

● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN

**TEACHER EDUCATION, PRE-SERVICE
AND IN-SERVICE**

A Report of the Teacher Education Conference Held at
Frankfort in Kentucky State Teachers College, Richmond,
September 9-13, 1940

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Published by Order of the
DEPARTMENT OF EDUCATION

JOHN W. BROOKER
Superintendent of Public Instruction

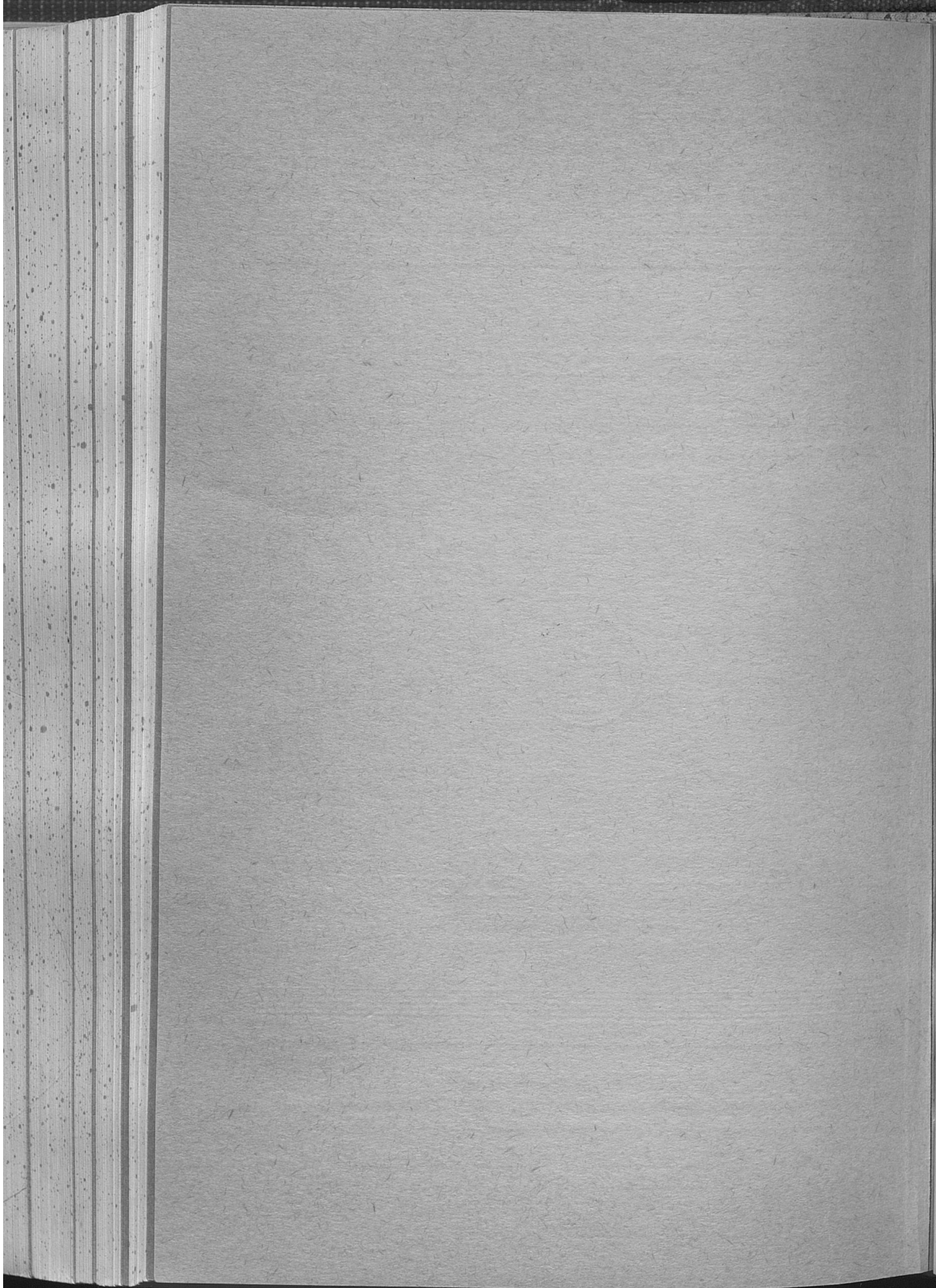
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FOREWORD

The Conference on Teacher Education held in Richmond, September 9-13, 1940, was truly a representative conference for the improvement of instruction. Every section of the state and every level of education were represented.

During this conference the members divided themselves into groups according to their special interests and worked for five days upon problems affecting learning in the schools. The central theme in every group pointed toward a state-wide effort for the improvement of instruction, at the elementary, secondary, and college levels.

The reports of the work done in the conference are published in this Bulletin. The material was assembled for publication by the Conference Committee on Reports. It is believed that the information contained in this report will help us all in thinking through our problems for the improvement of instruction.

J. W. BROOKER,
Superintendent Public Instruction

December, 1940.

INTRODUCTION

This Bulletin is divided into two parts. The first part is a statement outlining the program of the Superintendent of Public Instruction for the Improvement of Instruction, and the second part contains a report of the Conference on Teacher Education held at the Eastern Kentucky State Teachers College, September 9-13, 1940.

The State Program for the Improvement of Instruction.—Part one of this Bulletin contains a brief summary of plans which have been suggested in the state-wide program for the improvement of instruction which Superintendent Brooker inaugurated with the Teacher Education Conference held at the Eastern Kentucky State Teachers College in Richmond. This summary statement represents merely the beginnings. It records some of the steps which have been taken, suggests some of the problems now being studied in many of our school systems, offers suggestions of possible next steps in the program, and indicates possible procedures. This summary statement has been prepared in the light of developments up to date of publication.

The Conference Report.—The report of the work of the conference makes up Part two of this Bulletin. It was thought to be desirable to prepare the report in such a way that it would (1) give a clear picture of the thinking of the groups working on the various problems, and (2) show the processes through which the groups went in presenting their common beliefs. In order that these two purposes might be accomplished it was decided to take the materials coming out of the conference and publish them without modification. The reader will notice that the materials are presented in a variety of ways. This is accounted for by the fact that each group report was prepared by the secretary of that group and the compiler of this material left it without significant modification.

General Programs.—The coordinating committee prepared daily bulletins containing information essential to the groups. They contained notices and outlines of all general sessions. These Daily Bulletins are made a part of this report since they help, not only to give an over-view of the conference, but help in understanding procedures.

Minutes of Group Work.—In order that there might be a more intimate understanding of the way the groups went about their work, the minutes of every meeting of two of the groups have been included. These are Group III and Group VI. The minutes of each of these groups follow the committee report.

The Democratic Processes Used.—It was the belief of the coordinating committee that the democratic processes should be employed as far as possible. To that end the committee appointed temporary chairmen who were asked to lead in organizing the group for work, but the temporary chairman was made ineligible for permanent chairman. This left the selection of leadership to the group and placed no implied obligation on them to make the coordinating committee's choice their choice. It worked out satisfactorily.

The democratic processes were effective to a very high degree. It was admitted that if this spirit guides group behavior, there will be, at first, great disagreement; but that if cooperative thinking really dominates group action, there is certain to come out of it the best thought of the group. We believe that if the democratic processes are given full play they succeed, and that failure in group action should not condemn democracy. On the other hand, failure truly to get group action based on group thought, is *prima facie* evidence that democracy was not given its full chance.

Admittedly the conference was too short to permit the full play of the democratic processes, but there was enough time to give every person who attended the conference a chance to contribute. The spirit which prevailed near the close of the conference, and the genuine desire of every member to help make the conference a success, testify to the virtue of that way of working known as "come, let us reason together".

R. E. JAGGERS, *Chairman*
Committee on Conference Reports

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PART ONE

A brief statement of the State Program for the Improvement of Instruction as it relates itself to in-service education of teachers.

THE TEACHER EDUCATION CONFERENCE IN RICHMOND

The Teacher Education Conference held in Richmond, September 9-13, 1940, was the first major step in a state-wide attempt to improve learning programs in all the schools—elementary—secondary—college—and to make all the educational agencies of the state serve better the educational needs of all the people. The major theme of this conference was the improvement of instruction, (1) by a better program for educating leaders for the schools while they are in college, and (2) by continuing their education after they enter into their chosen field of work. It might be said that the theme was in-service education—in-service education of college teachers so they may work more effectively in the pre-service education of prospective teachers who are to go into the elementary and secondary schools, and in-service education of those who are now in the public schools to the end that they may be more effective in the learning activities of children.

The conference was so organized that emphasis could be given to improving the teacher education program in the college as well as to the program of improvement of instruction in the elementary and secondary schools. The second part of this bulletin describes the work of the Richmond conference. Let us see, first, its implication for the total state program.

A STATE PROGRAM FOR THE IMPROVEMENT OF INSTRUCTION

The schools of the Commonwealth are set up in order that they may serve the educational needs of the children. The first step taken by the State must be to set up physical conditions so that education may be both economical and effective. The 1934 school code served to remove certain obstacles to an effective program. Since the adoption of this code changes have taken place in administrative procedures which have tended to accelerate movement in the direction of an improved school service:

Improved financial control has brought more effectiveness in expenditures of public funds; more intelligent school building service has given us better school plants; the administration of attendance laws has brought more children to school; the free textbook administration has placed in the hands of most of the children more

learning materials; a unified teacher education program has placed more good teachers in more classrooms; and the study of local school units conducted under the leadership of the State Department of Education in 1937 recommended the elimination of small schools where possible, and planned a long time program for the enlargement of schools.

The Next Logical Step. While schools have continued to improve under the influence of these activities, the next logical step is to shift the emphasis to the learning program of the school, and to making the facilities we have provided contribute more effectively to meeting the learning needs of the children.

Superintendent Brooker declared at the beginning of his administration that he would use his leadership and that of members of his staff in a program which would emphasize the improvement of instruction. In practically every public address made since entering upon his duties as the State's chief school officer, he has emphasized the importance of improving instruction to the end that the schools may better serve the needs of the children. He has asked the cooperation of all school people in this important undertaking.

Staff Planning Conferences. The Superintendent of Public Instruction has held numerous staff conferences during which problems connected with a state-wide program have been discussed and tentative plans have been formulated. Between these conferences the divisions of the Department have been studying intensively and collecting information relating to the problems of instruction. Each staff member is trying to find how his division can contribute to the program when concentrated attacks begin.

Cooperation of Colleges. The colleges, public and private, are sensitive to the problems connected with the State's program for the improvement of instruction. One college released a member of its staff for five weeks to study problems of how the college might contribute to a program for the improvement of instruction in its service area. Another college is planning a conference of persons within its service area, which conference will deal with the program for the improvement of instruction. Other colleges have plans under way for getting actively into the program. The Council on Public Higher Education has pledged its support, and the State Congress of Parents and Teachers are ready to cooperate.

Public School Systems Are Going Concerns. Many superintendents now have under way programs which are producing results. Most school systems are earnestly trying to get the full worth of every dollar spent. Definitely organized programs are under way

at this time in many schools, each emphasizing some problem related to improving the school's service. Among the problems now being attacked under the leadership of the superintendents are:

1. How may the thinking of teachers be changed from subject centered to child centered?
2. How may teacher leadership employ the children in planning to meet their own problems?
3. How may a school organize its activities so that the children may be prepared to live and work in their home communities?
4. How may teachers in small rural schools bring to the children enriched experiences?
5. How may a critic teacher in a teacher training institution help a county school system improve its program of learning?
6. How may a county school system employ effective guidance activities for all the children?
7. How can teachers in a school system help one another to improve their informational and cultural status?
8. How may principal-teacher planning be made effective?
9. How may a superintendent get the principals in his system to take the initiative in planning for the improvement of instruction in the schools?
10. How may lay groups be made aware of learning problems in the school?
11. How may a principal or a teacher use community resources in improving the learning programs in the school?
12. How may young people be led to a deeper appreciation of Americanism?

Tentative Program. The State's program for the improvement of instruction was outlined by Superintendent Brooker in an address during the Teacher Education Conference in Richmond. The highlights of this program are:

1. The Conference in Richmond, September 9-13, should give opportunity for a comprehensive overview of all the aspects of the problems as they were related to the teacher-in-training and to teachers-in-service.
2. Later there will be a Committee, appointed, state-wide in representation, which will help in planning the program.
3. The general direction of the program will be under the leadership of the Superintendent of Public Instruction and

his professional staff, with the advice of the Committee and the cooperation of a staff of consultants made up of representatives from the colleges engaged in the education of teachers, and public school people.

4. During the month of November, 1940, a conference was held at the regular meeting place of each of the District Education Associations for the purpose of (a) discussing the problems connected with programs for the improvement of instruction, (b) assessing the resources of each administration unit, and (c) formulating tentative programs of action in those administration units which decide to cooperate in the State's program. These conferences were attended by superintendents and principals from the administrative units in each region, by representatives of the State Department of Education and by representatives of the teacher education institutions within whose service area the meetings were held.
5. Those administrative units which decide to undertake some program for the improvement of instruction will build their programs around the needs in their own districts, in cooperation with their professional staffs and lay groups, and they will have available the services of the professional staff of the Department of Education and the teacher education institutions.

The 1940-41 Program. By the close of the school year 1940-41 it is expected that those administrative units which will take part in the program in some fashion will have secured the cooperation of their professional staffs, (1) in locating some of the problems upon which they will work, (2) in listing the aids and resources which are available and which may be made available, and (3) in planning a tentative program of action designed to solve some of the problems. The total program in each school unit should be under way so that during the summer sessions teachers may point their work so it will contribute to continuing the program in 1941-42.

The 1941-42 Program. In the late summer or early fall of 1941 a second state-wide conference on teacher education will be held at one of the State Colleges for the education of teachers. At that time we can look over what we have done during 1940-41 with a view to reforming our lines for the 1941-42 program. To these conferences will be invited persons who have participated in the 1940-41 program.

Summer, 1941. It is hoped that many school systems will have advanced far enough during this year that they may be able to bring their faculties to a work shop in one of the colleges, where the groups

may work on the specific problems in their respective schools and learning programs. Here each group will be able to work together in defining their problems, in finding materials, and in planning for action.

Laymen in the Program. As early as possible the laymen in each community should be brought in and made to share with the teachers the responsibility in locating problems, in finding resources, and in planning action. Each school leader in each program who understands his community will know whom to invite into the program, when he should come in, and what he can contribute. Before the program is far advanced in any district, every person in the community should be given a chance to help. This will sell the program as it unfolds, and will pave the way for wider support of education, spiritually and financially, and bring the equalization of educational opportunities faster.

National Defense. We are in a crises. Our national life is at stake and we must be prepared and stay prepared to defend it. National defense must be total—every person must be made to contribute. National defense is not measured alone by ships and planes and guns and bombs. These can be taken care of by the government. **We** must deal in the problem of making **men** able to use our physical instruments of defense; but more important is the task of emphasizing the spiritual values which we must defend. Democracy is a way of life. We must teach its tenets by example. We must work together, reason together. Teacher-teacher relationships, teacher-pupil relationships, administrator-teacher relationships must be cooperative.

Purposes of a Program for the Improvement of Instruction. The program for the improvement of instruction will be successful in as far as the following purposes are accomplished: (1) The teachers themselves should grow in knowledge and understanding which will lead to greater enjoyment in the work of teaching, and (2) through improved teacher-leadership the learning programs of the school must meet more effectively the needs of the young people served by the schools. Important in the accomplishment of these purposes is the employment of such activities as

- (1) A study of the learning needs of every child.
- (2) An evaluation of the present school program to determine to what extent the learning needs of all the children are not being met.
- (3) The employment of all school people and interested lay-

men in a cooperative study which will lead to a clearer understanding of school needs, and

- (4) Making such adjustments in the present program as will lead to more effective service for the children.

State Department of Education Staff on Call. The members of the professional staff of the State Department of Education will be subject to the call of superintendents who desire their help in inaugurating a new program or working on a program already under way. The different phases of educational activities are emphasized through the divisions of the Department of Education. Every member of the staff can assist the superintendent and his teachers in such general activities as:

- (1) Studying community needs.
- (2) Studying pupil needs.
- (3) Studying in-service education needs of teachers.
- (4) Locating community resources which will contribute to the education program.
- (5) Formulating plans of action.
- (6) Securing community cooperation.
- (7) Securing specialized services.
- (8) Preparing bulletins on problems.
- (9) Conferring with community groups.
- (10) Working with teacher committees.
- (11) Directing study groups.
- (12) Taking educational inventories.
- (13) Evaluating programs.
- (14) Promoting workshop activities.

The Educational Bulletin which is published monthly by the Department of Education will devote frequent issues to problems connected with the program for the improvement of instruction. This publication will be supplemented by mimeographed materials which are thought to be useful.

Cooperating Colleges. All the state colleges and many of the private colleges will have staff members subject to call within their service areas. Every college has staff members who are able and anxious to give their services to those superintendents who have problems to be worked upon. These colleges have such services as the following:

1. Staff members who will be made available for conferences with parents and with teachers in clarifying problems vital to instruction, and in planning attacks upon those problems.

2. Staff members who can render specialized services such as,
 - (a) Library development.
 - (b) Community art programs.
 - (c) Community music programs.
 - (d) Guidance in occupations.
 - (e) Laboratory work.
3. Staff members who will teach groups in extension classes.
4. Colleges have laboratories of teaching material and supplies.
5. Colleges have training schools which may be observed.

The above, in short, represents the general view of the Superintendent of Public Instruction concerning the program.

Starting the Program for the Improvement of Instruction

The following suggestions concerned with beginning a program are based upon observations over the past few years. Much has been done during recent years in changing the ways of attacking the problem of school improvement, and some of them are suggested here for what they may be worth.

How may a school system organize the staff and plan a program of action?

This was done in one school system according to the following plan:

1. The superintendent asked his entire professional staff—teachers, principals, and supervisors—to meet with him and help him evaluate the school program. At the meeting the entire staff entered into discussion of such problems as
 - a. What does this staff think the school should contribute to the people in this community?
 - b. What are we now doing to make the school contribute to the people of the community?
 - c. What is the difference between what we think the school should contribute to the people in the community and what the school **actually** does contribute?
2. The above discussion led to a decision by the staff to **try to make the performance of the school measure up to what the teachers thought the school should do.**
 - a. A planning committee was appointed to work out methods of attack. This committee represented all school levels and geographical areas of the school system. The superintendent was not a member of the planning committee.

- b. The group decided to meet soon to receive the recommendation of the planning committee.

3. When the planning committee made its report it dealt with the following phases of the problem :

- a. A sub-committee should be appointed to set out carefully the functions of the teachers and to determine the teachers' obligations to children and to the community.
- b. The functions of every member of the professional staff should be studied so that working relations may be understood.
- c. A committee should be appointed to list those social needs in the community which should be understood by the teachers and to recommend the order in which an attempt to meet these needs should be made.
- d. A committee should be appointed to study special needs of children in their growth and development.
- e. A committee should be appointed to list the resources in the school system and suggest how these resources may contribute to the needs of the children and community.
- f. A committee should be appointed to locate outside resources which may be made available to the program for the improvement of instruction :

- (1) What may be contributed by the college in whose service area the school system is located in the form of publications, extension teaching, correspondence courses, specialized services?
- (2) What can the State Department of Education contribute in the way of bulletins, materials, consultant service, community service?
- (3) What can the State and Regional Education Associations contribute?
- (4) What can Federal and State Governmental Agencies contribute?

4. During the second meeting of the entire staff plans were made to bring laymen into the program.

- a. Interested laymen were placed on the planning committee and other working committees.
- b. Board members were a part of the program and their interest was reflected in their behavior in board meetings when budget items calling for supplies were considered.

- c. The parent-teacher association was brought in and given the tasks of
 - (1) Helping to make resources available.
 - (2) Promoting community-at-large relationships.
 - (3) Helping in study of child growth and development.
5. Participation of all members of the system was placed on a voluntary basis, but participation was practically one hundred per cent.
- a. The staff of each school organized as a unit according to the plan used by the entire school system.
 - b. The attendance area of each school became a kind of laboratory for
 - (1) promoting better understanding of community problems.
 - (2) understanding of child growth and development.
 - (3) a higher appreciation of the schools by the parents.
6. Committees brought back reports to the groups and made the materials available to each school group.

At all times the superintendent kept the work on a completely cooperative basis. The voice of every teacher was heard and the experience of every person was evaluated and used. The program belonged to the group—not to the superintendent, nor to the board—and all moved together.

How May the Special Knowledges and Skills of Staff Members Be Used?

