer with teachers regarding the failure of college students? ..... YES NO S. T. \_\_\_\_\_
- d. Check teachers' acquaintance with recent professional literature? ..... YES NO S. T. \_\_\_\_\_
- e. Check chapel attendance of your teachers? ..... YES NO S. T. \_\_\_\_\_
- f. Check absence of your teachers from classroom? ..... YES NO S. T. \_\_\_\_\_
2. If your department attempts homogeneous grouping, do you section on the basis of:
- a. Intelligence test results? ..... YES NO S. T. \_\_\_\_\_
- b. Previous grade marks? ..... YES NO S. T. \_\_\_\_\_
- c. "a" and "b" combined? ..... YES NO S. T. \_\_\_\_\_
3. How is overlapping of courses prevented:
- a. Head of department requires his teachers to furnish him with outlines of their courses together with lists of references used? ..... YES NO S. T. \_\_\_\_\_
- b. A committee checks the contents of courses? ..... YES NO S. T. \_\_\_\_\_
- c. ....
4. Do your teachers hand their list of student grades to you before they are sent to the registrar? ..... YES NO S. T. \_\_\_\_\_

### Relationships:

1. To the training school:
- a. Are you also head of the training school? ..... YES NO \_\_\_\_\_
- b. Do you think the head of the department of education should also be head of the training school? ..... YES NO \_\_\_\_\_
- c. If you are not the head of the training school, do you:
1. Find the separate administration entirely satisfactory? ..... YES NO \_\_\_\_\_
2. Successfully use the training school for experimental purposes as much as you would like? ..... YES NO \_\_\_\_\_
3. Do you conduct a program of:
- a. Intelligence testing in the training school? ..... YES NO S. T. \_\_\_\_\_
- b. Educational testing in the training school? ..... YES NO S. T. \_\_\_\_\_
- c. Diagnostic testing in the training school? ..... YES NO S. T. \_\_\_\_\_
4. Advise with training school teachers regarding curriculum and administrative practices? ..... YES NO S. T. \_\_\_\_\_
2. To other departments:
- a. Is the department of general psychology in your department? ..... YES NO \_\_\_\_\_
- b. Is educational psychology in your department? ..... YES NO \_\_\_\_\_
- c. Is rural education in your department? ..... YES NO \_\_\_\_\_
- d. Are there any courses taught outside of the department of education for which education credit is given? ..... YES NO \_\_\_\_\_
- e. Is the approval of the head of the department of education required before these courses can be offered for education credit? ..... YES NO \_\_\_\_\_