1. In one county system the superintendent made a list of the areas of experience of each teacher on his staff:
 - a. Knowledges and experiences gained in college.
 - b. Knowledges and experiences gained out of college.
2. These teachers were grouped according to their areas of specialized experiences into such groups as
 - a. Skills in the Arts and Crafts.
 - b. Knowledges in Social Services.
 - c. Knowledges in Sciences.
 - d. Knowledges and skills in fine arts.
3. If those teachers, for example, who had no knowledge or skill in a particular craft or art, such as drawing, weaving, etc., felt a need for some particular skill, they would ask some

member of the teaching staff, who had the skill, to become their teacher. This practice applied, also, to those who needed special knowledge or skill in science, or social science. The teachers used the experiences of one another to increase their own efficiency as teachers. There was no hesitancy in calling in a layman, who had some specialized knowledge, when a teacher needed that knowledge and it was not available among the members of the teaching staff.

How May the Staff of a School System Work Cooperatively with the Community in Using Community Resources for School Improvement?

This question was answered by the faculty in a city school system as follows:

1. The faculty of the school asked every lay organization in the city to send a representative to join them in a meeting to be held in the school.
2. The purpose of this meeting was to work out ways and means of using the community resources in the education program.
3. After a series of joint meetings it was decided to prepare a handbook on community resources which had educational value.
4. A layman was elected chairman of the large group and a teacher was elected secretary.
5. A planning committee was appointed to work out a program of action to be presented to the large group for approval. The teachers and laymen in this committee were approximately equal in number.
6. The report of the planning committee was presented to the group for approval. The report as adopted was comprehensive in scope and involved all of the members in the execution of the plan.
7. Teachers and laymen were divided by the planning committee into sub-committees for work around what they called areas of living. Each sub-committee was asked to explore its area and find the resources which fill in that area. The areas of living around which sub-committees were formed were:
 - a. Home Membership.
 - b. Health.
 - c. Recreation.
 - d. Government.

- e. Public Welfare.
- f. Consumer Education.
- g. Industry.
- h. Occupational Opportunities.
- i. Business.
- j. Safety.
- k. Education.
- l. Inter-cultural Relations.
- m. Religion.
- n. Practical and Fine Arts.

8. After listing the resources in these areas of living the group tried to find out what channels they could use in making this information available to the children in the schools. They decided that there were available six channels through which the resources in the fourteen areas of living might be reached; they are as follows:

- a. Excursions.
- b. Demonstrations.
- c. Guest Speakers.
- d. Visual Aids.
- e. Pupil Participation in Community Activities.
- f. Radio.

9. Questionnaires were filled in by agencies and business enterprises with information concerning the things each had which would contribute to the program of the school.

- a. This information was assembled in a handbook.
- b. The handbook was placed in each school.

10. When a teacher wanted to use any agency in the community, he used this handbook in locating the kind of education contribution the business could contribute, when it was available, and who was in charge.

Thus the entire community worked with the school people in tying the work of the school up with the community.

(This enterprise was under the leadership of Miss Alice Myers, teacher of Social Science in the Des Moines public schools.)

Public Schools for Supervised Teaching. It has been assumed that teacher-education institutions have a major responsibility in the improvement of instructional activities in the public elementary and secondary schools. The faculties of these colleges have been available for conferences, lectures, commencement speaking, demonstrations, and for a variety of other specialized services. In most

instances these services have been without cost to the school system in which the work was done. Colleges do this type of work within their service areas in order that they may understand more intimately the problems to be faced by teachers, and in order that these understandings may contribute to the preparation of teachers for these schools.

There is another responsibility to which attention has not often been called, namely, the responsibility of public school systems to the teacher-education institutions within whose service area they are located. This responsibility can be discharged in a major way by school systems if they will seek to make their schools available to the teacher-education institution as laboratories in which supervised student teaching may be done. This service should be made available without cost to the college except to the extent of the added expense due to need for additional teaching supplies and additional cost for teachers above the regular salary schedule.

The public school system which gives its services in this way will be beneficiary in the long run. (1) Every school which accepts student teachers will be a good place for children to go, because no student teacher will be assigned to a school in which the needs of the children are not served. (2) The influence of the schools in which supervised teaching is done will affect the other schools within the system. (3) The schools used for supervised teaching may become laboratory schools for all the teachers in the system, where experimentation, observation, and demonstration may serve to improve learning conditions in the system. (4) Superintendents and principals will be able to observe those prospective teachers who are teaching under supervision and will use this information in recruiting teachers. (5) The program will raise the standard of the learning program in the system.

Cooperation of school systems and colleges will develop better teachers and will shorten the period of adjustment for the beginning teacher. Those teacher-education institutions which are forced to use only campus training schools for supervised teaching must depend upon conditions which are not always typical: (1) the pupils, to a great degree, may not be a true cross-section of the community, since a tuition fee is sometimes charged, (2) the school plant lacks very little in the way of equipment and supplies. (3) The teachers are persons who have a higher level of training than the typically better public school teachers. (4) The teachers are not paid by the taxpayers in the community; hence, they do not have to face community prejudices to the extent that a public school teacher does. (5) The training school is to a great degree looked upon as a private

school. (6) There is difficulty faced in bringing the student teacher face to face with real community problems.

The foregoing statements are not a condemnation of the campus training school. Such a school is absolutely necessary to a good teacher education program. They should be the best types of schools which can be provided, since the prospective teachers must know by observation, demonstration, and participation, the highest type of teaching. Such schools afford to prospective teachers opportunity to see good teaching, good teacher-pupil relations, good equipment, and variety of learning supplies in use. Every teacher-education institution should have an excellent campus laboratory school, but this school should be supplemented by public schools.

The problem can be worked out so that not only will the colleges cooperate with the local school systems in their programs of in-service education leading to the improvement of instruction, but the local school systems will have a part in the pre-service education of teachers. It is suggested that this be done as a part of the state-wide program for the improvement of instruction sponsored by the State Superintendent of Public Instruction. The following steps, if taken, seem to offer promise :

1. Counties adjacent to the teacher-education institution including the county in which the institution is located, and independent school systems within these counties may be considered as the area in which supervised teaching may be done.
2. The campus training school may be in fact a laboratory school confined to such purposes as observation, participation, demonstration, and experimentation, and may be available for these purposes, or some of them, for the entire service area of the college.
3. The director of supervised teaching at the college may work with the superintendent in each administrative unit in planning the teacher education program, both pre-service and in-service.
 - a. The pre-service program should include those persons sent into the school system to do supervised teaching.
 - b. The in-service program should include the employed teachers and principals in the system.
4. A careful study should be made of all the teachers in the system with a view to finding those persons now employed who are fitted by education and by personality to become critic teachers.

5. The college and the local board of education may jointly provide suitable teaching materials for those schools in which supervised teaching may be done.
6. The college should assign a supervisor of student teaching to the school system; this person to work with local supervising teachers, and with the superintendent in his district-wide program for inservice education and improvement of instruction. The supervisor of student teaching assigned to the administrative unit may become the district supervisor or director of Instruction. The college and the local board may share equitably in the payment of the salary of the supervisor of student teaching.
7. Prospective teachers may be sent to the local administrative unit to do supervised teaching for a period of not less than nine weeks.
 - a. They may live in the community.
 - b. They may be given "complete" teacher experiences.
 - c. They may be considered as a part of the teaching staff during this period.
 - d. They should be under the guidance of the critic teacher.
8. The general supervisor of student teaching assigned to the administrative unit under the general direction of the superintendent should bring all teachers into a cooperative plan for the improvement of instruction.
9. As rapidly as teachers now in the system meet the standards for critic teachers they should be added to the list and should be commissioned.
10. The salary schedule may take into consideration standards for critic teachers, and the college and board of education may cooperate in providing this increment.

If a plan similar to that outlined here is followed it will pave the way to cooperation between the different levels of education to the benefit of all of them.

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PART TWO

A report of the Conference on Teacher Education held at the Eastern Kentucky State Teachers College, Richmond, Kentucky, September 9-13, 1940, under the auspices of the State Department of Education, the Presidents of the State Institutions of Higher Learning, and the Commission on Teacher Education.

WHAT IS THE PURPOSE OF THIS CONFERENCE REPORT?

The purpose of the report of the Conference on Teacher Education is to make available to the school people of the state a comprehensive understanding of (1) the purpose of the conference, (2) the sponsors, (3) how the conference was brought about, (4) the function of the commission on teacher education, (5) how the conference was organized into (a) general sessions, and (b) study groups, and (6) the findings of the conference.

In order that these purposes may be accomplished a general statement is made about items (1) to (5), and full reports of general sessions and study groups are included.

WHAT WAS THE PURPOSE OF THE CONFERENCE?

The purpose of this conference was to consider the problems connected with teacher education, pre-service and in-service, and to discover as far as possible the ways by which the agencies of the State may work cooperatively in their solution.

Suggested Problems. Among the problems which appeared to be of concern to those persons from the different colleges prior to the conference are those listed below. This list of problems was placed in the hands of the members at the first general meeting with emphasis placed upon the fact that they were only suggestive:

PROBLEM	SOME ASPECTS OF PROBLEM
1. How may the most capable high school graduates be attracted to the teaching profession?	1. What are the characteristics of a good teacher? 2. How may local school systems and colleges cooperate in such a program? 3. What are occupational opportunities other than teaching available to young people?
2. What may be considered adequate personnel services which a college should provide for persons-in-training for teaching?	1. Health service 2. Guidance-in-college 3. Housing 4. Placement of graduates 5. Campus activities 6. Community relationships
3. What are the relationships that should exist between a teacher-	1. Conferences, institutes as service agencies

PROBLEM—Continued.

education program and the service area in which the college is located?

4. What are the relationships between the laboratory schools and college teaching?
5. What are the functions of the training school in a teacher-education program?
6. What are the aims of teacher education in Kentucky?
7. What kind of in-service programs of teacher education will prove most effective in the improvement of learning in the schools?
8. What are the relationships which should exist between the school and the community?

SOME ASPECTS OF PROBLEM.—Continued.

2. Sponsorship of local school projects
 3. Help in school and community planning
 4. Providing consultant services
 5. Extension and correspondence
 6. Bulletins, materials, articles
-
1. General education
 2. Areas of concentration
 3. Professional courses
 4. Integration
-
1. Observation
 2. Demonstration teaching
 3. Student participation
 4. Student teaching
 5. School organization
 6. Playground supervision
 7. Community activities
 8. Campus schools
 9. Affiliated schools
 10. Elementary schools
 11. Secondary schools
-
1. Elementary level
 2. Secondary level
 3. College level
 4. Vocational aspects
-
1. Elementary schools
 2. Secondary schools
 3. Colleges
 4. Special education
 5. Supervision
 6. Library service
 7. Demonstration centers
 8. Extension teaching
 9. Conferences and meetings
 10. Community planning
-
1. Local Community
 2. Parent-teacher relations
 3. School-community planning
 4. Teacher leadership
 5. County as a community unit
 6. Transportation problems
 7. Pupil accounting

PROBLEM—Continued.

9. What are the desirable next steps in certification?

10. By what measures may teacher education be evaluated?

SOME ASPECTS OF PROBLEM.—Continued.

1. Elementary certificates
 2. Secondary certificates
 3. Junior high school certificates
 4. Administration certificates
 5. Special certificates
 6. Critic teaching commissions
 7. Junior college certificates
 8. Certificates for college teachers
-
1. Preparation for teaching
 2. General scholarship
 3. Academic achievement
 4. Social understandings
 5. Understanding the democratic process
 6. Special skills
 7. Physical, emotional, mental fitness
 8. Leadership qualities

WHO SPONSORED THE CONFERENCE?

The conference was sponsored by the State Department of Education, the President of State Institutions of Higher Learning for white persons, and the Commission on Teacher Education of the American Council on Education:

State Department of Education, Frankfort.

J. W. Brooker, Superintendent of Public Instruction

R. E. Jagers, Director of Teacher Training and Certification

Eastern Kentucky State Teachers College, Richmond

H. L. Donovan, President

W. C. Jones, Dean

Morehead State Teachers College, Morehead

William H. Vaughan, President

W. C. Lappin, Dean

Murray State Teachers College, Murray

James H. Richmond, President

William G. Nash, Dean

University of Kentucky, Lexington

Thomas P. Cooper, Acting President

William S. Taylor, Dean, College of Education

Western Kentucky State Teachers College, Bowling Green
Paul L. Garrett, President
F. C. Grise, Dean

Commission on Teacher Education, Washington
Karl W. Bigelow, Director
Earl W. Armstrong, Field Coordinator
L. L. Jarvis, Specialist on Personnel
Maurice E. Trayer, Associate in
Evaluation
Lloyd A. Cook, Professor of Sociology
and Education, Ohio State
University, Consultant

HOW WAS THE CONFERENCE BROUGHT ABOUT?

The Conference on Teacher Education held September 9-13, 1940, at the Eastern Kentucky State Teachers College, was one of the mile-posts in a continuous program for the unification of teacher education in Kentucky. The specific steps taken in making the conference possible are briefly as follows:

First, at a meeting of the teacher training group at the Central Kentucky Education Association in October, 1939, the teacher education study of the Commission on Teacher Education was discussed under the leadership of the Eastern Kentucky State Teachers College staff. During that discussion a desire was expressed by the visiting college representatives that provision be made whereby conferences could be held on teacher education for the purpose of acquainting them with the program.

Second, early in 1940 the director of Teacher Education and Certification and the Superintendent of Public Instruction discussed the possibility of a teacher education conference to be held in Richmond sometime during 1940.

Third, with the approval of the Superintendent of Public Instruction and the Eastern Kentucky State Teachers College, the State Director of Teacher Education and Certification consulted the Director of the Commission on Teacher Education in his office in Washington. The Commission on Teacher Education, through the Director, Dr. Karl W. Bigelow, agreed to make an appropriation which would help in financing a State Conference on Teacher Education in Richmond. The Eastern Kentucky State Teachers College offered without charge the use of the college dormitories to those who attended the conference.

Fourth, the Superintendent of Public Instruction called into conference the Presidents of the four teachers colleges and the University of Kentucky and placed before them the question. He stated that with the appropriation made by the Commission on Teacher Education and the making available, without charge, of the facilities of the Eastern Kentucky State Teachers College a week's conference on teacher education could be held without cost to the participants. He proposed that this would be the first of a series of annual state-wide conferences on teacher education to be held during the next three or four years. The Presidents of the colleges pledged full cooperation and authorized the deans of the colleges and the Director of Teacher Education and Certification to work out the program. The date was fixed for September 9-13, 1940.

Fifth, the program committee with Dean W. C. Jones as chairman held two meetings in the spring and early summer of 1940 and listed tentative problems around which the program of the conference might be organized. This list of problems was sent to the colleges for criticism and modification. With advice from prospective participants the committee revised the list of problems so they became the tentative list at the beginning of the conference.

Sixth, invitations were sent to ten persons from each of the Four Teachers Colleges, the University of Kentucky, and the State Department of Education. Invitations were sent to twenty-five persons in private colleges, and to twenty-five county and city school administrators.

Seventh, invitations were sent to the Commission on Teacher Education in Washington asking that a staff of consultants be provided for the Conference.

WHAT IS THE COMMISSION ON TEACHER EDUCATION AND WHAT IS IT ATTEMPTING TO DO?

The Commission on Teacher Education was established by the American Council on Education early in 1938, to serve for five years from that time. The members of the Commission are:

Payson Smith, Chairman	Lewis Mumford
Harry M. Gage	Alexander Stoddard
Fred J. Kelly	George F. Zook, Ex officio
W. Carson Ryan, Junior	Harold Benjamin
Ralph W. Tyler	Harold E. Jones
E. S. Evenden, Vice Chairman	Shelton Phelps
Charles W. Hunt	Frank W. Thomas

The Commission's work is under the direction of Karl W. Bigelow,
744 Jackson Place, Washington, D. C.

The functions of the Commission on Teacher Education may be understood by an examination of the nine premises, a summary of which follows:

The Commission as far as is possible will

1. "Work directly with and through already existing groups and agencies that are professionally concerned with the education of teachers.
2. Endeavor to facilitate the efforts of various groups and agencies to put into use and test in practice the best available knowledge regarding the problems in the field.
3. Concern itself with all the experiences which have educational significance for the teacher at any particular time.
4. Concern itself with the education of teachers from the time they determine to enter the profession to the time they withdraw from it.
5. Stimulate, in every feasible way, cooperation in the attack upon problems of teacher education.
6. Should not seek to impose any plan or pattern on individual groups with which it may be associated.
7. Encourage each group associated with it to continue or enter upon experimental activities related to that group's own recognized needs, and to broaden emphasis as new needs become evident and as circumstances permit.
8. Be particularly concerned with facilitating attacks on problems and issues in the field of teacher education that have the widest and deepest significance.
9. Encourage continuous evolution of programs of teacher education wherever occurring."

It can be seen from the above statement that the Commission on Teacher Education is lending its efforts to the task of helping us to find the best ways of educating teachers, from the time a person decides to become a teacher until he ceases to be a teacher. This help is given to institutions in all parts of the United States and has to do with pre-service and in-service education.

HOW WAS THE CONFERENCE ORGANIZED?

Coordinating Committee. The Coordinating Committee was in charge of the program of the conference and was made up of the following persons:

Dean W. C. Jones, Eastern Kentucky State Teachers College,
Chairman.

Dean William S. Taylor, College of Education, University of Kentucky.

Dean F. C. Grise, Western Kentucky State Teachers College.

Dean William G. Nash, Murray State Teachers College.

Acting Dean Chiles Van Antwerp, Morehead State Teachers College.

Superintendent William O. Gilreath, McCreary County Schools.

Dean J. J. Oppenheimer, College of Liberal Arts, University of Louisville.

R. E. Jagers, State Director Teacher Training and Certification.

The coordinating committee met in the afternoon on Sunday prior to the opening of the Conference and planned tentative organization and procedures. The first step was to group problems tentatively under ten heads and select a temporary chairman. Each temporary chairman was asked to meet with his group and to preside during its organization. No temporary chairman was eligible to be selected as permanent officer of any groups. Permanent officers were, therefore, selected by each group. The temporary chairman was made a consultant for his group and became the person who kept the group in contact with what was going on in other groups.

After first meetings of the groups, two groups combined and continued to work as one group. Thus after the first day the conference was made up of nine groups. The temporary chairmen later became the Committee which served in the evaluation of the work of the conference.

Committee on Conference Reports. The Committee on Conference Reports was made up of the permanent chairman of the working group as follows:

- Group I G. T. Hicks, Murray.
 - Group II L. W. Croft, Lexington.
 - Group III Gordon Wilson, Bowling Green.
 - Group IV C. M. Graham, Murray.
 - Group V W. J. Caplinger, Murray.
 - Group VI Bert R. Smith, Bowling Green.
 - Group VII W. R. Tabb, Lexington.
 - Group VIII J. L. Creech, Williamsburg.
 - Group IX Franklin V. Thomas, Barbourville.
- Richard E. Jagers, Frankfort, Chairman.

Conference Evaluation Committee. The Committee to evaluate the work of the Conference was made up of those who had acted as temporary chairmen at the opening session of the working groups as follows :

- Group I Mark Godman, Frankfort.
- Group II L. F. Jones, Bowling Green.
- Group III D. T. Ferrill, Richmond.
- Group IV J. D. Williams, Lexington, Chairman.
- Group V J. D. Falls, Morehead.
- Group VI Gordie Young, Frankfort.
- Group VII C. S. Lowry, Murray.
- Group VIII Mary Lois Williamson, Frankfort.
- Group IX C. C. Ross, Lexington.

Resolution Committee. The Resolution Committee was made up of the following persons :

- C. H. Purdom, Lancaster, Chairman.
- Mrs. Mayme West Scott, Irvine.
- P. H. Neblett, Frankfort
- P. A. Davies, Louisville.

GENERAL PROGRAMS

An actual picture of the conference can be seen by an examination of the materials in the Conference Bulletins which were made available at least once each day and at other times when necessary. These Bulletins which show what actually took place from day to day are included in the pages immediately following:

1. **First Conference Bulletin on General Information.**
(Available to members on arrival)

GENERAL INFORMATION

Conference Dates—September 9-13, inclusive.

Registration:

The registration desk, located in the main lobby of the Student Union Building, will be open throughout the conference from 7:30 a.m. to 12:15 p.m. and from 1:15 p.m. to 4:30 p.m. All persons, whether or not they are official delegates, should register.