3. To the school as a whole:
- a. Does the head of the department of education also serve as:
- |   |     |    |       |       |
|---|-----|----|-------|-------|
| 1. Director of publicity? .....                 | YES | NO | S. T. | _____ |
| 2. Head of the teacher-placement bureau? .....  | YES | NO | S. T. | _____ |
| 3. Director of research? .....                  | YES | NO | S. T. | _____ |
| 4. Head of personnel committee? .....           | YES | NO | S. T. | _____ |
| 5. Field visitor? .....                         | YES | NO | S. T. | _____ |
| 6. Chairman of faculty program committee? ..... | YES | NO | S. T. | _____ |
| 7. ....   | YES | NO | S. T. | _____ |
4. To professional groups:
- a. Does your school have:
- |  |     |    |  |  |
|--|-----|----|--|--|
| 1. A chapter of Kappa Delta Pi? .....    | YES | NO |  |  |
| 2. A chapter of Phi Delta Kappa? .....   | YES | NO |  |  |
| 3. A local educational fraternity? ..... | YES | NO |  |  |
- b. How many:
- |  |       |  |  |  |
|--|-------|--|--|--|
| 1. Of your teachers are authors of books? .....    | _____ |  |  |  |
| 2. Books are you the author or co-author of? ..... | _____ |  |  |  |
- c. Within the past two years how many:
- |   |       |  |  |  |
|---|-------|--|--|--|
| 1. Of your teachers have published magazine articles? ..... | _____ |  |  |  |
| 2. How many magazine articles have you published? .....     | _____ |  |  |  |
- d. Within the past two years how many times:
- |  |       |  |  |  |
|--|-------|--|--|--|
| 1. Have you visited other teachers colleges for suggestions? .....           | _____ |  |  |  |
| 2. Has your department provided special programs for Education Week? .....   | _____ |  |  |  |
| 3. Have you attended state teachers Meetings? .....                          | _____ |  |  |  |
| 4. Have you attended N. E. A. meetings? .....                                | _____ |  |  |  |
| 5. Have you attended meetings of the Department of Superintendence? .....    | _____ |  |  |  |
| 6. Have you attended meetings of the Association of Teachers Colleges? ..... | _____ |  |  |  |
| 7. Have you attended meetings of College Teachers of Education? .....        | _____ |  |  |  |
| 8. Have you attended meetings of a Standardizing Agency? .....               | _____ |  |  |  |
- e. Within the past two years how many times have you spoken:
- |  |       |  |  |  |
|--|-------|--|--|--|
| 1. At county institutes? .....                   | _____ |  |  |  |
| 2. At P. T. A. meetings and Women's Clubs? ..... | _____ |  |  |  |
| 3. On educational subjects at civic clubs? ..... | _____ |  |  |  |
- f. Within the last two years how many times have you served:
- |  |       |  |  |  |
|--|-------|--|--|--|
| 1. On programs of state professional organizations? .....      | _____ |  |  |  |
| 2. On committees of state professional organizations? .....    | _____ |  |  |  |
| 3. As officer of state professional organizations? .....       | _____ |  |  |  |
| 4. On programs of national professional organizations? .....   | _____ |  |  |  |
| 5. On committees of national professional organizations? ..... | _____ |  |  |  |
| 6. As officer of national professional organizations? .....    | _____ |  |  |  |
| 7. As delegate to national educational meetings? .....         | _____ |  |  |  |
- g. Do you help secure a place on professional programs for your teachers? .....
- |     |    |       |       |
|-----|----|-------|-------|
| YES | NO | S. T. | _____ |
|-----|----|-------|-------|
- h. Give the names of educational journals on whose staff you have served. ....
- i. Do you under the auspices of the department of education:
- |   |     |    |       |       |
|---|-----|----|-------|-------|
| 1. Conduct psychological clinics at your school? .....      | YES | NO | S. T. | _____ |
| 2. Conduct educational clinics at your school? .....        | YES | NO | S. T. | _____ |
| 3. Conduct mental testing programs at your school? .....    | YES | NO | S. T. | _____ |
| 4. Conduct testing programs for schools in the state? ..... | YES | NO | S. T. | _____ |
| 5. Make school surveys for schools in the state? .....      | YES | NO | S. T. | _____ |
| 6. Hold educational conferences at your school? .....       | YES | NO | S. T. | _____ |

5. Other relationships:

The figures at the right below are to be used as follows: Who selects textbooks for your department? If the president, encircle "1"; if the head of the department, encircle "2", etc.

- |                           |                                   |
|---------------------------|-----------------------------------|
| 1. President              | 5. A committee in the department  |
| 2. Head of the department | 6. Teacher and head of department |
| 3. The teacher concerned  | 7. ....                           |
| 4. A school committee     |                                   |

a. Who has control over: (with reference to your department).

- |  |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|
| 1. Selection of textbooks? .....                                       | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Introducing new courses into the department of education? .....     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Removing courses from the department of education? .....            | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Requirement of certain courses in the department? .....             | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Changing credit of courses? .....                                   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Selection of courses offered by extension and correspondence? ..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Selection of library books used by teachers? .....                  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Selection of equipment used by teachers? .....                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. Sectioning of classes in your department? .....                     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. Making teaching schedules for your teachers? .....                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. Percentage of student failures a teacher may give? .....           | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. Who assigns rooms and offices to your department? .....            | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Remarks: .....