Place of Meetings:

All general sessions of the conference will be held in the Student Union Building. The meeting places of special groups will be announced in another bulletin.

Schedule of Meetings:

9:00 a.m.—10:00 a.m.	General Session.
10:15 a.m.—12:00—noon	Group Meetings.
1:30 p.m.— 3:00 p.m.	Group Meetings.
6:30 p.m.	General Session.

Meals:

Meals will be served in the main dining room, Student Union Building, according to the following schedule:

Breakfast	7:30 a.m. to 8:30 a.m.
Luncheon	12:15 p.m. to 1:15 p.m.
Dinner	6:30 p.m.

It will be necessary to present tickets at all meals.

Please do not tip college employees.

Bookstore:

The college bookstore, located on the first floor of the Student Union Building, will be open from 9:30 a.m. to 9:00 p.m. Refreshments may be secured here.

Mail:

Delegates and others attending the conference are requested to call at the registration desk for their mail. Incoming mail arrives at 8:30 a.m. and 1:30 p.m. Outgoing mail may be left at the registration desk or may be dropped in the college post office, located in the bookstore.

Stamps:

Stamps may be purchased at the college post office during the period from 9:30 a.m. to 9:00 p.m.

Recreation Period:

The period from 3:00 to 6:00 will be used for recreation purposes.

Recreational Facilities:

On the campus:

- Tennis courts.
- Swimming pool.
- Handball courts.
- Volleyball courts.
- Poolroom.
- Ping-pong tables.

Off the campus:

- Golf at the Richmond Golf Club (fee \$2.00 for the conference period).
- Swimming at Boonesboro beach.
- Fishing at Lake Reba and in the Kentucky River.

Library:

The College library will be open from 3:00 p.m. to 5:30 daily. Official delegates and others attending the conference are invited to use the library facilities of the institution.

Newspapers:

Subscriptions to the Louisville Courier-Journal and the Lexington Herald may be left at the registration desk in the Student Union Building. Subscribers may call at the registration desk for their papers at 7:45 a.m. daily. Copies of these papers will also be on sale at the registration desk.

2. Bulletin on Program for Monday, September 9.

FIRST GENERAL SESSION 9:00 A.M., LITTLE THEATRE, STUDENT UNION BUILDING

PresidingHon. John W. Booker,
State Superintendent of Public Instruction

Address: **The Teacher Education Conference**
Dr. H. L. Donovan, President, Eastern Kentucky State Teachers College.

Address: **The Teacher Education Program in Kentucky**.....
Dr. R. E. Jagers, Director of Teacher Training, State Dept. of Education.

Announcements.....Dr. W. C. Jones, Dean,
Eastern Kentucky State Teachers College.

GROUP MEETINGS

All groups will meet at 10:15 a.m. and at 1:30 p.m. The meeting places are as follows:

- | | | | |
|-------|------|--|--|
| Group | I | Pre-service Selection | Room 200, Student Union Building |
| Group | II | Student Personnel Services | Room 201, Student Union Building |
| Group | III | Relationship between Teacher Education Program and Service Area of College | Room 102, Student Union Building |
| Group | IV | Functions of the Training School and Relationships between Laboratory School and College Teaching
(Formerly listed as Group IV and V) | Women's Lounge, Student Union Building |
| Group | V | Aims of Teacher Education
(Formerly listed as Group VI) | Conference Room, Main Floor of Library Building |
| Group | VI | Inservice Education of Teachers
(Formerly listed as Group VII) | Room 202, Student Union Building |
| Group | VII | Relationships between School and Community
(Formerly listed as Group VIII) | Blue Room (northeast section) Student Union Building |
| Group | VIII | Next steps in Certification
(Formerly listed as Group IX) | Faculty Room, Library Building |
| Group | IX | Evaluation
(Formerly listed as Group X) | Blue Room (southeast section) Student Union Building |

EVENING PROGRAM

GENERAL SESSION, 6:30 P.M., MAIN DINING ROOM, STUDENT UNION BUILDING

Presiding.....Dr. James H. Richmond, President,
Murray State Teachers College

Address: **Issues and Procedure of Teacher Education**.....

Dr. Earl W. Armstrong, Coordinator, Commission on
Teacher Education

Announcements

All planning committees of special groups are requested to meet in
Room 202, Student Union Building at 11:30 a.m.

Members of the Reporting Committee are requested to meet in
Room 201, Student Union Building at 12:15 p.m.

3. Program and Announcements for Tuesday, September 10.

GENERAL SESSION

9:00 a.m., Little Theatre, Student Union Building

Presiding.....President J. L. Creech, Cumberland College

Address: **Evaluation of Teacher Education**.....Dr. M. E. Troyer

Staff Member on the Commission on Teacher
Education

GROUP MEETINGS

All groups will meet at 10:15 a.m. and at 1:30 p.m. The meeting
places are as follows:

- Group I Room 200, Student Union Building
- Group II Room 201, Student Union Building
- Group III Room 1, Library Building
- Group IV Women's Lounge, Student Union Building
- Group V Conference Room, Main Floor of Library Building
- Group VI Room 202, Student Union Building
- Group VII Blue Room (northeast section) Student Union Building
- Group VIII Faculty Room, Library Building
- Group IX Blue Room (southeast section) Student Union Building

GENERAL SESSION

6:30 p.m., Main Dining Room, Student Union Building

Presiding.....Dr. H. L. Donovan, President,
Eastern Kentucky State Teachers College

Address: **The Improvement of Instruction in the Public Schools**.....

Hon. John W. Brooker, State Supt. of Public Instruction

Announcements:

Stenographic Service:

Materials that are to be mimeographed or typed should be left at the
registration desk in the lobby of the Student Union Building.

Members of the **Coordinating Committee** are requested to meet in
Room 200, Student Union Building, immediately after the close of the
evening program.

Dr. Armstrong, Dr. Cook, Dr. Troyer, and Dr. Jarvie are available
for individual conferences with delegates and others attending the

Teacher Education Conference this week. The period from 8:00 a.m. to 9:00 a.m., seems to be the most desirable time on Wednesday for these conferences. It may be possible, however, to arrange appointments at other times.

4. Program and Announcements for Wednesday, September 11.

GENERAL SESSION

9:00 a.m., Little Theatre, Student Union Building

Presiding.....Dr. W. S. Taylor, Dean,
College of Education, University of Kentucky

Address: **Community Education**.....Dr. Lloyd A. Cook,
Professor Sociology, Ohio State University

GROUP MEETINGS

All groups will meet at 10:15 a.m. and 1:30 p.m.

Announcements:

Materials that are to be mimeographed or typed should be left at the registration desk in the lobby of the Student Union Building

All delegates and others attending the Teacher Education Conference are invited to visit at the NYA Camp at Lake Reba from 4:00 p.m. to 6:30 p.m. today. A picnic lunch will be served at 6:00 p.m.

Dr. Janet Murbach, Professor of French at Eastern and State President of the American Association of University Women would like to meet all women delegates to the conference at 3:00 p.m. today in Room 200, Student Union Building.

Dr. Donovan has extended an invitation to all delegates and people attending the conference to visit his farm and see his Hereford cattle at 4:00 p.m. Thursday. Dr. Donovan's farm is located approximately 5½ miles south of Richmond on Highway U.S. 25.

Wednesday evening is reserved for group meetings and small group conferences. This time should be used by the various groups in the way that seems most desirable.

Dinner will not be served at 6:30 p.m. today in the main dining room of the college cafeteria. This is due to the fact that the members of the conference will be visiting the NYA Camp at Lake Reba.

5. **Program and Announcements for Thursday, September 12.**

GENERAL SESSION

9:00 a.m., Little Theatre, Student Union Building

Presiding.....Dr. J. J. Oppenheimer, Dean,
College of Arts and Sciences, University of Louisville

Address: **The Role of Personnel in Education**.....
Dr. L. L. Jarvie, Specialist in Personnel, Commission
on Teacher Education

GROUP MEETINGS

All groups will meet at 10:15 and at 1:30 p.m.

GENERAL SESSION

6:30 p.m., Main Dining Room, Student Union Building

Presiding.....Mr. W. O. Gilreath, Superintendent,
McCreary County Schools

Panel Discussion: **How Can We Improve Teaching through In-service
Education Programs?**

Superintendent W. O. Gilreath, McCreary County Schools, Chairman

Dr. W. E. Armstrong, Commission on Teacher Education
Mrs. Mamie Scott, Superintendent of Estill County Schools
Miss Margaret Lingenfelter, First Grade Critic Teacher, E.K.S.T.C.
Mr. Glenn O. Swing, Superintendent of Covington City Schools
Mr. W. A. Cheek, Superintendent Lawrence County Schools
Mr. Bert Smith, Professor of School Administration, W.K.S.T.C.
Mr. M. F. Seay, Director of Bureau of School Service, University of
Kentucky
Mr. J. W. Brooker, Superintendent of Public Instruction
Mr. L. C. Henderson, Superintendent, Harlan City Schools

Announcements:

Materials that are to be mimeographed or typed should be left at the registration desk in the lobby of the Student Union Building.

Dr. Donovan has extended an invitation to all delegates and people attending the conference to visit his farm and see his Hereford cattle at 4:00 p.m. Thursday. Dr. Donovan's farm is located approximately 5½ miles south of Richmond on highway U.S. 25.

The members of the Coordinating Committee are requested to meet in Room 200 immediately after the close of the evening program.
Program and Announcements for Friday, September 13.

GROUP MEETINGS

The period from 9:00 a.m. to 12:15 p.m. is reserved for group meetings and for meetings of sub-committees.

GENERAL SESSION

1:30 p.m., Little Theatre, Student Union Building

Presiding.....Dr. R. E. Jagers,
Director Teacher Training and Certification, Department of Education

Group Reports:

Group I Pre-Service SelectionDr. J. W. Edens
G. T. Hicks, Chairman Louise Kannapell
Jane Campbell, Secretary Shelby Kash
Sam Beckley Fred Riddle
W. J. Edens C. W. Marshall
W. O. Gilreath Blanche Seevers
Mark Godman Ella O. Wilkes
Mrs. G. T. Hicks Thomas D. Young

Group II Student Personnel Services.....Dr. L. W. Croft
L. W. Croft, Chairman J. D. Farris
N. G. Deniston, Secretary C. F. Hager
Pearl Buchanan G. N. Hembree
A. B. Carter Lee F. Jones
Emmo Y. Case Edna White
W. M. Caudill

Group III Relationships between Teacher Education Program
and Service Area of College.....Dr. D. T. Ferrell
Gordon Wilson, Chairman Gertrude M. Hood
Anna D. Gill, Secretary Inez Faith Humphrey
Mary King Burrier Charles A. Keith
J. T. Dorris L. G. Kennamer
F. A. Engle W. J. Moore
D. T. Ferrell Smith Park
Allie Fowler D. W. Rumbold
Mrs. M. E. M. Hall Gladys Perry Tyng
May C. Hansen Lucille Whitehead
F. M. Heston

Group IV Functions of the Training School and Relationships between Laboratory School and College Training.....Dr. C. M. Graham
C. M. Graham, Chairman S. W. Grise
J. L. Keffer, Secretary A. D. Hummel
Estelle Adams R. D. Judd
Roy B. Clark W. Ross McGehee

Mary L. Covington
P. A. Davis
 May K. Duncan
 R. A. Edwards
 Fred P. Giles
 Mary Scott Gillaspie
 Max Houtchens
 Rolf E. Hovey
 Ida Greenleaf

Margaret Neale
 J. J. Oppenheimer
 Annie Ray
 Alma Regenstein
 Sue Scrivner
 Samuel Walker
 J. D. Williams
 Germania Wingo

Group V Aims of Teacher Education.....Miss Ruth Dix

W. J. Caplinger, Chairman
 Ruth Dix, Secretary
 Jesse Adams
 Jack Allen
 J. G. Black
 Virgil Burns
 J. D. Falls
 C. H. Farley
 Dord E. Fitz
 Mary Floyd
 Sara Garris

Maude Gibson
 Charles Graham
 J. R. Kinzer
 O. D. Lascoe
 H. K. Meyer
 R. R. Richards
 Ronella Spicard
 T. J. Stone
 Ralph W. Whalin
 Ralph Woods

GENERAL SESSION

6:30 p.m., Main Dining Room, Student Union Building

Presiding.....Dr. F. C. Grise, Dean,
 Western Kentucky State Teachers College

Group Reports

Group VI In-Service Education of Teachers.....Dr. Bert Smith

Bert Smith, Chairman
 Saul Houchell, Secretary
 Isabel Bennett
 Mary Browning
 W. L. Case
 William A. Cheek
 H. A. Cocanougher
 Clarence B. Denman
 L. C. Henderson
 B. B. Hodgkin
 O. E. Huddle
 Mary Frances McKinney
 Janet Murbach
 P. H. Neblett

H. W. Nicholas
 C. H. Purdom
 Coleman Reynolds
 Roland Roberts
 Anna A. Schnieb
 Mamie West Scott
 Maurice Seay
 John Shaw
 Glenn O. Swing
 L. N. Taylor
 C. R. Wimmer
 Duke Young
 Mrs. Gordie Young
 Gordie Young

Group VII Relationships between School and Community.....

.....Dr. W. R. Tabb

W. R. Tabb, Chairman
 Frances Mason, Secretary
 G. M. Gumbert
 N. O. Kimbler
 W. P. King

C. S. Lowry
 Brown E. Telford
 R. F. Terrell
 Mrs. Marie Turner
 Moss Walton

Group VIII Next Steps in Certification.....President J. L. Creech
 J. L. Creech, Chairman G. B. Pennebaker
 H. M. Yarbrough, Secretary Mary L. Williamson
 M. E. Mattox M. O. Wrather

Group IX Evaluation.....Miss Edith G. Ford
 Franklin V. Thomas, Chairman W. L. Keene
 Edith Ford, Secretary Alice Keys
 K. M. Adams H. H. LaFuze
 Mary E. Barnhill Cora Lee
 Elizabeth Cherry W. S. Lester
 J. D. Coates T. E. McDonough
 M. J. Cox C. P. McNally
 Nell Gill Ethel L. Parker
 P. M. Grise Albert T. Puntney
 Thomas C. Herndon C. C. Ross
 R. L. Hoke Curtis E. Shirley
 J. B. Holtzclaw N. O. Taff
 E. D. Jenkins Ella O. Wilkes

Committee on Evaluation of Conference.....Dr. J. D. Williams
 J. D. Williams, Chairman D. T. Ferrell
 Mary L. Williamson, Secretary J. D. Falls
 Mark Godman Gordie Young
 L. F. Jones C. S. Lowry
 C. C. Ross

Committee on Resolutions

P. H. Neblett P. A. Davies
 Mamie West Scott Chris Purdom, Chairman

Creech

G. Ford

Williams

man

GROUP ORGANIZATION

The Coordinating Committee met early in the morning of September 9 with those who had been selected as temporary chairmen and agreed upon uniform procedure as to organization. This plan was mimeographed and copies were made available to all members of the conference. This plan was as follows:

Suggestions to Temporary Group Leaders.—The temporary group leader should be responsible for the organization of the group. Listed below are the things that should be done at the organization meeting:

1. A permanent chairman of the group should be selected.
2. A permanent secretary should be selected.
3. A planning committee should be appointed.
4. All members in the group should be enrolled.
5. The temporary group leader should report the name of the permanent chairman, the name of the secretary, and the members of the planning committee to the registration desk immediately after the close of the first meeting.
6. There should be a general discussion of the problems to be considered by the group.
7. Instructions to be given the group by the temporary chairman:
 - a. Each group should feel free to ask for the services of consultants when such services are needed.
 - b. The secretary of each group should be ready at the close of each day to give a summary of what has been done and what is proposed for the next day.
 - e. Each group should have a report ready, not later than noon Friday, September 13, for consideration of the general conference.

REPORT AND FINDINGS OF GROUP I

Problem: How May the Most Capable High School Graduates Be Attracted to and Selected for the Training Profession?

The following aspects of the problem were considered:

- I. Criteria for selecting students for teacher education.
- II. Characteristics of a good teacher.
- III. How to make teaching more attractive.
- IV. Selecting individuals for teacher education.
- V. Occupational opportunities other than teaching available to young people.

-
- I. Criteria for selecting students for teacher education.
 1. Ability to pass a rigid examination in English
 2. An average scholastic grade of "B" required of those admitted to student teaching
 3. Physical and mental health
 4. Social and emotional maturity
 5. Interest in teaching as a profession
 6. Character and Personality
 - II. Characteristics of a good teacher.
 1. Well groomed
 2. Vivacious
 3. Good sense of humor
 4. Good natured
 5. Tactful
 6. A good citizen
 7. Possesses ordinary common sense
 8. Socially and philosophically stable
 9. Well educated
 10. Continues to be a learner
 11. Conversant with things other than teaching
 12. Possesses adequate professional skills
 13. Has few disciplinary problems
 14. Kind, sympathetic, and has a sense of justice
 15. Ability to adjust self to social demands of the community
 16. Dependable and responsible
 - III. How to make teaching more attractive to young people
 1. Employment of competent teachers with good personality
 2. Promote a state public relations program designed to keep before the public in all communities the significance of teaching, and why only superior persons should enter the teaching profession.
(News reel, newspapers, clubs, college bulletins, radio, visitation days, etc.)

3. College field representatives who will act as sincere advisors for the welfare of the students
4. A more desirable teacher tenure system
5. Higher professional ethics
6. Higher salaries
7. Employment on the basis of merit
8. Recognition on the part of the public that the teacher is a citizen of the community entitled to regulate his conduct according to the best and accepted standards of the community
9. A raising of standards within the teaching group, thereby justifying an increased pride in the profession

IV. Selecting individuals for teacher education.

1. Consciousness on the part of school administrators and teachers in high schools and colleges of the need for training only individuals who seem capable of making teachers
2. Adequate personnel and scholastic records of each student in high school and college
3. Make use of valid and reliable tests in selecting teacher trainees
4. Employ recognized criteria for selecting prospective teachers
5. Require an average academic standing of "B" for registration in advanced professional courses
6. Provide for curriculum alternatives throughout the period of college education
7. Guidance courses in secondary schools
8. Future Teacher Clubs of America organized in the high schools
9. High school course dealing with the history, purpose, function and significance of education
10. Adjust supply to demand in the teacher education program
11. Consideration of the various demands on teachers in specific areas

V. Occupational opportunities other than teaching available to young people

1. It was emphasized that college teachers should impress upon future teachers in their classes the desirability of informing their elementary and high school pupils of the worth of occupations other than teaching.

GROUP I—ROLL

G. T. Hicks, Chairman	Louise Kannapell
Jane Campbell, Secretary	Shelby Kash
Sam Beckley	Freddie Riddle
W. J. Edens	C. W. Marshall
W. O. Gilreath	Blanche Seevers
Mark Godman, Temporary Chairman	Ella O. Wilkes
Mrs. G. T. Hicks	Thomas D. Young

REPORT AND FINDINGS OF GROUP II

Problem: What May Be Considered Adequate Personnel Services Which a College Should Provide for Persons-In-Training for Teaching?

The Student Personnel Service Group, under the temporary chairmanship of Dr. Lee Francis Jones of Western Kentucky State Teachers College, elected the following permanent officers: Chairman, Dr. Lysle W. Croft, University of Kentucky; Secretary, Professor N. G. Deniston, Eastern Kentucky State Teachers College.

Throughout the conference the concept of personnel and guidance held by the group was concerned with making the functional approach to experiences of students in relation to needs of students; and the entire concept means more than occupational or vocational guidance and placement.

The diverse interests of the group, which was composed of a doctor of medicine, two personnel directors, a dean of women and a dean of men, teachers of physical education, of industrial arts, of speech, of dramatics, and of agriculture, a registered nurse, and a head of a department of education, indicated a recognition of the fact that personnel and guidance is the interest and the problem of all educators.

In spite of these varied interests, the Student Personnel Service Group feels that there should have been wider representation from other institutions than the four included at the present time.

Upon the request of the chairman, the members of the group submitted problems which they felt were pertinent to the field, some of which are as follows:

1. Necessary adjustments of Freshmen to college
2. Courses and programs of orientation
3. Need of personnel and guidance courses for candidates for teaching degrees in all institutions of higher learning
4. Remedial reading program
5. Participation in extra-curricular activities
6. Personnel services as an aid in the selection of teacher candidates
7. Coordination of personnel activities upon a single campus

The group was greatly helped and stimulated by the discussion held with Dr. L. L. Jarvie at two of the meetings. From his wide experience and training in this field, the group received many valuable suggestions.