## APPENDIX B

## SECTIONAL CLASSIFICATION OF TEACHERS COLLEGES AND NORMAL SCHOOLS

Northeastern

State Normal School, New Britain, Conn.

State Normal School, New Haven, Conn.

State Normal School, Fitchburg, Mass.

State Normal School, Keene, N.H.

New Jersey State Teachers College, Montclair, N.J.

State Normal School, Newark, N.J.

State Normal School, Brockport, N.Y.

State Normal School, Cortland, N.Y.

State Normal School, Geneseo, N.Y.

State Normal School, New Paltz, N.Y.

State Normal School, Potsdam, N.Y.

State Teachers College, Bloomsburg, Pa.

State Teachers College, California, Pa.

State Teachers College, Edinboro, Pa.

State Teachers College, Lock Haven, Pa.

State Teachers College, Shippensburg, Pa.

\*State Teachers College, Slippery Rock, Pa.

State Teachers College, West Chester, Pa.

Southern

State Teachers College, Florence, Ala.

State Teachers College, Jacksonville, Ala.

State Teachers College, Livingston, Ala.

Henderson State Teachers College, Arkadelphia, Ark.

Arkansas State Teachers College, Conway, Ark.

Bowdon State Normal and Industrial College, Bowdon, Ga.

State Normal School and Teachers College, Morehead, Ky.

Eastern Kentucky State Teachers College, Richmond, Ky.

Louisiana State Normal College, Natchitoches, La.

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\*Sent in by the president.

Delta State Teachers College, Cleveland, Miss.  
 State Teachers College, Hattiesburg, Miss.

New Mexico Normal University, East Las Vegas, New Mexico.  
 Western Carolina Teachers College, Cullowhee, N.C.  
 Eastern Carolina Teachers College, Greenville, N.C.

Northwestern State Teachers College, Alva, Okla.  
 Southeastern State Teachers College, Durant, Okla.  
 Northeastern State Teachers College, Tahlequah, Okla.

West Texas State Teachers College, Canyon, Tex.  
 East Texas State Teachers College, Commerce, Texas.  
 Texas College of Arts and Industries, Huntsville, Tex.  
 Stephen F. Austin State Teachers College, Nacogdoches, Tex.  
 Southwest Texas State Teachers College, San Marcos, Tex.

East Tennessee State Teachers College, Johnson City, Tenn.  
 West Tennessee State Teachers College, Memphis, Tennessee.

State Teachers College, Farmville, Va.  
 State Teachers College, Fredericksburg, Va.  
 State Teachers College, Harrisonburg, Va.

Concord State Normal School, Athens, W. Va.  
 State Teachers College, Fairmont, W. Va.  
 Shepherd College State Normal School, Shepherdstown, W. Va.  
 West Liberty State Normal School, West Liberty, W. Va.

#### Central

Western Illinois State Teachers College, Macomb, Ill.

Iowa State Teachers College, Cedar Falls, Iowa.

Kansas State Teachers College, Emporia, Kansas  
 Kansas State Teachers College, Pittsburg, Kansas.

Western State Teachers College, Kalamazoo, Mich.  
 Northern State Teachers College, Marquette, Mich.  
 Central State Teachers College, Mount Pleasant, Mich.

State Teachers College, Bemidji, Minn.  
 State Teachers College, Mankato, Minn.  
 State Teachers College, Moorhead, Minn.  
 State Teachers College, St. Cloud, Minn.  
 State Teachers College, Winona, Minn.

Southeast Missouri State Teachers College, Cape Girardeau, Mo.  
 Northwest Missouri State Teachers College, Maryville, Mo.  
 Southwest Missouri State Teachers College, Springfield, Mo.

Nebraska State Normal College, Chadron, Nebr.  
 Nebraska State Teachers College, Kearney, Nebr.  
 Peru State Teachers College, Peru, Nebr.  
 Nebraska State Teachers College, Wayne, Nebr.

State Teachers College, Mayville, N.D.  
 State Teachers College, Minot, N.D.  
 State Teachers College, Valley City, N.D.

Kent State College, Kent, Ohio.

Northern Normal and Industrial School, Aberdeen, S. Dak.  
 Eastern State Teachers College, Madison, S.D.  
 Spearfish Normal School, Spearfish, S. Dak.  
 Southern State Teachers College, Springfield, S. Dak.

State Teachers College, River Falls, Wis.  
 State Teachers College, Superior, Wis.  
 State Teachers College, Whitewater, Wis.

#### Western

Arizona State Teachers College, Flagstaff, Arizona.  
 Arizona State Teachers College, Tempe, Arizona.

Humboldt State Teachers College, Arcata, Cal.  
 State Teachers College, Chico, Cal.  
 State Teachers College, Fresno, Cal.  
 State Teachers College, San Diego, Cal.  
 State Teachers College, San Francisco, Cal.

Colorado State Teachers College Greeley, Colo.  
 Western State College, Gunnison, Colo.

State Normal School, Lewiston, Idaho.

Eastern Montana Normal School, Billings, Mont.  
 \*Montana State Normal School, Dillon, Montana.

Southern Oregon State Normal School, Ashland, Ore.  
 Oregon Normal School, Monmouth, Ore.

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\*Sent in by the president.

Washington State Normal School, Bellingham, Wash.  
State Normal School, Cheney, Wash.

Received too late to include in this study:

Maryland State Normal School, Towson, Md.  
Michigan State Normal College, Ypsilanti, Mich.  
State Normal School, Ellensburg, Wash.  
State Teachers College, Plattsville, Wis.

## APPENDIX C.

TABLE LXXIII.

Distribution of the Ratings Assigned the Various Functions by Heads of Departments of Education in Teachers Colleges and Normal Schools

<u>Personnel</u>				
Do you for your department:	1	2	3	4*
a. Interview applicants for positions?	44	11	2	1.26
b. Examine credentials of applicants?	49	7	1	1.16
c. Recommend regular teachers for appointment?	47	8	0	1.14
d. Recommend appointment of substitute teachers?	34	16	1	1.35
e. Recommend promotion in rank of teachers?	41	9	3	1.29
f. Recommend increase in salary of teachers?	28	17	7	1.59
g. Transfer teachers from one subject to another?	45	8	4	1.28
h. Advise new teachers regarding the conventions of the community?	18	29	8	1.81

Organization and Administration of the Department of Education.

Relations:

a. Do you regard your position as that of:				
1. Chairman of the department?	12	5	2	1.47
2. Administrative head with executive functions?	26	6	1	1.24
b. Are communications concerning your department from the president's office sent:				



	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1. By way of head of department who relays them to teachers?	27	13	3	1.44
2. Directly to teachers?	9	12	7	1.93
<b>Administration:</b>				
a. Do you maintain an office?	34	3	0	1.08
b. Do you keep regular office hours?	25	11	1	1.35
c. Does your office approve all orders for textbooks, supplies and equipment for your department?	25	7	3	1.39
d. Do you report repairs needed in equipment and rooms used by your department?	20	16	5	1.63
e. Does your office make specifications regarding equipment for your department?	27	12	3	1.42
f. Does your office check the receipt of departmental supplies?	19	11	6	1.64
g. Do you inspect janitorial service in your department?	10	17	8	1.94
h. Do you approve the program of studies of students majoring in your department?	31	3	2	1.19
i. Do you hold regular departmental faculty meetings?	22	15	2	1.48
j. At departmental meetings are:				
1. Books and articles suggested to other members of the department?	14	14	3	1.64
2. Books and articles reviewed for other members of the department?	9	16	6	1.90
3. Reports given as to what other members of the department are doing?	21	10	1	1.37
k. Does the department hold social meetings?	4	20	9	2.15