From the discussion in the various meetings the group submits the following recommendations:

1. That the conference on student personnel and guidance be continued next year with an increased representation from the institutions of higher learning. It would seem advisable that

these representatives include those persons actively engaged in or interested in personnel and guidance.

2. That those administrators who recognize the importance of personnel and guidance have some one member of their staff designated as director or coordinator.
3. That the promotion of personnel and guidance in secondary schools be encouraged.
4. That there should be an interchange of personnel and guidance records similar to the interchange of academic records
5. That a personnel and guidance organization be formed as a separate entity in Kentucky to meet at a designated time and place for the purpose of discussing its problems. This organization is to include college and high schools.
6. That a department of personnel and guidance be included in the Kentucky Education Association.

The group on Student Personnel Service appreciates the opportunity which has been provided at this conference to meet to discuss its problems and feels that much benefit has been derived therefrom. It is earnestly desired that from facts and inspiration gained at this conference each individual be better able to help his own institution to deal effectively with personnel and guidance problems.

GROUP II—ROLL

L. W. Croft, Chairman	J. D. Farris
N. G. Deniston, Secretary	C. T. Hager
Pearl Buchanan	G. N. Hembree
A. B. Carter	L. F. Jones, Temporary Chairman
Emma Y. Case	Edna White
W. M. Caudill	

REPORT AND FINDINGS OF GROUP III

I. Statement of Problem

What are the relationships that should exist between a teacher-education program and the service area in which the college is located?

II. Scope of Problem

A. What types of services can the college render the area it serves?

1. Consultant and clinical services

- a. Public school surveys
 - (1) Scientific services
 - (2) Visual aids
- b. Educational associations and related groups
 - (1) Clinics and conferences in various fields
 - (2) Inter-school conferences
 - (3) Speakers and demonstrations for teachers' institutes
 - (4) Sponsors for organizations
- c. Civic and social groups
 - (1) Speakers and programs for service clubs
 - (2) Leadership in community activities
 - (3) Public forum
- d. State and public agencies
 - (1) Drafting legislation
 - (2) Advocating recognized forms of city government
 - (3) Furnishing membership of housing commissions
 - (4) Advising with city health authorities, testing water, etc.
- e. Individuals
 - (1) Advisory service
 - (2) Identification of materials

2. Extension services

- a. Extension classes
 - (1) On campus
 - (2) Off campus
- b. Correspondence courses
- c. Supervisory work
- d. Placement and follow-up service
- e. Library service
 - (1) Inter-library service
 - (2) Service to schools in area
- f. Museum

- g. Visual aids
 - (1) Films
 - (2) Pictures
 - (3) Exhibits
 - (4) Tours and field trips
- 3. Miscellaneous area contacts
 - a. Commencement speakers
 - b. Officials, judges, etc.
 - (1) Music
 - (2) Athletics
 - (3) Public Speaking
 - (4) Dramatics
 - (5) Agricultural activities
 - c. Alumni activities
 - (1) Local dinners, meetings, etc.
 - (2) Alumni clubs
 - d. Publications
 - (1) Bulletins
 - (2) Articles for the press
 - (3) Creative writing from service area
 - (4) Collection and dissemination of data on service area
 - e. Special groups and occasions
 - (1) Tournaments
 - (a) Music
 - (b) Dramatics
 - (c) Public Speaking
 - (d) Athletics
 - (2) Special days—Dad's Day, Mother's Day, Senior High School Day
 - (3) Recreational features
 - (a) On campus
 - (b) Off campus
 - f. Radio
 - g. Banquets, etc.
- B. What types of service can the community render the college?
 - 1. Encourage its best talent to enter the teaching profession
 - a. Aid in orientation and follow-up of student
 - 2. Furnish special programs for colleges
 - a. Chapel
 - b. Evening programs
 - c. Vocational guidance
 - d. Regular class work—county agent, county health service
 - e. Extra-curricular activities—clubs, entertainment features, tournaments, etc.
 - f. Consulting services—school, business, clubs, etc.
 - g. Health surveys

3. Cooperate in tours
4. Make available for college
 - a. Local talents—ballads, folk dances, etc.
 - b. Information concerning local industries—pottery, weaving, etc.
 - c. Information concerning social, political, racial, and religious conditions in area
 - d. Information concerning resources—timber, coal, geography, geology, history, industries, etc.
5. Provide facilities for student participation in schools, churches, Sunday schools, clubs, etc.
6. Maintain an acceptable moral standard and spiritual atmosphere for college life
7. Promote favorable attitude toward
 - a. Appropriations and gifts
 - b. College and college life
8. Help determine the general nature of the curriculum in terms of area needs
9. Use the community for the evaluation of the work of the college

Recommendations:

The sub-committee on implementation recommends that the president of each college or university appoint a standing public relations committee. If consistent with the administrative organizations of the colleges, it is suggested that the chairman of this committee be made the head of the public relations department. The duties of the chairman shall be to direct and coordinate such services as are recognized and suggested in the appended list. This department of public relations shall be financed as are other departments of the college; or if such activities are not merged into a department of public relations, the work sponsored by the committee shall be provided for by the institution.

MINUTES

1. First Meeting of Group III

Problem: What are the relationships that should exist between a teacher-education program and the service area in which the college is located?

Group No. 3, dealing with the problem "What are the relationships that should exist between a teacher-education program and the service area in which the college is located?", met at 10:15 a.m. in Room 102, Student Union Building, with Mr. D. T. Ferrell, temporary chairman, presiding. Nineteen members were enrolled in this group.

Mr. Gordon Wilson was elected permanent chairman of the group and Miss A. Gill, secretary

A planning committee consisting of the chairman, Mr. Gordon Wilson, the temporary chairman, Mr. D. T. Ferrell, and the secretary, A. Gill, was appointed.

All planning committees of the special groups were requested to meet in Room 202, Student Union Building, at 11:30 a.m.

The problem to be considered in this study was discussed informally by members of the group.

The desirability of combining the meetings of this group with other groups, especially No. 7, which deal with work of a similar nature was discussed.

A plan of work similar to that used by the Chicago work shop was suggested by the chairman of the group. This plan consists, first, of listing all problems of the individual members of the group. These problems are then to be passed on to the planning committee to be re-worked and used as the basis for future discussions and work.

The following problems were suggested by various members of the group:

1. The attitude of the group toward its problem. The work of the group should be so planned that the colleges and the service areas will be mutually benefited by the relationships established.
2. The need of securing thorough understanding and cooperation between colleges and schoolmen in the communities so that the work will be done conscientiously for the betterment of schools, communities, and the colleges.
3. The need of cooperation between school work and community life, especially with those organizations in the community, such as health service and home making service, which are working on problems similar to those of the schools.
4. The need of eliminating the feeling which often exists in communities that the teachers have a patronizing rather than a helpful attitude toward the work of the community.
5. The problem of follow-up services to graduates who are in the teaching field.

As a method of handling the problem, it was suggested that a study be made of the resources of each community to be used as a basis for the school work. This information should be supplied by the citizens of the community, thus giving them a vital part in the educational system. This survey should include all information concerning a community, historical places, natural resources, industrial plants, welfare organizations, as well as the needs of the community.

This information should be organized and arranged in handbooks to be used as study guides in the schools of the community and as guides for field trips for prospective teachers. The school work should be so planned that much of it can be done through the local organizations for the betterment of the community.

Similar studies have been used as bases for school science courses in the Des Moines city schools, in Russellville, Logan County, Kentucky, and as a project in curriculum building in the rural schools of Jackson County, by the Education Department of E.K.S.T.C.

Dr. Moore was appointed a committee of one to invite Dr. Lloyd Cook, Ohio State University, to speak at the afternoon session of the group.

The meeting was adjourned.

2. Second Meeting of Group III

Group No. 3 met at 1:30 in Room 102, S.U.B., Dr. Wilson presiding.

The group moved immediately to Room 1 in the Library Building which contained a blackboard. Future meetings are to be held in this room.

The chairman announced that the library will be at the service of anyone who wished to use it.

Plans for the next meeting were discussed. The chairman requested that the next topic for discussion should be the boundaries of the service areas of the various colleges in Kentucky.

The remainder of this period was given to Dr. Cook, who discussed the problem of community resources and services under the following headings:

1. School and community as vitally interactive units in education. The educational program should be two-fold—in-class and extra-curricula—and should include the entire resources of community, its people, and its culture.
2. Community relationships which include
 - a. Educational objectives (involves area served)
 - b. Use of community resources (nature, population, culture)
 - c. Community relations of school as applied to teachers involve
 1. Professional contacts: things done to further the aims of the school.
 2. Citizenship—interests in worthwhile civic movements.
 3. Leisure pursuits.
 4. Social planning in school and community for the betterment of both.
 5. Placement of the product of the school.
3. Use of community resources.
 - a. Necessity for social planning.

Example: A local "hot spot" was handled successfully through substituting student activity with the aid of the church and the cooperation of the students themselves rather than by bringing outside pressure to eliminate it.

Dr. Cook said that we must "remember in handling youth that young people are at the turning point of culture, while older people are the breaks on advances."

Dr. Cook suggested the following books on the subject of social planning:

Elsie Clapp, **Community and School in Action.**
Samuel Everett, **The Community Schools.**
Review of Educational Research, Feb., 1940, **Social Education**, Chapter 2, "The community and its Schools."
 - b. Be concerned with the entire life span of the people.
 - c. Make life activities the approach to learning.
 - d. Seek to democratize life both in the school and outside.

- e. Function as a service center for the community.
- f. Cooperative activity with other social agents—plan for improvement of community life, especially as it seeks welfare of young.
- g. Make extensive use of community resources.

Dr. Cook gave an example of a chart which he had used in utilizing the resources of the community and evaluating the results obtained in school work.

Dr. Cook was invited to meet with the group again the next Wednesday afternoon. The meeting was adjourned.

3. Third Meeting of Group III

Group No. 3 met in Room 1, Library Building, at 10:15 a.m. with Dr. Wilson presiding.

Discussion centered around the phase of the problem dealing with the services which the college can render the area it serves. Under the heading, "What types of services can the college render the area it serves?" the following services were listed:

1. Provide library service.
2. Provide museum.
3. Provide exhibits.
4. Advisory services.
5. Provide judges in contests.
6. Provide recreational features—plays, entertainments, etc.
7. Commencement speakers.
8. Provide extra-school-hour courses.
9. Provide extension and correspondence courses.
10. Athletic officials.
11. Clinics in various fields.
12. Conferences in various fields.
13. Speakers and demonstrators for teacher institutes.
14. Leaders for school surveys.
15. Scientific service.
16. Visual aid service.
17. Speakers or programs for service clubs.
18. Leadership in community activities.
19. Public forum.
20. Articles for the press.
21. Collecting and disseminating data on service area.
22. Bulletins beneficial to the service area.
23. Supervise radio programs.
24. Be center for and promoters of contests and tournaments—music, dramatics, orations.
25. Provide special days and events—mothers' day, dads' day, homecoming.
26. Provide tours and trips.
27. Provide inter-school conferences.
28. Provide facilities for county or combined commencements.
29. Utilize community resources.

30. Provide at the college attractive programs—music, plays, etc.
31. Encourage and publish creative writing in the area.
32. Study the social, political, racial, and religious ideals of the area.
33. Disseminate information concerning genetics. The extent of this information is yet to be determined.

Dr. Carr of Murray State Teachers College described a plan in operation at Murray which he thinks has greatly improved the method of handling public relations of this school. All of the service organizations of the school have been combined under one department, a Department of Public Relations. It originally included six organizations, placement service, public contracts, advisory service, alumni associations, regional library service, and off-campus institutions. Its aim is to learn more and more about the needs of the communities in its area and to render increasingly border services. Bulletins describing the services available in various lines, such as agriculture, home decorating, etc., are published by the department and distributed throughout the area.

The next steps suggested in the study of Problem 3 were the formulating of plans for utilizing the suggestions that have been made and the setting up of machinery for administering the plans.

The topic for discussion at the next meeting will be "What types of services can the community render the college?"

The meeting was adjourned.

4. Fourth Meeting of Group III

The afternoon session of Group 3 was held in Room 1, Library Building, Dr. Wilson presiding.

The topic for discussion was: What types of services can the community render the college?

The discussion was introduced by a brief summary by Dr. Kannamer of the different types of communities and schools for which we must train teachers. Examples are the county seat school, the consolidated rural school, the mining and lumbering community school, and the one-teacher school. Communities differ as to religious and political ideals, culture, resources, and people. These differences are inevitably reflected in the activities of the schools. The college must be familiar with the particular characteristics of each community in order to train teachers who will fit into these communities and serve them to the greatest advantage.

The following services which the community can render the school were listed:

What types of services can the community render the college?

1. Select its best talent for the teaching profession
2. Furnish special programs for colleges:
 - a. Chapel
 - b. Evening programs
 - c. Vocational guidance
 - d. Regular class work—county agent, county health service, etc.

- e. Extra-curricular activities—clubs, etc.
 - f. Consulting services—school, business
 - g. Health surveys
3. Cooperate in tours.
 4. Make available for college local talents—ballads, folk dances, etc., and industries—basketry, weaving, pottery.

Example: Mrs. Hall of Murray sends her art pupils out to investigate the old commercial pottery plant in the community. The school owns a potter's wheel which is used in the art classes. Aim of the project is to teach the art students to make artistic pottery, to recognize artistic pottery when they see it, and possibly to improve the pottery made by the plant from an artistic point of view.

Similar work has been done concerning basketry at Western Kentucky State Teachers College.

The preserving of folk industries as well as of folk songs and customs would be a worthy contribution to education.

5. Make available for the college information concerning social, political, racial, and religious ideas of the area.
6. Make available schools, churches, clubs, Sunday schools, etc., for student practice.
7. Make available for study the natural resources, timber, coal, industries, history, geology, geography, etc.
8. Maintain an acceptable moral standard or atmosphere for the college community.
9. provide the spiritual atmosphere for college life.
10. Promote an attitude favorable toward appropriations and gifts on the part of adults and young people who will make up the student body of the colleges.
11. Determines success of the product of the colleges.
12. Determines the general nature of the curriculum.

The topics for the next discussion will be a review and possible revision of the services which have been summarized by the planning committee, a discussion of possible problems which will grow out of this work, and methods of utilizing the information.

The meeting was adjourned.

5. Fifth Meeting of Group III

Group 3 met in Room 1, Library Building, at 10:30 a.m., Dr. Wilson presiding.

The chairman appointed a committee to formulate plans for utilizing the suggestions that have been made in regard to services from the colleges and their service areas. This committee included one person from each college represented in this group as follows:

Dr. Smith Park, Chairman, Eastern
 Miss Inez Humphrey, Morehead
 Mr. Gordon Wilson, Western
 Mrs. Mary F. Hall, Murray
 Mr. F. M. Heston, Asbury

The committee was to meet after their return from Lake Reba.

It was suggested that Dr. Carr be invited to consult with this committee concerning the work of the Public Relations Department, a similar organization which he sponsors at Murray.

This session was given to defining and revising the outline as presented by the planning committee. The work progressed as far as **2. Extension service.** This work will continue through the sessions until the outline is completed.

The meeting was adjourned.

1:30 p.m. session.

The joint meeting with Group 7, which was to be held at 10:15 Thursday morning, was postponed indefinitely.

This session was given to Dr. Cook, who discussed various problems with the group.

1. Extension courses:

Extension courses have been stopped at Ohio University because they feel that all students should participate in class-room work. Also, there are other colleges in the state that can take care of this kind of work.

They take groups of students into the field and give them first-hand instruction on industrial problems. They feel that all class-room people should keep field contacts because there is where changes are going on.

2. Services rendered to schools

Dr. Cook does not think the college should force its services on the schools. Schools must ask for aid and explain problems on which they are working. However, Dr. Cook believes that a large part of the services rendered to regions takes place by way of teachers in the institution making contacts with educational boards in the area. Suggestions can be made indirectly which bring about requests for aid, thus resulting in improved conditions. But they go to places only on request.

3. Financing services

Ohio University has workshop fund
Professor receives salary
Sometimes Dr. Cook charges a fee
Follow-up fund at university

4. When to give service

It is necessary to know what the community is ready for. Professors have prestige and many people are waiting around for ideas upon which to act whether they are appropriate to the situation or not. The college which renders the greatest help is sensitive to the actual needs of the community and to the resources of the staff. It is wise for colleges to think about the resources of their staff and pick contact people who are both tactful and intelligent, or combine the services of two people with those qualities.

5. How to proceed with work

Requests must come from the community. However, the college may begin to fan the flame indirectly if it sees evidence of restlessness. It may help the people to define what they need; then keep "pumping the bellows", so to speak. But it is necessary to be very subtle. Premature publicity frequently spoils the work. Keep the college out of the lime light; given credit to the community for the project. This is not the time for publicity to colleges.

6. Absence of professors from classes

Make classes self-operating or arrange programs so that classes can be looked after by substitute professors or by students. This is a problem for administration. Dr. Cook broadcasts from his classroom. He found groups organized in various parts of the state to find out what it might mean for them. The disadvantage was that he could not know what he had accomplished. It is highly desirable that these things be coordinated.

7. Duty to graduates

We need a scheme whereby we do not turn graduates loose. They should be given further help in organizing their work and in adjusting themselves to the new community.

8. Financing field trips

Ohio University charges a fee of \$1.00 in most courses. This takes care of field trips. If a student can't pay the fee he fills out a form to that effect, and his expenses are taken from a fund of the college. They have a fund of \$900.00 for the purpose of buying new books of their own and for other expenses. They give the books to the library when they have finished with them. They also pay guest speakers, dinner, and taxi bills.

Trips are also made in automobiles provided by students.

Busses are used only to get out to schools or for sight-seeing trips through the city. In this case students pay their fees.

Trips should be used only as educational feature.

9. Financing speakers to civic clubs.

Send students out to speak at these clubs. Students must learn how to do this type of work, and it is good practice for them, but pick students who can handle the situation.

Dr. Cook believes that students should have as varied experiences as possible while still in school. He tries to arrange the subject matter of his classes so that each course will contain experiences in class, on the campus, in the community, and in a cooperating school.

Their schedules are worked out so that a certain amount of each kind of work is given each semester. Many of them use actual problems as subjects for theses. In this way they have quite a long contact with the area in which they have worked and are able to check up on the results of their work.

10. Opposition

Dr. Cook is too busy with the people he can help to worry about those who oppose him, he says.

Teachers are prone to be too emotional and self-conscious. In times like these teachers should take definite stands for their beliefs. In the past teachers have been too passive. They should turn their attention to policy making. They should be able to preserve an atmosphere in which people can look at facts and reason about them in an unbiased way. Don't begin by hitting at the danger spots, but start where the going is good—health education, for example—then move on to other things as confidence is established.

School people have not given enough thought to developing skill in making changes. When they are thrown up against politicians, they are at a disadvantage.

11. Can a teacher spend so much time in the field that he will hurt his classes?

Dr. Cook does not think that this necessarily follows. He thinks that administrators should evaluate their staff members as to abilities and distribute their work to the best advantage—give each one the type of work he can do best—and let staff members know what his plan of promotion is and how they stand! Dr. Cook says, "I know how to act when I know what the other fellow is thinking."

12. Services of staff members—supervision

All services done by staff members should be done under the supervision of the administration. Otherwise it may create suspicion or adverse criticism. Then, too, the staff member should be given credit for what he does by the administration.

13. Off campus work

Should be done by ordinary faculty. Faculty should consult experts in a number of things. They should be able to locate specialists in various fields in the community and consult them when their knowledge can be of use. It is of value for faculty to make favorable contacts off the campus but do nothing to foster rivalry between schools.

14. How much work off campus should a staff member do in a year?

There is only one way to tell. Work out averages of what is done in institutions.

Dr. Wilson made a study of the extra-curricular work of his English staff of nine members in 1938-39. He found the following work done:

- 1 dramatic club sponsored.
- 1 debating club sponsored.
- 1 departmental club sponsored.
- 6 contests judged—debating, reading, etc.
- 35 commencement speeches.
- 40 civic and educational clubs addressed.
- 4 evening entertainments

15. **Hobbies and social contacts**

Fishing, bridge, political conventions, ball games—these activities are making their contributions. Many relationships should exist between faculty and community.

The meeting was adjourned.

6. Sixth Meeting of Group III

Groups three and seven met together in the Little Theatre at 10:45, Thursday, with Dr. Wilson presiding.