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>Teaching Activities.</u>				
<b>Intramural:</b>				
a. Do you consider it important that the head do any teaching at all?	33	3	42	1.18
b. Do you have assistant to grade examination and term papers?	12	13	6	1.80
c. Do you yourself demonstrate teaching technics before student teachers?	8	13	9	2.03
<b>Extramural:</b>				
a. Does your department:				
1. Offer any correspondence teaching?	4	15	17	2.36
2. Offer any extension teaching?	15	14	8	1.81
<u>Supervision.</u>				
<b>Do you:</b>				
a. Rate your teachers with a formal rating blank?	8	13	13	2.14
b. Confer with teacher regarding the failure of student teachers?	26	9	3	1.39
c. Confer with teachers regarding the failure of college students?	19	14	3	1.55
d. Check teachers' acquaintance with recent professional literature?	13	11	10	1.91
e. Check chapel attendance of your teachers?	0	8	27	2.77
f. Check absence of your teachers from classroom?	13	11	11	1.84
<b>If your department attempts homogeneous grouping, do you section on the basis of:</b>				
a. Intelligence tests?	3	8	7	2.22
b. Previous grade marks?	2	9	7	2.27
c. "a" and "b" combined?	5	5	6	2.06

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>How is overlapping of courses prevented:</b>				
a. Head of department requires his teachers to furnish him with outlines of their courses together with list of references used?	18	8	3	1.48
b. A committee checks the content of courses?	9	6	3	1.66
<b>Do your teachers hand their lists of student grades to you before they are sent to the registrar?</b>	6	8	16	2.33
<b>1. To the training school:</b>				
a. Do you think the head of department of education should also be head of the training school?	22	6	4	1.43
b. Do you conduct a program of:				
1. Intelligence testing in the training school?	18	5	1	1.29
2. Educational testing in the training school?	20	4	1	1.24
3. Diagnostic testing in the training school?	20	4	1	1.24
c. Do you advise with training school teachers regarding curriculum and administrative practices?	18	3	0	1.14
<b>2. To other departments:</b>				
a. Is the department of general psychology in your department?	11	12	1	1.58
b. Is educational psychology in your department?	23	5	0	1.18
c. Is rural education in your department?	18	7	1	1.34
d. Are there any courses taught outside of the department of education for which education credit is given?	8	9	3	1.75

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
e. Is the approval of the head of the department of education required before these courses can be offered for education credit?	16	3	0	1.15
<b>3. To the school as a whole:</b>				
a. Does the head of the department of education also serve as:				
1. Director of publicity?	0	11	17	2.60
2. Head of teacher-placement bureau?	8	15	8	2.00
3. Director of research?	10	12	6	1.85
4. Head of personnel committee?	7	10	10	2.11
5. Field visitor?	5	13	9	2.14
6. Chairman of faculty program committee?	8	8	10	2.08
<b>4. To professional groups:</b>				
a. How many:				
1. Of your teachers are authors of books?	12	14	2	1.57
2. Books are you the author of?	16	8	1	1.40
b. Within the past two years how many:				
1. Of your teachers have published magazine articles?	10	14	0	1.58
2. Magazine articles have you published?	15	9	1	1.44
c. Within the past two years how many times:				
1. Have you visited other teachers colleges for suggestions?	21	5	1	1.26
2. Has your department provided special programs for Education Week?	11	11	6	1.82
3. Have you attended state teachers meetings?	22	8	1	1.32

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
4. Have you attended N.E.A. meetings?	16	10	3	1.55
5. Have you attended meetings of the Department of Superintendence?	20	8	1	1.34
6. Have you attended meetings of the Association of Teachers Colleges?	21	9	0	1.30
7. Have you attended meetings of College Teachers of Education?	20	10	0	1.33
8. Have you attended meetings of a Standardizing Agency?	12	15	1	1.60
e. Within the past two years how many times have you spoken:				
1. At county institutes?	13	12	4	1.69
2. At P.T.A. meetings and Women's Clubs?	8	17	4	1.86
3. On educational subjects at civic clubs?	9	16	4	1.83
f. Within the past two years how many times have you served:				
1. On programs of state professional organizations?	16	11	2	1.51
2. On committees of state professional organizations?	14	12	2	1.59
3. As officer of state professional organizations?	7	15	4	1.88
4. On programs of national professional organizations?	12	10	4	1.69
5. On committees of national professional organizations?	10	10	5	1.80
6. As officer of national professional organizations?	10	10	5	1.80
7. As delegate to national educational meetings?	11	11	5	1.77

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>g. Do you help secure a place on professional programs for teachers?</b>	<b>14</b>	<b>9</b>	<b>3</b>	<b>1.57</b>
<b>i. Do you under the auspices of the department of education:</b>				
<b>1. Conduct psychological clinics at your school?</b>	<b>9</b>	<b>13</b>	<b>6</b>	<b>1.89</b>
<b>2. Conduct educational clinics at your school?</b>	<b>11</b>	<b>16</b>	<b>2</b>	<b>1.69</b>
<b>3. Conduct mental testing programs at your school?</b>	<b>16</b>	<b>11</b>	<b>3</b>	<b>1.51</b>
<b>4. Conduct mental testing programs in the state?</b>	<b>12</b>	<b>13</b>	<b>4</b>	<b>1.72</b>
<b>5. Make school surveys for schools in the state?</b>	<b>10</b>	<b>13</b>	<b>3</b>	<b>1.73</b>
<b>6. Hold educational conferences at your school?</b>	<b>17</b>	<b>10</b>	<b>1</b>	<b>1.46</b>

## APPENDIX D.

TABLE LXXIV.

Distribution of Ratings Assigned by the Jury of Educators.I. Personnel.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1. The head of the department of education should:				
a. Interview applicants for positions.	18	4	0	1.18
b. Examine credentials of applicants.	19	3	0	1.13
c. Recommend regular teachers for appointment.	19	3	0	1.13
d. Recommend the appointment of substitute teachers.	18	3	1	1.22
e. Recommend promotion in rank of teachers.	18	4	0	1.18
f. Recommend increase in salary of his teachers.	17	3	2	1.31
g. Transfer teachers from one subject to another.	18	3	1	1.22
h. Advise new teacher regarding the conventions of the community.	12	9	1	1.50

II. Organization and Administration of the Department of Education.

1. The head of the department of education should consider his position as that of:				
a. Chairman of the department.	13	1	2	1.31
b. Administrative head with executive functions.	10	7	8	1.57
2. Communications from the president to members of the department of education should be sent:				

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
a. By way of head of department who relays them to the teachers.	12	3	3	1.50
b. Directly to teachers.	4	5	3	1.93
<b>3. Administration:</b>				
a. The head of the department should maintain an office.	21	0	0	1.00
b. The head of the department should keep regular office hours.	19	2	0	1.09
c. The head should approve all orders for textbooks, supplies, and equipment used by the department.	15	4	1	1.30
d. The head should report needed repairs in equipment and rooms used by the department.	14	6	1	1.38
e. The head should make specifications regarding equipment for his department.	17	3	1	1.23
f. The receipt of departmental supplies should be checked in through the office of the head.	13	6	2	1.47
g. The head should inspect janitorial service for his department.	5	9	7	2.09
h. The head should approve the program of studies of students majoring in his department.	15	4	1	1.30
i. Regular departmental meetings should be held.	18	3	0	1.14
<b>j. At departmental meetings:</b>				
1. Books and articles should be suggested to other members.	7	10	3	1.80
2. Books and articles should be reviewed for other members.	3	9	8	2.25
3. Reports of what other members of the department are doing should be given.	8	9	3	1.85



	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
k. The department should hold social meetings.	8	4	8	2.00

### III. Teaching Activities.

#### 1. Intramural:

a. The head of the department should do some teaching.	18	2	1	1.19
b. The head should have assistants to grade examination and term papers.	7	6	6	1.95
c. The head of the department should demonstrate teaching technics before student teachers.	4	6	9	2.26