The following questions were discussed:

1. What is the present status of extension classes?

Consensus was that where they are offered, they are given for credit, but the demand for them is fast disappearing. The need for extension work is passing. The demand is now turning toward supervision services, and superintendents want quality service rather than quantity. They want the supervisors to come into the field and help with actual problems. The need for credit courses is not as great as it formerly was.

2. How should supervisory work be financed and administered?

This depends on the ability of the community to pay. Since the taxpayers eventually pay the bills for public schools, the opinion seemed to be that the problem should be administered from Frankfort, or at least, be jointly done by the school involved and Frankfort.

The recommendations made by Dr. Park's sub-committee to Group 3 for the establishment of public relations departments in colleges were read and accepted. (See copy of committee report attached.)

3. Does the teacher's attitude toward the pupil end when he graduates?

Heretofore the opinion has held that the teacher's responsibility ended with the graduation of the pupil. The trend at present is that it is our responsibility to see that he is successfully adjusted to his position and that he continues to be successfully employed. We are becoming more and more concerned with his future success.

The responsibility rests with the superintendents of schools where they are employed and with the colleges jointly. A program should be initiated which will encourage and help a teacher to grow in service.

1:30 session.

Group 3 met at 1:30 p.m., Thursday, in Room 1 of the Library Building, with Dr. Wilson presiding.

The report from the sub-committee on implementing college service area was read and accepted. (See copy of report attached.)

The problem assigned to this group was completed.

The following points were stressed during the discussion:

1. There is need of more supervisory work rather than more extension credit courses. The colleges should act in an advisory capacity and go only upon requests from the school superintendents

or supervisors. This necessitates an active interest on the part of the superintendents which should continue over a long period of time.

2. There is also need of more supervision and follow-up work from the college to the teacher in service combined with the interest of the superintendent.
3. Hobbies are worthwhile methods of making desirable contacts in the service area, as well as sources of material with which to enrich the courses taught provided you don't ride your hobby too hard.
4. There is a need for a more efficient selective process in regard to future teachers. Too many pupils drop out at the end of the first year of college. Superintendents and principals should keep in touch with pupils who enter college from their high schools and help them to become adjusted and to succeed in their work in college.

Freshman week may be a desirable means of orienting pupils in college work. The meeting was adjourned.

7. Seventh Meeting of Group III

It was felt by the members of this group that this work should continue until a more effective organization is established.

The secretary, A. Gill, was retained as custodian of the records of this conference and to handle any business that may arise during the intermission between meetings of the conference.

It was suggested that as many of the members as possible get together during the Kentucky Educational Association. Definite arrangements for this meeting are to be made later.

The meeting was adjourned.

REPORT AND FINDINGS OF GROUP IV

Problem: The Relation of the Laboratory School to the Education of the Teacher

1. Since there is some confusion in teacher-training institutions as to what should constitute the pre-laboratory work of the student, the following guiding principles are suggested for the solution of this problem:
 - a. The prospective teacher must possess a broad general education which is functional in character. A certain amount of broad cultural education should precede the formal professional studies, the amount of time spent on this period depending on the length of time allowed for the pre-laboratory period.
 - b. The amount of professional education should be small at first and should be increased progressively as the student advances in his preparation (during the pre-laboratory period.)
 - c. Provision should be made for many and varied contacts with children before the period of directed teaching. Each teacher-training institution should make its own careful analysis of both school and community for possible opportunities for such contacts, for the communities differ in which the institutions are located.
 - d. Provision should be made for many and varied contacts with community living to promote social understandings and experience in community participation. A similar analysis should be made for opportunities for these experiences.
 - e. Each teacher-training institution should cooperatively identify or determine the competences (i.e., understanding or abilities, appreciations, skills, etc.), which it expects the student to bring to the laboratory school. Public school representatives should also contribute to this study.
 - f. Provision should then be made for the student to acquire the experiences (or to pursue the studies) that will develop these competences, both cultural and professional.
 - g. Responsibility for these competences should be assumed by those in charge of the experiences (or studies).
 - h. It may be assumed that even though these provisions are carried out, the work of preparing the student will not be complete, for the education of the teacher should continue as long as he teaches.
2. Organization of student teaching.

At this time experienced observations and results indicate that there is a need for an extensive study of the assumptions upon which the present teacher training program is based. Illustrative of these assumptions are the following:

- a. Instruction in educational theory should precede laboratory experiences.
- b. The laboratory experiences are regarded as separate from the other experiences involved in teacher-education.

Advanced practice indicates that modifications of these assumptions should be made in the light of the present and future needs of the prospective teacher. There should be developed procedures by which the needs of prospective teachers may be discovered. Such procedures may include the following:

- a. Observations made by administrators and supervisors.
- b. A follow-up program by representatives of the entire college staff.
- c. A combination of certain professional courses, e. g. tests and measurements, with laboratory experiences.
- d. Evaluation of present practices in the light of the needs which graduates have discovered.

Experiences should be provided which will contribute to meeting the needs of the students preparing to teach.

3. Activities of student teaching as related to observation, participation, and responsible teaching.

Observation and study indicate that activities used in the laboratory schools of Kentucky do not fully meet the needs of prospective teachers.

To meet these needs the following points may prove helpful if studied to enable the teacher training institutions to modify the program of the laboratory school.

1. Determine needs of teachers in service in order to improve techniques of teaching and to produce a vital, alert, thinking teacher.
2. Find what activities are needed in the teacher training program and determine the value and place of observation, participation, and responsible student teaching.
3. Find what should be the organization of observation, participation, and responsible student teaching so that full value of each shall be realized.
4. Two problems are presented:
 - a. What should be the nature of activities the teacher in training should have in observation, participation and methods before beginning responsible supervised student teaching.
 - b. What should be the nature and scope of experiences provided in supervised student teaching?

Under problem 1 the following principles and procedures may supply prerequisite needs to responsible teaching.

1. Observation should be well organized and directed.
2. "From the moment the student enters the school in which he is to do his student teaching he should observe and participate in the life and activities of the school."

3. Observation should be centered on growth and development of children.
4. Observation should be varied to the needs of individuals and should carry students to other schools besides the training school and to social centers.
5. Observation should be continued through the student teaching course.
6. Participation on the part of teachers in training should be gradually increased as time goes on so as to prepare for responsible teaching. Such activities as checking attendance, looking after ventilation, directing play, and working with individuals will be helpful.
7. Experience in long view and daily planning, and contact with instructional materials should be given.
8. The work of the teacher in training should promote mental health through establishing situations in which the student will be happy and contented because the work is satisfying.
9. The course in observation, participation, and methods should embrace the professional courses now given during the first two years and generally designated as "Introduction to Teaching," "Fundamentals of Education," and "Student Teaching."
10. The amount of time given to this course should be as one-half day for all semester or all day for one-half semester.
11. The teacher in charge of the course should be free to arrange for special aid from other agencies and staff members of the college.

Under problem 2 it is suggested that the following principles and procedures might supply the needs of students engaged in responsible supervised student teaching:

1. Supervise practice in developing the art of classroom instruction.
2. Acquiring an intelligent understanding of children, making case studies, and trying remedial measures.
3. Organizing subject matter and collecting materials of instruction.
4. Learning how to establish and maintain desirable pupil-teacher relationships.
5. Meeting and consulting with parents, visiting homes, and participating in social programs of school and community.
6. Studying community occupations, resources, social and economic problems.
7. Locating, collecting and using materials of instruction available in the community.
8. Teachers in training in the field of elementary education should have one semester of full time supervised teaching, one-half in the campus or affiliated city school where one grade is taught for nine weeks, and one-half in one- or two-teacher rural school where the trainee will live in the rural community for nine weeks.
9. On the secondary level teachers in training should have all day teaching experience for one-half semester, or one-half day teaching for all semester. When the student teacher is required to do

all day teaching for one-half semester in the campus or affiliated city school he should spend the other half of the semester in participation and apprentice teaching in an approved county high school located in a rural community.

GROUP IV—ROLL

C. M. Graham, Chairman	Ida Greenleaf
J. L. Keffer, Secretary	S. W. Grise
Estelle Adams	A. D. Hummel
Roy B. Clark	R. D. Judd
Mary L. Covington	W. Ross McGehee
P. A. Davies	Margaret Neale
May K. Duncan	J. J. Oppenheimer
R. A. Edwards	Annie Ray
Fred P. Giles	Alma Regenstein
Mary Scott Gillaspie	Sue Scrivner
Max Houtchens	Samuel Walker
Rolf E. Hovey	J. D. Williams,
	Temp. Chairman
	Germania Wingo

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REPORT AND FINDINGS OF GROUP V

Problem: Aims of Teacher Education

The group attacked its main problem, AIMS IN TEACHER EDUCATION, by thinking that it had to arrive at some specific aims for education. The statements, "The school is an agency in society so we must know what the desired products of learning are to be," and "There are two primary products; namely, abilities and attitudes," gave rise to the setting up of the following aims of education:

Develop (in the individual) proficiency in:

- The use of the mother tongue
- Health activities
- Leisure-time activities
- Civic activities
- Solving everyday problems of counting and calculating
- Vocational activities
- General economic activities
- The understanding and use of everyday science
- Character and in spiritual adjustment
- Aesthetic appreciations

In order to help us clarify our thinking, the group called Dr. Jagers in. He left us with two thoughts; namely, "Should education be from the community to the child?" or "Should education be from the child to the community?"

Discussion leaders were appointed to take each of the above suggested aims and see how they were applicable to elementary education, secondary education, college education, and vocational education. The elementary group gave the following

The percentage of emphasis that should be placed on each is:

The use of the mother tongue	12
Health activities	10
Social activities	7
Leisure time activities	8
Civic activities	6
Solving everyday problems of counting and calculating	8
Vocational activities	25
General economic activities	12
The understanding and use of everyday science	6
Character and spiritual adjustment	6

(Aesthetic appropriations had not been included in the list at the time this committee met.)

The committee did not feel that a great deal of emphasis should be placed upon leisure time activities, vocational activities, and general

economic activities, at the elementary level. This was challenged by the study group (Group V). The secondary group felt that the interests, use, needs, etc., of a child could not be chopped off at any one grade; so all the areas belong in the secondary level and they should be governed by the chronological age of the child. The college and vocational group did not eliminate any.

Again the group felt that it was working along the wrong lines. It was then suggested that we take the six basic elements that were suggested by Dr. Armstrong in one of his talks as a basis for our approach. Committees were appointed to report on these.

Dr. Lloyd A. Cook was invited to meet with the group. He discussed the problem of real living, using the question "When people live, where do they live and how?" He clarified the meaning of the term "community" by saying that it is the basic institutions, the agencies such as family welfare and people. He said that the theory, "Community education is provincial," is absurd. We need to study our state as a community and it should be studied from the following seven points:

1. Making a living
2. Building homes
3. Using leisure time
4. Keeping well
5. Getting education
6. Engaging in religious activities
7. Participating in civic action

Dr. Armstrong met with the group. He was requested to clarify for the group the meaning of the terms, "aims," "objectives," and "goals." The next point developed by Dr. Armstrong was "Criteria for the development of 'aims'." This led the group to thinking that it should set up criteria for determining AIMS OF TEACHER EDUCATION. The following were worked out as a tentative list:

1. What is the teacher to do?
2. How is the teacher to do it?
3. What relation should exist between teacher and community?
4. When shall this teacher do this?
5. Where is this teacher to do this?
6. Why is the teacher to do this?
7. How can we secure continuous cooperative evaluation of the sum total of teacher activities?
8. Do industrial people feel that the teacher is able to solve problems of mutual interest?
9. What should be the teacher's loyalties?
10. What shall be done to train the teacher in our national concept of liberty?
11. What shall be the teacher's personal traits?
12. What shall be done to insure that pre-service training be implemented by real rather than artificial exposures?
13. What should be done to provide auxiliary job experiences?
14. What shall be done to make the teacher conscious of the economic conditions of the country?
15. How shall the teacher be prepared to guide her children in the use of leisure time?

It was then suggested that a committee be appointed to take the above suggestions on criteria and rework them and bring back to the group for further suggestions for procedure. This committee brought the following:

AIMS IN TEACHER EDUCATION

Instead of directly suggesting aims the committee wishes to make suggestions for procedure in a continuation study of aims. We therefore submit the following:

1. That each training institution in the state appoint a committee of its own members of local superintendents to set up the aims for teacher training work for its own institutions and the local area which it serves.
2. That the committees on aims work closely with the evaluation committee so that there will be no discrepancy between what is being evaluated and what is being attempted.
3. That the following suggested criteria of teacher-education aims be used merely as a guide by those committees working on this problem:

Suggested Criteria for Determining Teacher-Education Aims

1. What functions should teachers perform?
 - a. From the standpoint of the school as a specific institution.
 - (1) Should they do efficient teaching?
 - (2) To what extent should they engage in curriculum building?
 - (3) Is it important that they cooperate in the school and community?
 - b. From the standpoint of the community.
 - (1) To what extent should they participate in community activities?
 - (2) What community resources should they utilize?
 - (3) How best can they relate the school activities with the community activities in general?
2. What understandings does the teacher need to perform these functions?
 - a. With reference to the child.
 - (1) What should be known of the child's sociological, psychological, and physiological development?
 - (2) How does learning take place?
 - (3) What background of experiences has the child had?
 - b. Subject matter.
3. What major drives and inner urges should the teacher possess to best perform these functions?
 - a. Attitudes of mind.
 - b. Enthusiasms.

4. To what extent can evidences be found that these understandings and urges have been attained?

After the group studied this, some changes were recommended. It was also suggested that for clarifying purposes it would be well to insert some specific examples; so the report was returned to the same committee for further revision. The committee then offered the following:

REVISED AIMS IN TEACHER EDUCATION

Instead of directly suggesting aims the committee wishes to make suggestions for procedure in a continuation study of aims. We, therefore, submit the following:

1. That each training institution in the state appoint a committee of its own members and of regional superintendents to set up the aims for teacher training work for its own institutions and the local area which it serves.
2. That the committee on aims work closely with the evaluation committee so that there will be no discrepancy between what is being evaluated and what is being attempted.
3. That the following **suggested** criteria of teacher-education aims be used **merely** as a **guide** by those committees working on this problem:

Some Suggested Criteria for Determining Teacher-Education Aims

1. What functions should teachers perform?
 - a. From the standpoint of the school as a specific institution.
For example:
 - (1) What should they do to do efficient teaching?
 - (2) How and to what extent should they engage in curriculum building?
 - (3) How and to what extent should they cooperate in the work of the school and of the community?
 - b. From the standpoint of the community.
For example:
 - (1) To what extent should they participate in community activities?
 - (2) What community resources should they utilize?
 - (3) How best can they relate the school activities with the community life?
2. What understandings should the teacher have in order to perform these functions?
 - a. With reference to the child.
For example:
 - (1) What should be known of the child's sociological, psychological, and physiological development?
 - (2) How does learning take place?
 - (3) What background of experiences has the child had?

- b. With reference to the subject-matter.

For example:

- (1) What knowledge should the teacher possess?
- (2) What skills should the teacher attain?

- c. With reference to the community.

For example:

- (1) Does she understand the traditions of the community?
- (2) How can she participate in community life?

3. What major drives and inner urges should the teacher possess to best perform these functions?

- a. Attitudes of mind.

For example:

- (1) What should be the teacher's attitude toward democratic procedures, etc.?

- b. Enthusiasms.

For example:

- (1) Does helping a child develop give the teacher a thrill?

4. To what extent can evidences be found that these understandings and urges have been attained?

It is the concensus of Group V that this subject is of such importance that it recommends that this topic be continued in the next year's conference and that in the meantime it be studied by various regional groups centering about the training institutions of the state. It is hoped that from these regional groups a representative committee may meet with like committees from the other regional groups to coordinate the study.

GROUP V—ROLL

W. J. Caplinger, Chairman	Sara Garris
Ruth Dix, Secretary	Maude Gibson
Jesse Adams	Charles Graham
Jack Allen	J. R. Kinzer
J. G. Black	O. D. Lascoe
Virgil Burns	H. K. Meyer
J. D. Falls,	R. R. Richards
Temporary Chairman	Ronella Spickard
C. H. Farley	T. J. Stone
Dord E. Fitz	Ralph W. Whalin
Mary Floyd	Ralph Woods

REPORT AND FINDINGS OF GROUP VI

Problem: What Kind of In-service Programs of Teacher Education Will Prove Most Effective in the Improvement of Learning Conditions in the Schools?

Introduction

Education is a continuing process, and teachers should be expected to improve in service because:

1. The number of teachers is decreasing.
2. The accepted functions are changing.
3. The new cultural developments make new demands.
4. There is a shift toward more democratic administration.
5. The new insights into social understanding and developments are being demanded and are being produced.

The Purposes of In-Service Training

1. The purpose is to secure a broader concept of the scope of an in-service teacher education program.
2. We hope to explore different ways that the schools may organize and go about solving their in-service educational problems.
3. It is to encourage and stimulate effective cooperation between colleges and local school systems in an in-service educational program.
4. Another purpose is to discover and evaluate new techniques for the continuous education of teachers.
5. The last purpose is to arrive at some conclusions with steps through which teachers pass in their in-service growth.

Divisions of Study

The divisions selected for specific study by our committee were:

1. The function of teachers.
2. Local organization in each administrative unit to promote in-service education.
3. Identification and attack upon the problems of in-service education.
4. How can other agencies be utilized in solving the problems of in-service teacher education?

No. 1. Functions of the teacher

These functions of a teacher are based upon the conception that education is a continuous process. They are stated as follows in their relation to:

- a. The Child.
 1. To assist the child in becoming acquainted with his present environment and the conditions out of which it developed.

2. To assist the child to acquire and maintain status by socially acceptable means.
 3. To aid the child in planning his goals and to be careful that those goals are in harmony with the accepted aims of education.
 4. To assist the child in selecting experiences which will lead to the accomplishment of his goals.
 5. To make available to the child usable materials which will make his experiences more meaningful.
 6. To aid the child in evaluating his experiences in the light of his goals.
 7. To illustrate to the child by his own life the qualities of good citizenship, or to be to the child a living example of good citizenship.
- b. The Total Educational Program of a Community.
 1. To assist in the development and revision of the curriculum.
 2. To assist in the formulation of policies with which they are concerned and for which they will assume part responsibility.
 - c. The Community.
 1. To identify himself as a member of the community.
 2. To discover and use resources of the community—its organizations, institutions, traditions, personalities, etc.
 3. To assist in acquainting the community with the educational philosophy and objectives of the school.

No. 2. Organization to Promote In-service Education

- a. The chief administrative authority of each public school administrative unit and of each private teacher training institution of the State should be charged with the responsibility for initiating and stimulating an improvement in-service program.
- b. The chief administrative officer of each of the above units and the entire staff should consider together the desirability of such a program.
- c. After the decision to inaugurate a continuing in-service program, a planning committee should be **elected** by the staff to represent a cross section of the staff.
- d. The planning committee should organize and should present at a subsequent date its plans consistent with the plans of the State Department of Education for staff approval.
- e. It is recommended that in so far as possible all value-forming agencies be utilized in an advisory capacity in an improved in-service program.

No. 3. Identification and Attack Upon In-service Education

The problems of in-service teachers are those which arise from their felt needs and should be identified by the individuals concerned. If the teachers themselves do not take the initiative in the identification of their problems the administrator should assume the responsibility of sensitizing them to such problems. Some suggested devices for this purpose are:

- A. Questionnaires for a check on possible problems.
- B. Self evaluation forms designed to make the teachers conscious of problems arising because of limitations of their own background of experience.
- C. Asking groups of teachers to clarify the functions of a teacher.
- D. Suggestions, problems and questions arising from students.
- E. Individual conferences.

In making an attack upon the problems of in-service education use may be made of the following:

- A. Individual improvement
 - 1. Use of teacher's vacations for work experience, work shops, study, travel, etc.
 - 2. Reading with attention focused on a specific problem.
 - 3. Consulting with various individuals and agencies that can assist in the solution of a definite problem.
- B. As a member of the organization within the administrative unit in which she serves (See Unit II of this report).
- C. Through the utilization of other agencies listed in Unit IV of this report.

HOW CAN OTHER AGENCIES BE UTILIZED IN SOLVING THE PROBLEM OF IN-SERVICE TEACHER-EDUCATION?

No. 4. Utilizing Other Agencies in In-service Education

The responsibility for the promotion of said program shall rest with the chief administrative authority and the staff of each public school administrative unit, with the cooperation of the State Department of Education, and with the public and the private teacher-education institutions.