#### 2. Extramural:

a. The department of education should offer correspondence teaching.	5	3	11	2.31
b. The department should offer extension teaching.	5	9	5	2.00

### IV. Supervision.

#### 1. The head of the department should:

a. Rate his teachers with a formal rating blank.	6	6	9	2.14
b. Confer with teachers regarding the failure of student teachers.	13	7	1	1.42
c. Confer with teachers regarding the failure of college students.	12	8	1	1.47
d. Check teachers' acquaintance with recent professional literature.	5	8	7	2.10
e. Check chapel attendance of his teachers.	0	1	20	2.95
f. Check absence of his teachers from classroom.	4	8	9	2.23

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
2. The department should attempt homogeneous grouping according to:				
a. Intelligence test results.	3	4	8	2.33
b. Previous grade marks.	3	4	8	2.33
c. Combination of "a" and "b".	7	1	9	2.11
3. The department of education should prevent the overlapping of courses by:				
a. Head requiring his teachers to furnish him with an outline of their courses together with a list of their references.	12	6	1	1.42
b. Appointing a committee to check the content of courses.	11	5	1	1.41
4. The head should require his teachers to hand their list of student grades to him before filing them with the registrar.	4	6	11	2.33

#### V. Relationships.

##### 1. To the training school:

a. The head of the department should be, directly or indirectly, head of the training school.	10	4	7	1.85
b. The department of education should conduct, directly or indirectly, a program of:				
1. Intelligence testing in the training school.	10	3	4	1.64
2. Educational testing in the training school.	12	2	5	1.47
3. Diagnostic testing in the training school.	12	2	3	1.47

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
c. The head of the department of education should advise with training school teachers regarding curriculum and administrative practices.	13	2	1	1.25
<b>2. To other departments:</b>				
a. The following subjects should be in the department of education:				
1. General psychology.	11	2	5	1.66
2. Educational psychology.	17	1	1	1.15
3. Rural education	15	1	1	1.17
b. No courses should be taught outside the department of education for which education credit is given.	8	4	6	1.88
c. The approval of the head of the department of education should be secured before education credit should be allowed for subjects taught outside the department.	14	3	1	1.27
<b>3. To the school as a whole:</b>				
a. The head of the department of education should act as:				
1. Director of publicity.	1	1	16	2.83
2. Head of teacher-placement bureau.	4	6	11	2.33
3. Director of research.	6	5	9	2.15
4. Head of personnel committee.	4	5	11	2.35
5. Field visitor.	1.	7	12	2.55
6. Chairman of faculty program committee.	3	6	11	2.40
<b>4. To professional groups:</b>				
a. It is important that:				
1. Teachers in the department write professional books.	5	11	1	1.76

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
2. The head of the department write professional books.	6	10	1	1.70
3. Teachers write for professional magazines.	11	6	1	1.44
4. The head write for professional magazines.	10	7	0	1.41
5. The head visit other teachers colleges for suggestions.	12	6	0	1.33
6. The department provide special programs for Education Week.	4	10	4	2.00
7. The head attend the state meetings.	17	1	0	1.05
8. The head attend the N.E.A. meetings.	13	4	1	1.33
9. The head attend the Department of Superintendence meetings.	13	5	0	1.27
10. The head attend the meetings of the American Association of Teachers Colleges.	13	5	0	1.27
11. The head attend meetings of College Teachers of Education.	12	4	2	1.44
12. The head attend meetings of a Standardizing Agency.	8	7	3	1.72
13. The head speak at county institutes.	8	9	1	1.61
14. The head speak at P.T.A. and Women's Clubs.	7	8	3	1.77
15. The head speak on educational subjects at civic clubs.	7	9	2	1.72
<b>b. It is important that the head serve:</b>				
1. on programs of state professional organizations.	10	6	1	1.46
2. On committees of state professional organizations.	10	8	1	1.52
3. As officer of state professional organizations.	5	9	4	1.94

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
4. On programs of national professional organizations.	6	10	2	1.77
5. On committees of national professional organizations.	6	10	2	1.77
6. As officer of national professional organizations.	3	9	6	2.16
7. Delegate to national professional meetings.	4	10	4	2.00
c. It is important that the head help his teachers secure places on professional programs.	6	3	6	2.00
d. The head under the auspices of the department should:				
1. Conduct psychological clinics at his school.	6	6	5	1.94
2. Conduct educational clinics at his school.	6	6	5	1.94
3. Conduct mental testing programs at his school.	10	3	4	1.64
4. Conduct mental testing programs for schools in the state.	3	9	5	2.11
5. Make school surveys for schools in the state.	4	10	3	1.94
6. Hold educational conferences at his school.	10	5	2	1.52

#### VI. Other Relationships.

	<u>Who should have Control Over</u>								
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
a. Selection of textbooks?		3	6	1	4	3	1		
b. Introducing new courses into the department?				5	5	3	1		
c. Removing courses from the department?	1			4	6	2	1		

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
d. Requirement of certain courses in the department of education?	1			3	6	1	2		
e. Changing credit of courses in the department of education?	1			2	4	2	2		1
f. Selection of courses offered by correspondence and extension?	2	1		2	5	2	1		1
g. Selection of library books used by the teachers?		2	7	1	4	4			
h. Selection of equipment used by teachers?		2	6	1	3	4			
i. Sectioning of classes in the department?	1	6	1	1	2	4			4
j. Making teaching schedules for teachers?		6		1		3	1		4
k. Percentage of student failures a teacher may give?		1	5	1	2	4			1
l. Who assigns rooms and offices to the department?	6	1		1		2	4		3

This table should be read: In answer to who selects textbooks, three jurors said the head, six the teacher, etc.

1. President.
2. Head of the department.
3. The teacher concerned.
4. A school committee.
5. A committee in the department.

6. Teacher and head of department.
7. President and head of department.
8. State (Dept. of Education, etc.)
9. Dean and head of department.

## APPENDIX E.

## List of Jurors.

- Bagley, William C., Professor of Education, Teachers College,  
Columbia University, New York City, N.Y.
- Bender, John F., Professor of Education, University of Oklahoma,  
Norman, Oklahoma.
- Brubacher, A. R., President of State College for Teachers, Albany, N.Y.
- Carpenter, W. W., Professor of Education, University of Missouri,  
Columbia, Missouri.
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- Engleman, J.O., President of Kent State College, Kent, Ohio.
- Evenden, Edward S., Professor of Education, Teachers College,  
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- Fraser, G. W., President of State Teachers College, Greeley, Colorado.
- Grise, F. C., Dean of State Teachers College, Bowling Green, Kentucky.
- Higbie, E. C., President of State Teachers College, Madison, South Dakota.
- Lewis, E. E., Professor of Education, State University of Ohio, Columbus,  
Ohio.
- Marquis, R. L., President of State Teachers College, Denton, Texas.
- Newlon, Jesse H., Director of Lincoln School of Teachers College,  
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- Parkinson, B. L. State Board of Education, Montgomery, Alabama.
- Sengren, Paul V., State Teachers College, Kalamazoo, Michigan.
- Schwegler, D. R. A., School of Education, University of Kansas,  
Lawrence, Kansas.
- Sears, J. B., Professor of Education, Stanford University, California.

**Smith, Harry P., Professor of Education, Syracuse University,  
Syracuse, New York.**

**Twente, John W., Professor of Education, University of Kansas,  
Lawrence, Kansas.**

**Weersing, F. J. Professor of Education, University of California,  
Los Angeles, California.**

**Wright, Robert H., President of State Teachers College, Greenville,  
North Carolina.**

**Yeager, William A., Department of Public Instruction, Harrisburg,  
Pennsylvania.**

**Note: One of the juror's ratings was received too late to be included in this study.**