Possible Solutions:

- 1. **State Department of Education:** The State Department of Education may help coordinate such a program by:
 - a. Appointing coordinating committees
 - b. Selecting a coordinator in keeping with the plans of the State Superintendent of Public Instruction
- 2. **Colleges:** The colleges may assist by:
 - a. Cooperating with the state program
 - b. Meeting with the regional and the local conference groups
 - c. Providing consultant service
 - d. Providing extension service
 - e. Providing supervisory service in an advisory capacity including demonstration work
 - f. Providing library service and by meeting other needs as they arise
 - g. Providing intensive service to a limited number of schools on their problems

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3. **Kentucky Education Association:** The Kentucky Education Association may assist in the program by:

- a. Holding state and district education conferences
- b. Publishing the Kentucky School Journal and by distributing mimeographical sheets and "news flashes"
- c. Providing necessary research which may contribute to the improvement of the in-service teacher-education

4. **Other Consultant Service:** This may be secured from:

- a. National Education Association
- b. National Congress of Parents and Teachers
- c. American Council on Education
 - (1) Commission on Teacher-Education
 - (2) American Youth Commission
- d. Other available sources

Recommendations

1. We recommend that each local school unit attempt to answer the question: What are the functions of a teacher?
2. We recommend that each administrative unit have an organization for promoting in-service education similar to that described in our report on Problem II.
3. We recommend that each local school unit identify and attack its problem through procedures such as those suggested in our report on Problem III.
4. We recommend that other agencies such as those included in our report on problem IV be utilized to promote in-service education.

Minutes of Group VI

A careful reading of the minutes of Group VI will reveal an excellent procedure which employs the democratic processes. This group conducted its activities so that practically every member made a definite contribution. There is shown here a splendid integration of all persons—chairman, members, consultants.

The activities of this group represent in the main procedures followed in all groups which worked during the conference.

(Complete minutes were not furnished by all groups.)

Group VI, on the study of in-service education of teachers, met in Room 202 of the Student Union Building at 10:45 a.m., September 9, 1940.

Mr. Gordie Young, the temporary chairman, called the meeting to order and proceeded with the organization of the group. Dr. Bert R. Smith was elected permanent chairman and Dr. Saul Houchell, Secretary.

The chairman, Dr. Smith, inquired of Dr. Armstrong whether he intended to work regularly with this group and had the reply from Dr. Armstrong that he was "with the group until they sink or swim." Mr. Smith then invited Dr. Armstrong to make some statement from which the group might begin to get a conception of its immediate undertaking. Dr. Armstrong stated that what the group had met to consider is ways

and means by which teachers can be helped to become increasingly better teachers while on the job. He suggested a few of the problems involved.

There followed a period of general discussion as to how the group might best proceed to its task. Dr. Armstrong stated that we should approach the period of study in the same manner and spirit that any school group should approach the study of a problem—that is, as a group of learners together, and not with any attitude that we are the elect, that we know, and that the teacher back home is to learn from us. The group expressed hearty approval of this statement of attitude.

The group adjourned at noon to meet again at 1:30 p.m. and take up the matter of listing the problems which it will study during the week.

Session of Monday Afternoon, September 9

A new enrollee at this session was Mr. O. E. Huddle.

Dr. Smith called the meeting to order at 1:30 and asked for suggestions as to immediate procedure. It was decided to use the blackboard for setting down the problems uppermost in the minds of the group. Each problem listed was discussed at some length at the time it was proposed. The following statement of problems resulted:

PROBLEMS OF IN-SERVICE EDUCATION OF TEACHERS

1. The follow-up program of the colleges.
2. Contribution of KEA and affiliated associations.
3. Contribution of State Department of Education.
4. Contribution of National Office of Education.
5. Contribution of local administrators.
6. Helping the first-year teacher.
7. Library service.
8. Extra-curricular activities.
9. A coordinated state program of supervision.
10. Use of teachers' vacations as a means of in-service education.
11. Special education for dealing with handicapped children.
12. Adjustment of the teacher to the community.
13. Adjustment of the teacher to other agencies of the community.
14. Understanding of other levels of teaching as well as the one at which the teacher happens to be working.
15. Sensitizing teachers to the fact that they have some problems.
16. The organization of teachers for their in-service education.
17. The functions of the teacher: In-service education for what?
18. How can teachers be brought to help one another with their problems?
19. How can the background of teachers be broadened for performing assignments in other fields?
20. How can teachers be motivated for growth in service?

The group then voted to have its planning committee, consisting of Mr. Gordie Young, Mr. Smith, and Mr. Houchell, take these twenty

problems and restate and group them in some form in which they can be better attacked tomorrow morning.

The meeting adjourned.

Tuesday Morning Session

The meeting was called to order and new members of the group were enrolled, as follows: Mr. William A. Cheek, Miss Mary Browning, and Mrs. Mayme W. Scott.

Mr. Smith outlined the coming phases of the week's work on the in-service education problem as they were agreed upon in a joint meeting of the group chairmen.

The report of the group planning committee on the restatement and grouping of problems was placed on the blackboard and discussed briefly. The twenty problems were grouped, as follows, into four large problems:

- I. What are the functions of a teacher?
- II. What organization within the administrative unit will best promote in-service education?
- III. How can the problems of in-service education be identified and attacked?
- IV. How can other agencies be utilized in solving these problems?

The group proceeded to a consideration of the first of these large problems, What are the functions of a teacher? An attempt was made in the discussion to see the functions of the teacher in relation to the child, to the total school program, and to the community. When the time of the session had been consumed in this discussion, the work of organizing the statement of functions was entrusted to a committee consisting of Dr. Seay, Miss Browning, and Mr. Purdom.

Tuesday Afternoon Session

A new enrollee at this session was Mr. L. C. Henderson.

Problem II was taken up by the group as a whole: What organization within the administrative unit will best promote in-service education? Mrs. Scott was invited to discuss briefly her organization in the Estill County Schools. After describing her set-up, she emphasized the point that teachers must work out their own problems, under guidance and stimulation, and that they must feel the need of help before they can be helped. Mr. Taylor made a statement to the effect that they are many and varied kinds of organizations within the administrative units of the state. He described briefly one or two of these organizations. Miss Browning talked about the work of Dr. Scott in the Louisville schools in the problem of securing better sequential thinking on the part of pupils. She emphasized the fact that he did not and would not attempt to tell his teachers the solution—that it was something they must solve themselves. There was broad participation in the discussion as it progressed.

The following general beliefs were obviously uppermost in the minds of the group:

1. Organization for in-service education should be continuing.
2. Organization should arise out of teachers' needs and be democratic.
3. Teachers must solve their own problems.
4. Administrators and supervisors should furnish stimulation, guidance, and cooperation when needed.

The meeting adjourned to continue the discussion of Problems II at the Wednesday morning session.

Wednesday Morning Session

New enrollees at this session were: Mr. P. H. Neblett, Mr. Coleman Reynolds, Mr. Roland Roberts, Mr. John Shaw, and Mrs. Gordie Young.

Dr. Smith called the meeting to order and announced the following instructions from the meeting of the chairman:

1. To forget about any report to be written up.
2. To plan to give only a running report of what the group did.

Dr. Seay presented the report of his committee on the functions of a teacher. Dr. Seay stated that when the committee met it decided to accept the following three criteria as a basis for deciding what functions to include in the statement:

1. Possibility of securing evidence as to the attainment of the function.
2. Avoid confusing specific activities with functions.
3. Avoid confusing understandings with functions.

Dr. Seay prepared on this basis and submitted as an incomplete statement which may serve as a background necessary in discussion "In-service education for what?" The report follows, as it was adopted by the group:

FUNCTIONS OF TEACHERS

These functions of a teacher are based upon the conception that education is a continuous process. They are stated as follows in their relation to:

I. The Child

1. To assist the child in becoming acquainted with his present environment and the conditions out of which it developed.
2. To assist the child to acquire and maintain status by socially acceptable means.
3. To aid the child in planning his goals and to be careful that those goals are in harmony with the accepted aims of education.
4. To assist the child in selecting experiences which will lead to the accomplishment of his goals.

5. To make available to the child usable materials which will make his experiences more meaningful.
6. To aid the child in evaluating his experiences in the light of his goals.
7. To illustrate to the child by his own life the qualities of good citizenship, or to be to the child a living example of good citizenship.

II. The Total Educational Program of a Community

1. To assist in the development and revision of the curriculum.
2. To assist in the formulation of policies with which they are concerned and for which they will assume part responsibility.

III. The Community

1. To identify himself as a member of the community.
2. To discover and use resources of the community—its organizations, institutions, traditions, personalities, etc.
3. To assist in acquainting the community with the educational philosophy and objectives of the school.

Superintendent Brooker was invited to speak to the group on the problem of organization for in-service education. He outlined his plan for improving instruction as embracing the following large steps:

1. To get local boards of education to make better selections of teachers.
2. To improve the pre-service training of teachers.
3. To improve the in-service training of teachers.
4. To secure a curriculum based upon life needs.

Dr. Brooker stated that the problem of in-service training of teachers goes hand in hand with the problem of curriculum improvement. He stated that he was awaiting the results of the study being made by this group before going ahead with his definite plans for a state-wide organization for the improvement of instruction.

At this point the group voted unanimously to accept the offer of Mrs. Murbach to plug in her radio in the conference room and tune in Mr. Churchill's address from London. After hearing the address the group gave Mrs. Murbach a vote of thanks.

Mr. Swing then explained some of the essentials of his organization in the Covington schools. He emphasized that his administrative machinery was designed to keep teachers alive mentally and culturally, and embraced definite requirements as to travel and additional study. Mr. Swing went on to describe his supervisory set-up. He emphasized that a spirit of cooperation in problem-solving is manifest between supervisors and teachers, and that both teachers and supervisors are alert to ways and means of self-improvement.

A number of questions were asked of Mr. Swing, bringing out further details of his organization. Other contributed suggestions from their experience. At the expiration of the time of the session, a committee to report on Problem II was approved by the group, as follows: Mr. Swing, Chairman, Mrs. Scott, and Mr. Taylor.

The meeting adjourned.

Wednesday Afternoon Session

Dr. Seay presented a request from the committee of group chairman that Group VI sponsor a general meeting on Thursday evening consisting of a panel discussion of in-service education. A motion to comply with this request was passed.

Dr. Smith presented a suggestion from Dr. Wilson, chairman of Group III, for a joint meeting of groups III and VI on Thursday morning to discuss one phase of in-service education, the contribution the colleges can make in this field. The group voted in favor of such a joint meeting.

At this point a general discussion was begun upon Problem III. How can the problems of in-service education be identified and attacked? Under this large problem were listed earlier the following specific problems stated at the opening of the group understanding:

6. Helping the first-year teacher.
10. Use of teachers' vacations as a means of in-service education.
11. Special education for dealing with handicapped children.
12. Adjustment of the teacher to the community.
13. Cooperation by the teacher with other agencies of the community.
14. Understanding of other levels of teaching as well as the one at which the teacher is working.
15. Sensitizing teachers to the fact that they have problems.
18. Bringing teachers to help one another with their problems.
19. Broadening the backgrounds of teachers for performing services in new fields.

The time of the session was spent in the discussion of some of these problems, particularly numbers 6 and 15. There was a tendency, in the discussion of problem 6 to keep going back to the question of pre-service training, with the result that considerable time was lost from the immediate problem. Mrs. Scott stated that she uses demonstration teaching to provide new teachers the opportunity to observe good teaching in a situation similar to the one in which they will be working. Dr. Armstrong suggested that the beginning teacher can often be greatly helped or hurt in the assignment of her teacher load. Miss Browning stated that the selection of teachers load is carefully adapted to the beginning teacher in the Louisville schools, and that principals and supervisors take great care to help the first-year teacher to succeed. Dr. Jarvie stated that the whole problem of the beginning teacher must be approached from the point of view of the individual teacher, and that it is difficult to generalize about the problem. He suggested that a technique might be borrowed from the big-brother sort of movement, by which some experienced teacher specifically looks out for the new teacher when she comes into the system and helps her to adapt to the mores of the community and the school.

To the question as to what next procedure to follow on Problem III Dr. Armstrong offered the following two suggestions:

1. That for lack of time only two or three of the listed sub-problems be discussed fully, and that consideration be given to procedures for working on in-service problems in the actual school situation.

2. That ways of identifying problems in an actual situation should also be considered.

The meeting adjourned.

Thursday Morning Session

This session was held jointly with Group III. The problem discussed was the contribution the colleges can make to in-service education.

To avoid duplication the notes on this discussion are omitted here. They will be found in the account of the proceedings of Group III, which is more directly and more largely concerned with this problem.

Thursday Afternoon Session

The meeting was called to order by the chairman. Time was taken at the beginning to fill out the question blank for the committee on evaluation of the conference.

In the absence of Mr. Swing, chairman of the committee on Problem II (Mr. Swing, Mr. Taylor, and Mrs. Scott) the mimeographed report was presented by Mr. Taylor and adopted. The report follows:

WHAT ORGANIZATION WITHIN THE ADMINISTRATIVE UNIT WILL BEST PROMOTE IN-SERVICE EDUCATION?

1. The chief administrative authority of each public school administrative unit and of each private teacher training institution of the State should be charged with the responsibility for initiating and stimulating an improvement in-service program.
2. The chief administrative officer of each of the above units and the entire staff should consider together the desirability of such a program.
3. After the decision to inaugurate a continuing in-service program, a planning committee should be elected by the staff to represent a cross section of the staff.
4. A planning committee should organize and should present at a subsequent date its plans of the State Department of Education for staff approval.
5. It is recommended that in so far as possible all value-forming agencies be utilized in an advisory capacity in an improvement in-service program.

The chairman pointed out that the work on Problem III and Problem IV is yet to be completed, and that following the afternoon session of general discussion these two problems will be put in the hands of committees for the preparation of the final reports upon them.

Problem III having been discussed at some length at one of the previous day's sessions, the other phases of Problem IV were taken up.

Dr. Seay stated that in our consideration of the contribution of the colleges to in-service education there is a danger of going too far in the

direction of supervisory aid from the colleges—that supervision is a function of the local school unit.

Mrs. Scott stated that she has made a great many calls upon the colleges and that they have invariably been answered. She voiced the conviction that such help should never be attempted until it is needed and called for.

On the question of library services Miss Bennett stated that Eastern has given help to schools in cataloguing their libraries and in lending professional books to the teachers. Dr. Smith stated that Western has rendered the same kinds of services. Mrs. Young spoke of the services of the Library Extension Division of the State public library.

Dr. Seay, as President of the K.E.A., asked for suggestions as to how the K.E.A. Journal and the associational meetings may make a larger contribution to in-service education.

Mr. Purdon said that this year's C.K.E.A. meeting would emphasize the state's educational program, and would make a special effort to provide as much participation as possible by the classroom teachers.

Mr. Taylor spoke of the hopes and plans of the State Department along the lines of improving instruction through coordinating and promoting the work of all the various agencies and school units over the state.

The committee chosen on Problem III was composed of Miss McKinney, chairman, Miss Bennett, and Mr. Denman.

The committee on Problem IV consisted of Mr. Huddle, chairman, Mr. Henderson, and Dr. Schnieb.

The meeting adjourned.

Friday Morning Session

The chairman called the meeting to order at 10:00 a.m. and asked for the committee report on Problem III. This committee was composed of Miss McKinney, chairman, Miss Bennett, and Mr. Denman. Miss McKinney presented the report, which was adopted as follows:

HOW CAN PROBLEMS OF IN-SERVICE EDUCATION BE IDENTIFIED AND ATTACKED?

I. Identification

The problems of in-service teachers are those which arise from their felt needs and should be identified by the individuals concerned. If the teachers themselves do not take the initiative in the identification of their problems the administrator should assume the responsibility of sensitizing them to such problems. Some suggested devices for this purpose are:

- A. Questionnaires for a check on possible problems.
- B. Self evaluation forms designed to make the teachers conscious of problems arising because of limitations of their own background of experience.
- C. Asking groups of teachers to clarify the functions of a teacher.

- D. Suggestions, problems and questions arising from students.
- E. Individual conferences.

II. Attack

In making an attack upon the problems of in-service education use may be made of the following:

- A. Individual improvement
 - 1. Use of teacher's vacations for work experience, work shops, study, travel, etc.
 - 2. Reading with attention focused on a specific problem.
 - 3. Consultation with various individuals and agencies that can assist in the solution of a definite problem.
- B. As a member of the organization within the administrative unit in which she serves (See Unit II of this report).
- C. Through the utilization of other agencies listed in Unit IV of this report.

The report on Problem IV was called for. The committee on the preparation of this report consisted of Mr. Huddle, chairman, Mr. Henderson, and Dr. Schnieb. Dr. Schnieb presented the report, which was adopted as follows:

Problem IV: How can other agencies be utilized in solving the problem of in-service teacher-education?

The responsibility for the promotion of said program shall rest with the chief administrative authority and the staff of each public school administrative unit, with the cooperation of the State Department of Education, and with the public and the private teacher-education institutions.

Possible Solutions:

1. State Department of Education:

The State Department of Education may help coordinate such a program by:

- a. Appointing coordinating committees
- b. Selecting a coordinator in keeping with the plans of the State Superintendent of Public Instruction

2. Colleges:

The colleges may assist by:

- a. Cooperating with the state program
- b. Meeting with the regional and the local conference groups
- c. Providing consultant service
- d. Providing extension service
- e. Providing supervisory service in an advisory capacity including demonstration work
- f. Providing library service and by meeting other needs as they arise
- g. Providing intensive service to a limited number of schools on their problems

3. Kentucky Education Association:

The Kentucky Education Association may assist in the program by:

- a. Holding state and district education conferences
- b. Publishing the Kentucky School Journal and by distributing mimeographed sheets and "news flashes"
- c. Providing necessary research which may contribute to the improvement of the in-service teacher-education

4. Other Consultant Service:

This may be secured from:

- a. National Education Association
- b. National Congress of Parents and Teachers
- c. American Council on Education
 - (1) Commission on Teacher-education
 - (2) American Youth Commission
- d. Other available sources

The chairman thanked the group for their cooperation and congratulated them upon the work they have done.

Votes of thanks were formally given by the group to Dr. Smith and Dr. Houchell for their services to the group as chairman and secretary.

Final recommendations from this study were approved, as follows:

1. That each local school unit attempt to answer the question, What are the functions of education?
2. That each administrative unit have an organization for promoting in-service education, which will be similar to that described in our report on Problem II.
3. That each local school unit identify and attack its problems of in-service education through procedures such as are suggested in our report on Problem III.
4. That other agencies such as those included in our report on Problem IV be utilized to promote in-service education in local school units.

GROUP VI—ROLL

Bert Smith, Chairman	H. W. Nichols
Saul Houchell, Secretary	C. H. Purdom
Isabel Bennett	Coleman Reynolds
Mary Browning	Roland Roberts
W. L. Cace	Anna A. Schnieb
William A. Cheek	Mamie West Scott
H. A. Cocanougher	Maurice Seay
Clarence B. Denman	John Shaw
L. C. Henderson	Glenn O. Swing
B. B. Hodgkin	L. N. Taylor
O. E. Huddle	C. R. Wimmer
Mary Frances McKinney	Duke Young
Janet Murbach	Mrs. Gordie Young
P. H. Neblett	Gordie Young, Temporary Chairman

REPORT AND FINDINGS OF GROUP VII

Problem: What are the Relationships That Should Exist Between the School and the Community?

I. Story of the Group's Work.

Group VII, which was concerned with the relations that should exist between the school and the community, perfected its organization by the election of a permanent chairman and a permanent secretary at its first meeting. The group then proceeded to a discussion of the general aspects of the problem. As a result of this discussion, the problem was restated more in keeping with the experiences of the members of the group. It was decided that the community was an organism of inter-related parts, each one of which had a rather definite function to perform which could not be performed by another part without loss to the community. In keeping with this concept, the problem was stated as follows: What are the relations that do, and should, exist between the school and the other agencies, instrumentalities, and institutions of the community? The various concepts involved were defined, and the assumptions upon which the subsequent discussions were conducted were clearly stated and agreed upon.

The broad problem was then analyzed and broken down into a number of more specific problems, viz., what is, and what should be, the relation between the school, and its personnel, and industry, the church, the home, the health agencies, the political agencies, and other elements of community? Consideration was also given to the relation, and the responsibility of the school, to those unorganized aspects of life that are so essential to highly unorganized community living. It was the conviction of every member of the group that it was the imperative responsibility of the school to promote, and, when possible, to provide library and recreational facilities for the community when these were not adequately provided by other and more effective agencies.

Not only were the responsibilities of the school to the other agencies and phases of community discussed but considerable attention was given to those things which the school has a right to expect, and even to demand, from the other elements of community.

After the reciprocal relations that exist, or should exist, between the school and the other agencies of community life were considered, an attempt was made to indicate the broad outlines of a program of action designated to establish the desired relations between the school and other organizations, or to make those relations more vital and functional. General procedures and types of resources available in every community were discussed and evaluated.

Every member of the group contributed freely and fully at every stage in the discussion, and agreement was evidenced by a general consensus rather than by formal note. Furthermore, each member has realized that the material bearing on the subject has not been exhausted, and that the findings and conclusions reached were in no sense final and conclusive. The latter are to be regarded merely as a starting point in a more thorough consideration of the problem.

II. Plan of Attacking the Problem.

In attacking the big problem various members of the group indicated certain angles to the problem they wished to have considered by the group. These were set up as smaller problems as follows:

1. What is the obligation of the school in providing library service for the community?
2. What part should the school play in providing recreational opportunities and facilities for the community?
3. What should the school do about adult education?
4. What is the relationship of the community to the curriculum of the school?
5. How can the school use the resources of the community for educational experiences for the in-school children?
6. What is the obligation of the school in improving living in the community?
7. What relationship should exist between the school and the church?
8. What relationship should exist between the school and social agencies, organizations, etc., of the community?

III. Way in which the Group Worked.

A. The following way of working evolved during the meetings of this group:

1. The group worked on the concept that the school does not exist separate and apart from the community but is an integral part of the community. Therefore, relationships should be considered between the school and the other elements of the community and between the other elements of the community and the school.
2. The group considered the school as a specific institution in a specific community rather than considering the school as a general institution.
3. Individuals in the group proceeded on the assumption that they did not know the answer to the problem or attempt to make prevalent any pre-conceived notions but sought earnestly to discover through a full and frank exchange of ideas a better concept of how the problem might be solved.
4. The group endeavored to give due consideration to all the contributions made by everyone in the group, assuming that all had a contribution to make and that no one knows all the answers.

5. Members of the group felt that they were profiting far more by working on the problem, than it was possible for others to profit from hearing or reading the report.
6. The group does not consider its findings final or conclusive, and feels that it could with more deliberation, and by the same procedure, evolve better concepts than it now holds.
7. The group did not work as a research group or an investigation committee.

IV. Summarizing statements made by group.

1. Library service.

It is the obligation of the school to provide, in so far as possible, informational and recreational reading for the community.

2. Recreation.

It is the obligation of the school to provide, in so far as possible, recreational opportunities and facilities to meet the needs of the community.

3. Adult Education.

It is the obligation of the school to use all of its resources to meet the adult educational needs of the community.

4. Community betterment.

It is the obligation of the school to provide leadership to enable the community to discover its needs and to utilize its resources for community betterment.

5. Home-School relationship.

It is the obligation of the school to recognize and encourage reciprocal relations between the school and home.

- a. To understand the home conditions of every child.
- b. To work with the home in such a way that the home will know what the school is trying to do and the school will know what the home is doing and attempting to do.

6. Curriculum.

It is the obligation of the school to understand community conditions and needs and use these findings in setting up the purposes, aims, and objectives of the school.

7. Educational resources of the community.

The school should continually explore the community to seek out desirable educational resources that may be used in reaching the purposes, aims, and objectives of the schools.

8. School-Church relationship.

- a. That school should encourage participation in the religious life of the community.
- b. The school should assume responsibility for developing high moral character in respect to man's relation to man.

- c. The school should continually seek to find its place in the developing of the spiritual aspects of the individual.
9. The group did not have time to explore the relationships that should exist between the school and such other elements of the community as

Social agencies
Organizations
Governmental agencies

except as these are involved in the general statements above.

GROUP VII—ROLL

Tabb, W. R., Chairman	Lowry, C. S., Temporary Chairman
Mason, Frances, Secretary	Telford, Brown
Gumbert, G. M.	Terrel, R. F.
Kimbler, N. O.	Turner, Mrs.
King, W. P.	Walton, Moss

REPORT AND FINDINGS OF GROUP VIII

Problem: What Are the Desirable Next Steps in Certification?

There are many problems of certification that merit consideration. This committee has considered only a very small number of these. This is due in part at least to the fact that the committee is very small and to the fact that its membership does not come directly in contact with the problems incident to the issuance of certificates. We submit the following five problems with recommendations:

PROBLEMS

1. Should the standards for issuing the elementary teachers' certificates be raised?
2. How can the method of issuing high school certificates be modified so that high school teachers will have adequate training in the fields in which they are to teach?
2. Should the method of renewing the various certificates be revised?
4. How may those applicants for certificates who should not become teachers but who are able to meet the scholarship standards required be excluded from the teaching profession?
5. Should scholarship standards required for the issuance of certificates be raised?

RECOMMENDATIONS

1. The State Board of Education should be empowered to grant the provisional elementary certificate upon the completion of three years of college work prescribed by the Council on Public Higher Education. It is recommended that the first two years of the course required for this certificate be confined to non-professional subjects and that all the professional training required be done in the third year. This certificate should be issued for three years and should be renewable not more than once.
2. The high school teacher's certificate should entitle the holder to teach only those subjects and in those areas in which he has had special training and those subjects and areas should be named in the certificate. The minimum amount of training in each subject and in each area required as a basis for certification to teach that subject or in that area should be prescribed by the Council on Public Higher Education.
3. The method of renewing the various certificates should be given further careful consideration in order that a more just and equitable set of requirements for renewal may be found.

4. The need for an evaluation of qualities other than academic achievement necessary for the teaching profession as a basis for certification is recognized. It is recommended that the teacher training agencies and the authorities on certification give serious consideration to the problem of finding some method of excluding from the teacher training courses and from the teaching profession those persons who ought not to enter the teaching profession even though they may be able to meet the scholastic standards required for certificates. To be considered in this connection are certain standards of health, character, personality, etc., as prerequisite for admission to teacher training courses.
5. An increased scholarship standard is highly desirable. It is suggested that this may be obtained by setting up or increasing standards in scholarship required for admission to professional courses in teacher training curricula as well as by increasing standards required for the issuance of certificates. The student training agencies and the certifying authorities should give this problem earnest consideration.

GROUP VIII—ROLL

J. L. Creech, Chairman
H. M. Yarbrough, Secretary
Mary Lois Williamson,
Temporary Chairman

M. E. Mattox
G. B. Pennebaker
M. O. Wrather

REPORT AND FINDINGS OF GROUP IX

Problem: By What Measures May Teacher Education Be Evaluated?

The committee on Evaluation of Teacher Education, under the temporary chairmanship of Dr. C. C. Ross of the University of Kentucky, elected the following permanent officers: Chairman, Dr. Franklin V. Thomas, Union College; secretary, Miss Edith G. Ford, Eastern Kentucky State Teachers College.

The committee organized its problems under three headings:

1. The Philosophy and Scope of Evaluation.
2. Evaluation of a Program of General Education.
3. Evaluation of a Program of Professional Education.

The Committee recognized that evaluation can be made only in terms of the aims of the programs and the experiences that are being provided to accomplish these aims; also, that the aims and experiences selected are both an evaluation in itself and a basis for further evaluation. Therefore, until reports of the committees working on these problems should be available, it was necessary that the Evaluation Committee set up aims and experiences as background for its study of the ways and means of evaluation.

Sub-committee I, working on the philosophy and scope of evaluation, has defined and described evaluation as working, evolving process.

Sub-committees II and III, working on the evaluation of the programs of general and professional education, have outlined the actual concerns of a teacher education program.

COMMITTEE IX—EVALUATION OF THE TEACHER EDUCATION PROGRAM

Report of Sub-committee I—General Principles of Evaluation of Teacher Education

Introduction:

The sub-committee has chosen to consider the philosophy of evaluation under three main headings: (1) the purposes of evaluation in teacher education; (2) the nature and scope of evaluation in teacher education; and (3) major assumptions underlying the development of a program of evaluation. These three matters will be considered very briefly in that order.

The discussion is presented in the form of a brief outline-summary, so that study and criticism of the general statement may be facilitated to the greatest degree possible.

I. The purposes of Evaluation in Teacher Education:

- A. The primary purpose of evaluation is to measure growth, rather than to determine present status. Evaluation should, therefore,
1. Attempt to measure progress or change between different dates rather than disclose status at a single date;
 2. Be in terms of the educational program's strengths and weaknesses rather than in terms of good and bad.
- B. Evaluation should not only measure growth, but should in itself stimulate and produce growth. This growth should be in the form of a constant reorganization of the program in the light of strengths and weaknesses discovered.

II. The nature and Scope of Evaluation in Teacher Education:

- A. Evaluation procedures should possess three essential characteristics:
- (1) validity, (2) reliability, and (3) usability; that is, they should tell the truth with a high degree of consistency and with a reasonable expenditure of time, Energy, and Money.
- B. Evaluation is a much larger concept than measurement. It will make appropriate use of many newer appraisal techniques, such as observation, interviews, check lists, ratings, autobiographies, diaries, questionnaires, case histories, and anecdotal records, as well as the usual paper-and-pencil tests and examinations.
- C. Evaluation should be a continuous rather than a sporadic process. It must start with an appraisal of aims and continue with an appraisal of means and ends, while paying close attention to the basic assumptions at every step in the process. Provision must be made for carrying out continual re-appraisal of each aspect of the total program.
- D. Evaluative effort should seek to identify an increasing number of experiences which, because of their meaningfulness and purposefulness, carry their own evaluative significance.
- E. Evaluation of teacher education should be concerned with the following elements:
1. The teacher's growth in understanding of child development broadly conceived;
 2. The professional skills and insights essential to the effective guidance and stimulation of pupil growth;
 3. The teacher's growth in general educational background;
 4. The teacher's familiarity with the subject areas in which she is expected to teach;
 5. The teacher's personal and social growth with reference to:
 - a. the development of desirable professional ethics and standards,

III.

- b. the development of enthusiasm and spirit of service,
- c. a growing desire for general and continual self-improvement.

III. Major Assumptions Underlying the Development of an Evaluation Program:

A. Functions and methods

1. It is desirable to encourage maximum participation in evaluation activities by members of the staff, students, and the public.
2. It is desirable that participation be guided by respect for all concerned, for the individuality of those participating, whether they be administrators, supervisors, teachers, pupils, or parents.
3. In a democracy the fundamental doctrine of individual differences is as valid for schools as it is for individuals. Evaluation procedures should, therefore, vary with types of situations; that is, from institution to institution and with respect to various aspects of a program within an institution. A program of teacher education can be studied satisfactorily and judged fairly only in terms of its own philosophy of education, its individually expressed purposes and objectives, the nature of the pupils with whom it has to deal, the needs of the community which it serves, and the nature of American democracy of which it is an inseparable part.
4. Expert advice should be sought when needed, but the role of the expert should be entirely advisory and consultative, not authoritative or dictatorial.

B. Primary bases for evaluation

1. The evaluation of a program must be organized with respect to the total situation and must, in all aspects, be consistent with the philosophy and assumptions on which the total program is based. Results of evaluative efforts on fragments of a program are not to be regarded as additive; the academic soundness of a given method may be proven only to find that it was at the expense of other expressed goals.
2. Characteristics of human behavior and philosophy can be indentified.
3. Growth in these characteristics is possible and observable.
4. Characteristics of growth can be described and evaluated.
5. Evaluation of individual growth and development should be carried on with reference to the individual's **total** behavior. Evaluation of individual growth should not be concerned with fragmentary aspects of individual behavior.

6. Evaluation data can be used in the guidance of individuals and in the development and reorganization of programs.
7. Inasmuch as groups, as well as individuals, have aims or goals, we can and should evaluate group progress as well as individual progress.
8. Crude techniques for evaluating the really important educational objectives are more important than highly refined tools for measuring the inconsequential.
9. Any useful, stimulating and valid method of evaluation should be flexible; that is, it should be capable of reasonable modification as new bases of evaluation and different levels of achievement are suggested or developed.
10. Every learning experience presents some kind of opportunity for evaluating growth and development.

By the Subcommittee:

Mr. C. C. Ross
 Mr. N. O. Taff
 Miss Edith L. Parker
 Miss Edith G. Ford
 Mr. F. V. Thomas

Sub-committee II. Evaluation of a Program of General Education

- I. A tentative statement of the goals of general education with respect to evaluation may be thought of as the acquisition of:
 - A. General competencies, such as
 1. Initiative and orderly thinking.
 2. An effective, economical method of planning and work.
 3. An inquiring attitude.
 4. Desirable character traits such as honesty, reliability, respect for property, and a sense of responsibility.
 - B. Specific competencies, such as
 1. A mastery of the English language.
 2. An appreciation of literature and the other fine arts.
 3. An understanding of the science of living together for mutual benefit.
 4. An understanding of the cultures of different levels of society.
 5. Intelligent consumership.
 6. A capacity for self-expression in the arts.
 7. A capacity for creative work in the sciences.
 8. An attainment of physical and mental well-being.
 9. An understanding and appreciation of the functioning of democracy.
 10. An understanding of the contributions of the cultures of past civilizations to present society.
 11. The ability to recognize and interpret the trends in our changing society.

- II. The experiences which it is assumed will help attain these competencies are:
- A. Presentation of the academic subjects in such a way as to attain these goals.
 - B. Greater student participation in classroom activities.
 - C. Greater use of the community and national resources in classroom procedures and activities.
 - D. Greater consideration of current problems.
 - E. Extra-curricular activities for social development.
 - F. Group activities to develop cooperation and group loyalty.
 - G. A continuous, critical reexamination of content material for determining its validity in the development of these competencies.
- III. The fundamental assumption underlying a program of evaluation is that all teachers, regardless of their academic and professional fields, should assume a portion of the responsibility for providing experiences to develop these competencies and for guidance in the attainment of these competencies.
- IV. The committee recognizes the necessity for the development of evaluation techniques to determine whether or not the experiences of Section II have accomplished their purposes.

By the Sub-Committee:

Albert T. Puntney	William L. Keene
E. D. Jenkins	Thomas C. Herndon
Meredith J. Cox	N. O. Taff
Curtis E. Shirley	J. B. Holtzclaw
C. P. McNally	K. M. Adams
P. M. Grise	W. S. Lester

Sub-Committee III: Evaluation of a Program of Professional Education

Professional education is made up of those experiences which develop:

- I. Competence in specialized training in a particular area with insight into the interrelations of that area with other areas.
- II. Educational techniques and procedures.
 - A. Understand conditions under which children learn.
 - B. Understand the nature, growth, and development of the child.
 - C. Recognize individual differences and through guidance provide for these differences.
 - D. Develop methods of evaluation and interpret in terms of the goals.
 - E. Develop attitude of self-evaluation by the teacher.
 - F. Provide a series of learning situations suitable to the needs of the pupil.
 - G. Select and use curriculum, methods, and materials suitable to each learning level.

- III. A conscious teaching philosophy of the goals in education.
 - A. Appreciate as an aim the maintenance of human welfare.
 - B. Understand the conflicting ideologies of the present.
 - C. Understand the purposes and functions of education in our country.
 - D. Guide children of different learning levels in the selection of worthwhile goals, activities, and experiences.
 - E. "Educate all the people everywhere."
- IV. An understanding of teaching as a profession.
 - A. Understand organization and functioning of schools and school systems of the state and nation.
 - B. Appreciate and be in accord with a reputable code of ethics.
 - C. Know something of the trend and future outlook of teaching as a profession and work toward its improvement.
 - D. Appreciate the role of a teacher in the school, community, state, and nation.
 - E. Know the purposes and functions of the various educational societies and associations of teachers and schools.
- V. An active participation in the life and culture of the community.

The committee recommends

- I. That individuals responsible for professional education of teachers in each educational institution work together toward the completion of this evaluation program, using as a working basis the findings of sub-committee I
- II. That these individuals consider:
 - A. Acceptability of this program
 - B. Experiences by which it can be accomplished
 - C. Evaluative ways and means

Committee:

J. D. Coates
 Nell Gill
 R. L. Hoke
 Alice Keys

H. H. LaFuze
 E. L. Parker
 Elizabeth Cherry, Secretary
 Thomas E. McDonough, Chairman

Evaluation

Strengths:

- Working in small sub-committees and reporting to larger committee is good.
- Democratic methods have prevailed at all times.
- Individuals have gained helpful ideas for improving instruction in their own classes.
- The exchange of ideas with others interested in the same problems has been stimulating.
- Technical terms have been greatly clarified.
- The whole experience has stimulated thinking. The evaluative processes and goals and experiences that lead to development of these give us an intangible value that we shall use for years to come.

The development of the workshop method of work has value.

The fact that this stimulating experience immediately precedes the opening of school has set up a readiness for work that would not have been provided by a conference at any other time.

The achievements of this conference are largely in the nature of suggested problems to be studied at the next conference. The reports should enable the next conference to get started with less waste motion.

The new techniques of evaluation are more realistic than many that have been used. They show "good horse sense."

The necessity for reports required clear, concise thinking.

Weaknesses:

There was considerable difficulty in using word with common meaning. A word did not seem to retain the same meaning at all times.

We have ended our work where the planning committee expected us to begin.

There was considerable waste motion in getting started because of the fact that individuals were not prepared before coming.

There was too much emphasis on preparing a report instead of studying a problem.

Time is too short.

We could have made better use of the resources available, such as conferences with other groups, library, etc.

There was not sufficient opportunity for an individual to become familiar with the work of other committees.

Our actual achievements are general, crude, and indefinite.

Recommendations:

Individuals should know in advance what committees they are to work with.

There should be some one to coordinate the work of this year with the work of next year.

We should study the ways and means of measuring.

Individual committee members should have bibliographies ahead of time.

GROUP IX—ROLL

Franklin V. Thomas, Chairman	W. L. Keene
Edith G. Ford, Secretary	Alice Keys
K. M. Adams	H. H. LaFuze
Mary E. Barnhill	Cora Lee
Elizabeth Cherry	W. S. Lester
J. D. Coates	T. E. McDonough
M. J. Cox	C. P. McNally
Nell Gill	Ethel L. Parker
P. M. Grise	Albert T. Puntney
Thomas C. Herndon	C. C. Ross, Temporary Chairman
R. L. Hoke	Curtis E. Shirley
J. B. Holtzclaw	N. O. Taff
E. D. Jenkins	Ella O. Wilkes

REPORT AND FINDINGS OF THE COMMITTEE TO EVALUATE THE CONFERENCE

The chairman of the Committee on Evaluation of the conference presented the minutes describing the activities of the Committee and then presented the findings. The committee was asked to find out in what ways the Conference could be improved for next year, by finding out in what respect the conduct of the conference was effective and in what respect it seemed to be ineffective.

1. Minutes of Committee action.

The chairman presented the question, "What are some weaknesses of the conference as seen by this group?"

1. Problems may have been too arbitrarily set up.
2. Division groups need better description.
3. Chairman need more preparation.

Dr. Troyer stated that there was a need to raise questions which should be noted during the rest of the conference.

Questions raised:

1. How to select group leaders.
2. What preparation is needed by group leaders?
3. Is representation at this conference what is needed?

Points to be evaluated:

1. Planning.
2. Training and planning for group leadership.
3. Personnel of the conference.
4. Resources—reference material, consultants, etc.

Discussion on planning: Questions raised:

1. Should there be fewer or larger number of areas to be discussed at a conference?
2. Should members of conference be better prepared for the conference?
3. Should committee chairman be selected before conference or selected by the conference groups?

Dr. Troyer pointed out that much of the confusion of the conference participants is one of purposes. Mr. Jones pointed out also a need for a preliminary conference for chairmen.

Dr. Ross raised the question, "Do we need to use some formal device in evaluating the conference, such as a questionnaire?" The committee decided to have Dr. Troyer, Dr. Williams, and Dr. Ross to formulate a questionnaire and present it. It was suggested that the entire committee keep a list of the weaknesses and strengths of the conference.

The meeting was adjourned.

September 12, 1940

1. Report of sub-committee to formulate questionnaire given by Dr. Ross. A few changes were suggested and made.
2. Mr. Jones moved the adoption of the questionnaire.
3. Procedure for getting questionnaire answered.
 - a. Group leaders to meet following general meeting and informed about questionnaire—its purpose, time to be filled out, and when to be returned.
 - b. Mr. Williams was asked to make an announcement about the questionnaire in the general meeting so participants could begin thinking about weaknesses and strengths of this conference.
 - c. Summary of questionnaires—answers to be included in conference report.

The questionnaire used in getting the reaction of the members of the conference follows:

TEACHER EDUCATION CONFERENCE QUESTIONNAIRE

1. If you think some other time of year would better serve the purposes of such a conference, please indicate the date.
2. For how many days should next year's conference be in session? days.
3. Do you believe that the topics (and groups) should be fewer or greater in number?
4. In which group did you participate?
5. What topic or topics do you think should be included in next year's program?
6. How do you feel about the representation in the present conference of
 - a. College deans and administrators? Too few; about right; too many
 - b. Subject-matter specialists? Too few; about right; too many
 - c. Teachers of education? Too few; about right; too many
 - d. Critics and supervisory? Too few; about right; too many
 - e. Public school administrators? Too few; about right; too many
 - f. Classroom teachers? Too few; about right; too many
7. Upon the basis of your experience with this year's conference what suggestions do you have for the organization of subsequent conferences?
8. What kind of advance information could have helped you to profit more from this year's conference?
9. How could more effective use have been made of the consultants available at the conference?
10. In what ways would you like to see the consultant service expanded?

11. What material resources (blackboard, stenographic and mimeographic facilities, library, etc.), should be given more attention in next year's conference?
12. How and when should group leaders be selected?
13. Who among the participants in your group would you suggest as a possible group leader in next year's conference?
14. How many were in your group? Too many; about right; too few.
15. What do you consider to be the outstanding value of the conference to you personally?
16. What do you consider the principal weakness of this year's conference?

2. Findings of Committee

After tabulating the answers to the questionnaires the committee reported the following list of reactions:

Findings

Observations by committee members and others interviewed by the committee as to the strengths and weaknesses of the Teacher Education Conference:

1. Groups did not have as wide representation as desirable.
2. Time of conference too close to the beginning of school.
3. Participants of the conference were not conscious of its general purpose.
(The purpose remained that of the planners of the conference rather than that of the entire group.)
4. Group leaders needed preparation for their responsibilities.
5. All participants of the conference were anxious and willing to work on problems. There seemed to be no dissatisfaction among the groups.
6. Many participants feel the need for continuing contacts with other members of the conference during the year.
7. Persons who agree to participate in the conference should understand that their responsibility is to be present at all meetings from the time the conference opens until it closes. All persons should participate who attend.
8. There should be continuity in the series of conferences. Next year's conference should be related to the work of the conference this year, as should subsequent conferences.
9. Provision should be made for individuals to work on specific problems with members of other groups when such problems arise during conferences.
10. Some competent observers have remarked that they have never seen a conference get to work so quickly and work so hard.
11. The members of the faculties of each institution or school system should participate in the selection of those who should come to the conference. In such selection consideration should be given to the purpose of the conference and the reasons for sending particular participants. This would assist in bringing about a better working relationship between those who come to the con-

ference and those who do not come. When work is begun this relationship must be a happy one or progress toward the improvement of the program of the particular school system or institution will be impeded.

12. Participants from particular institutions should work on the problems which seem most important to them. These problems should be sent to a coordinating committee which will organize them, in large areas. Groups at the conference might be divided in terms of these areas.
13. The planning committee for the next conference should be made up of representative members, such as, representatives from the subject matter group, public school teacher group, public school administration, professional education, state department, and college administration.
14. Consultants might be used more effectively if one stayed with a group a greater length of time than was true in the present conference.
15. Consultants should be used as resource materials rather than as experts who can give the answers
16. Consultants should be chosen in the light of problems to be worked on at the conference.
17. Periods should be set aside when consultants are available to groups only and also periods should be set aside when consultants are available to individuals only. This arrangement would prevent consultants being utilized by individuals during periods when they could be of greater service by meeting with groups.

Suggestions for 1941 Conference

In answer to a request that members suggest problems to be included in the next conference, to be held in 1941, the following were listed:

1. Politics in Education
2. Curriculum improvement
3. Finances
4. Citizenship and Character Education
5. How to gain Public Support
6. Appreciation in Arts
7. How to Conduct Discussion and Observations
8. Human Relationships
9. World Problems
10. National Problems
11. School and Community Surveys
12. Guidance
13. In-service Education
14. Improvement of Instruction
15. School standards
16. Hobbies for teachers
17. Rural Education
18. The Elimination of Competition Between Teacher Education Institutions

19. General Education for Teachers
20. Learning Problems
21. Improvement of College Instruction
22. Teacher-Teacher Relationships
23. Professional Relationships

ROLL

J. D. Williams, Chairman
Mary L. Williamson, Secretary
Mark Godman
L. F. Jones

J. D. Falls
Gordie Young
C. S. Lowry
C. C. Ross

D. T. Ferrell

REPORT OF THE COMMITTEE ON RESOLUTIONS

The following resolutions were adopted:

1. We express our appreciation to Honorable John W. Brooker, Superintendent of Public Instruction, for his leadership in bringing together these school people of the State in conference that we might work together on our common problems connected with the improvement of instruction in all the schools.
2. We desire to commend the Steering Committee for the effective planning and organization of this conference.
3. We express our appreciation to President H. L. Donovan, the Board of Regents, and the staff of Eastern Kentucky State Teachers College for the splendid hospitality and entertainment extended to us during this conference.
4. We desire to thank the Teacher Education Commission for their part in making this conference possible.
5. We are grateful for the guidance and wise council of Earl W. Armstrong, Lloyd A. Cook, L. L. Jarvie, and Maurice E. Troyer of the Commission on Teacher Education. Their leadership has been both stimulating and practical. Without them the conference could not possibly have been so fruitful.
6. We believe that we should here and now re-affirm our faith in Our American Democracy and the democratic processes and that in our efforts to improve the teacher in service and promote more wholesome community living, we should not fail to recognize that National defense is an educational obligation, and must have a prominent place in all our school and community activities.
7. We believe that a conference similar to this should be held annually.

ROLL

P. H. Neblett
Mamie West Scott

P. A. Davies
Chris Purdon, Chairman

PERSONS ATTENDING THE CONFERENCE

Name	Position
Armstrong, W. Earl.....	Field Coordinator, Commission on Teacher Education
Cook, Lloyd A.....	Professor of Sociology and Education, Ohio State University
Jarvie, L. L.....	Specialist in Personnel, Commission on Teacher Education
Troyer, Maurice E.....	Associate in Evaluation, Commission on Teacher Education
Adams, Estelle	Critic Teacher, Grade II, University of Kentucky
Adams, Jesse E.....	Director of Summer Session, University of Kentucky
Adams, Hugh P.....	Professor of Military Science and Tactics, Eastern Kentucky State Teachers College
Allen, Jack	Assistant Professor of History, Eastern Kentucky State Teachers College
Alvis, Annie	Critic Teacher, Grade VI, Eastern Kentucky State Teachers College
Barnhill, Mary E.....	Associate Professor of English, Eastern Kentucky State Teachers College
Beckley, Sam.....	Assistant Director of Extension, Eastern Kentucky State Teachers College
Bennett, Isabel	Assistant Librarian, Eastern Kentucky State Teachers College
Black, J. G.....	Head of Department of Physics and Mathematics, Morehead State Teachers College
Brooker, John W.....	State Superintendent of Public Instruction,
Browning, Mary	Kindergarten and Primary Supervisor, Louisville Public Schools
Buchanan, Pearl	Associate Professor of English, Eastern Kentucky State Teachers College
Burns, V. E.....	Assistant Professor of History and Government, Eastern Kentucky State Teachers College

Name	Position
Burrier, Mary King.....	Assistant Professor of Home Economics, Eastern Kentucky State Teachers College
Campbell, Jane	Assistant Professor of Music, Eastern Kentucky State Teachers College
Caplinger, W. J.....	Director of Training School, Murray State Teachers College
Carr, J. W.....	President Emeritus, Murray State Teachers College
Carter, A. B.....	Associate Professor of Agriculture, Eastern Kentucky State Teachers College
Case, Emma Y.....	Associate Professor of Education; Dean of Women, Eastern Kentucky State Teachers College
Case, W. L.....	Superintendent, Harrison County Schools
Caudill, W. M.....	Dean of Men; Director of Student Personnel, Murray State Teachers College
Cheek, W. A.....	Superintendent, Lawrence County Schools
Cherry, Elizabeth	Assistant Professor of Physical Education, Eastern Kentucky State Teachers College
Clark, Roy B.....	Professor of English, Eastern Kentucky State Teachers College
Coates, J. D.....	Assistant Professor of Secondary Educa- tion; Supervisor of Instruction in High Schools, Eastern Kentucky State Teachers College
Cocanougher, H. A.....	Superintendent, Boyle County Schools
Congleton, Mrs. Mary.....	Critic Teacher, English, Richmond City Schools
Covington, Mary L.....	Critic Teacher, French, Richmond City Schools
Cox, Meredith J.....	Professor of Chemistry, Eastern Kentucky State Teachers College
Creech, J. L.....	President, Cumberland College
Croft, Lysle W.....	Assistant Dean of College of Arts and Sciences; Director of Personnel, University of Kentucky
Dabney, O. B.....	Head of Department of Education and Economics, Ashland Junior College

Name	Position
Davies, P. A.....	Professor of Biology, University of Louisville
Deniston, N. G.....	Associate Professor of Industrial Arts, Eastern Kentucky State Teachers College
Denman, Clarence P.....	Associate Professor of History, Western Kentucky State Teachers College
Dix, Ruth.....	Associate Professor of Home Economics, Eastern Kentucky State Teachers College
Donovan, H. L.....	President, Eastern Kentucky State Teachers College
Dorris, J. T.....	Professor of History and Government, Eastern Kentucky State Teachers College
Duncan, Mrs. May K.....	Head of Department of Elementary Education University of Kentucky
Edens, W. J.....	Head of Department of Agriculture, Western Kentucky State Teachers College
Edwards, R. A.....	Professor of Education; Director of Training School, Eastern Kentucky State Teachers College
Engle, F. A.....	Assistant Professor of Mathematics, Eastern Kentucky State Teachers College
Evans, Laura K.....	Critic Teacher, Rural School, Eastern Kentucky State Teachers College
Evans, Nancy C.....	Critic Teacher, English, Richmond City Schools
Falls, J. D.....	Director of Personnel, Morehead State Teachers College
Farley, C. H.....	Superintendent, Pike County Schools
Farris, J. D.....	Professor of Health Education; College Physician, Eastern Kentucky State Teachers College
Ferrell, D. Thomas.....	Associate Professor of Education, Eastern Kentucky State Teachers College
Fitz, Dord E.....	Assistant Professor of Art, Eastern Kentucky State Teachers College

Name	Position
Floyd, Mary	Associate Professor of History; Librarian, Eastern Kentucky State Teachers College
Ford, Edith G.....	Assistant Professor of Commerce, Eastern Kentucky State Teachers College
Fowler, Allie	Assistant Professor of Art, Eastern Kentucky State Teachers College
Garrett, Paul L.....	President, Western Kentucky State Teachers College
Garris, Mrs. Sarah G.....	Reference Librarian, Western Kentucky State Teachers College
Gibson, Maude	Assistant Professor of Art, Eastern Kentucky State Teachers College
Giles, Fred P.....	Assistant Professor of Art, Eastern Kentucky State Teachers College
Gill, Anna D.....	Assistant Professor of Commerce, Eastern Kentucky State Teachers College
Gillaspie, K. G.....	Department of Education, Georgetown College
Gill, Nell	Critic Teacher, Grades III and IV, Berea College
Gilreath, W. O.....	Superintendent, McCreary County Schools
Glover, T. H.....	Assistant Professor of Science, Eastern Kentucky State Teachers College
Godman, Mark	Director of Supervision, State Department of Education
Graham, Charles	Director of Teacher Training, Berea College
Graham, C. M.	Principal, Training School, Murray State Teachers College
Greenleaf, Ida	Assistant Librarian, Eastern Kentucky State Teachers College
Grise, P. M.....	Assistant Professor of English, Eastern Kentucky State Teachers College
Grise, F. C.....	Dean, Western Kentucky State Teachers College
Grise, S. W.....	Dean, Kentucky Wesleyan College

Name	Position	
Gumbert, G. M.....	Assistant Professor of Agriculture, Eastern Kentucky State Teachers College	Ho
Hager, Cyril	Assistant Professor of English, Eastern Kentucky State Teachers College	Ho
Hall, Mrs. M. E. M.....	Director of Art, Fine Arts Department, Murray State Teachers College	Hu
Hamilton, J. D.....	Superintendent, Madison County Schools	Hu
Hansen, May C.....	Associate Professor of Education, Eastern Kentucky State Teachers College	Hu
Hastie, Ida M.....	Critic Teacher, Grade III, Richmond City Schools	Hu
Hays, Edna	Instructor in English, Teacher College, Columbia University	Jag
Helm, Marjie	Librarian, Western Kentucky State Teachers College	Jen
Hembree, G. N.....	Assistant Professor of Health and Physical Education, Eastern Kentucky State Teachers College	Jon
Henderson, L. C.....	Superintendent, Harlan City Schools	Jon
Hendricks, T. A.....	Dean, Berea College	Jud
Herndon, T. C.....	Professor of Chemistry, Eastern Kentucky State Teachers College	Kar
Heston, F. M.....	Dean, Asbury College	Kas
Hewlett, James H.....	Dean, Centre College	Kee
Hicks, G. T.	Head of Department of Education, Murray State Teachers College	Kef
Hodgkin, B. B.....	Superintendent, Winchester Public Schools	Kei
Hoke, R. L.....	Instructor in Education, Murray State Teachers College	Kei
Holtzclaw, J. B.....	Head of Department of History and Government, Morehead State Teachers College	Ker
Hood, Gertrude M.....	Assistant Professor of Health and Physical Education, Eastern Kentucky State Teachers College	Ker
Houchell, Saul	Assistant Professor of English, Eastern Kentucky State Teachers College	Key

Name	Position
Houtchens, Max H.	Assistant Professor of Commerce and Mathematics; Critic Teacher, Model High School, Eastern Kentucky State Teachers College
Hovey, Rolf E.	Department of Public School Music, Berea College
Huddle, O. E.	Superintendent, Columbia City Schools
Hughes, C. T.	Assistant Professor of Physical Education, Eastern Kentucky State Teachers College
Hummell, A. D.	Professor of Physics, Eastern Kentucky State Teachers College
Humphrey, Inez F.	Acting Head of the Department of English, Morehead State Teachers College
Jaggers, R. E.	Director, Division of Teacher Training and Certification, State Department of Education
Jenkins, E. D.	Assistant Professor of Mathematics, Eastern Kentucky State Teachers College
Jones, L. F.	Head of Department of Education, Western Kentucky State Teachers College
Jones, W. C.	Dean; Director of Personnel; Professor of Education, Eastern Kentucky State Teachers College
Judd, R. D.	Head of Department of Education, Morehead State Teachers College
Kannapell, Louise	Professor of English, Nazareth College
Kash, Shelby	Superintendent, Menifee County Schools
Keene, W. L.	Associate Professor of English, Eastern Kentucky State Teachers College
Keffer, J. L.	University High School, University of Kentucky
Keith, C. A.	Professor of History and Government; Dean of Men, Eastern Kentucky State Teachers College
Kennamer, L. G.	Professor of Geography and Geology, Eastern Kentucky State Teachers College
Kent, R. A.	President, University of Louisville
Keys, Alice	Executive Secretary, Murray State Teachers College

Name	Position	
Kimbler, N. O.....	Secretary, State Teachers Retirement, State Department of Education	Matt
King, W. P.....	Executive Secretary, Kentucky Education Association	
Kinzer, John R.....	Assistant Professor of Philosophy; Director of Bands, Eastern Kentucky State Teachers College	Melt Murk
Kirkpatrick, Lee	Superintendent, Paris City Schools	Nash
LaFuze, H. H.....	Assistant Professor of Biology, Eastern Kentucky State Teachers College	Neal
Lascoe, O. D.....	Assistant Professor of Industrial Arts, Eastern Kentucky State Teachers College	Neb Nobl
Lee, Cora	Assistant Professor of Education, Eastern Kentucky State Teachers College	
Lester, W. S.....	Department of History and Social Science, Kentucky Wesleyan College	Nich
Lingenfelson, Margaret	Critic Teacher, Grade I, Eastern Kentucky State Teachers College	Opp Park
Long, J. K.....	Director of Research, Louisville Public Schools	Park
Lowry, C. S.....	Professor of Social Sciences, Murray State Teachers College	Penn
McDonough, T. E.....	Professor of Health and Physical Education Eastern Kentucky State Teachers College	Pugh
McGehee, W. Ross.....	Training School, Western Kentucky State Teachers College	Putn
McKinney, Curtis	Critic Teacher, Grade II, Richmond City Schools	Purd Ray,
McKinney, Mary F.....	Associate Professor of Geography, Eastern Kentucky State Teachers College	Reev
McLain, R. F.....	President, Transylvania College	
McNally, C. P.....	Head of Department of Chemistry, Western Kentucky State Teachers College	Rege
Malloy, Ruth H.....	Critic Teacher, Richmond City Schools	
Marshall, C. W.....	Superintendent, Adair County Schools	
Mason, Frances	Assistant Librarian, Eastern Kentucky State Teachers College	Reyr Rich

Name	Position
Mattox, M. E.	Professor of Education; Registrar; Director of Extension, Eastern Kentucky State Teachers College
Melton, Jane	Home Economics Instructor, Richmond City Schools
Murbach, Mrs. Janet	Professor of French, Eastern Kentucky State Teachers College
Nash, W. G.	Dean, Murray State Teachers College
Neale, Margaret	Critic Teacher, Model High School, Eastern Kentucky State Teachers College
Neblett, P. H.	Director of Free Textbooks, State Department of Education
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Nicholas, H. W.	Director of Special Education State Department of Education
Oppenheimer, J. J.	Dean of College of Arts and Sciences, University of Louisville
Park, Smith	Professor of Mathematics, Eastern Kentucky State Teachers College
Parker, Ethel L.	Professor of Home Economics, University of Kentucky
Pennebaker, G. B.	Head of Department of Science, Morehead State Teachers College
Pugh, Ellen	Critic Teacher, Grade V, Eastern Kentucky State Teachers College
Putney, Albert T.	Professor of English, Asbury College
Purdon, C. H.	Superintendent, Lancaster City Schools
Ray, Annie	Critic Teacher, Murray State Teachers College
Reeves, William C.	Assistant Professor of Military Science and Tactics, Eastern Kentucky State Teachers College
Regenstein, Alma	Assistant Professor of Home Economics, Critic Teacher, Model High School, Eastern Kentucky State Teachers College
Reynolds, Coleman	Superintendent, Jackson County Schools
Richmond, James H.	President, Murray State Teachers College

Name	Position
Richards, R. R.....	Assistant Professor of Commerce, Eastern Kentucky State Teachers College
Riddle, Fred	Assistant Director of Free Textbooks, State Department of Education
Rider, Leona M.....	Department of Home Economics Education, University of Kentucky
Risk, Margaret	Critic Teacher, Grade V, Richmond City Schools
Roberts, Roland	Superintendent, Jessamine County Schools
Ross, C. C.....	Professor of Education and Psychology, University of Kentucky
Rumbold, D. W.....	Professor of Biology, Eastern Kentucky State Teachers College
Rush, Ruby	Assistant Professor of Latin; Critic Teacher, Model High School, Eastern Kentucky State Teachers College
Salyers, James	District Supervisor, Division of Special Education, State Department of Education
Salyers, Robert K.....	State Administrator, NYA
Schnieb, Anna A.....	Professor of Education, Eastern Kentucky State Teachers College
Scott, Mamie W.....	Superintendent, Estill County Schools
Scott, Z. E.....	Superintendent, Louisville Public Schools
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Seay, Maurice F.....	Director, Bureau of School Service, College of Education, University of Kentucky
Seevers, Blanche	Assistant Professor of Music, Eastern Kentucky State Teachers College
Shaw, John	Superintendent, Maysville City Schools
Sherwood, H. N.	President, Georgetown College
Shirley, Curtis E.....	Auditor and Inspector, Division of Finance, State Department of Education
Smith, Bert R.....	Professor of School Administration, Western Kentucky State Teachers College
Spicard, Ronella	Department of Home Economics, University of Kentucky

Name	Position
Stone, Thomas J.....	Assistant Professor of Music, Eastern Kentucky State Teachers College
Story, Virginia	Critic Teacher, Grade II, Eastern Kentucky State Teachers College
Swing, Glenn O.....	Superintendent, Covington City Schools
Tabb, W. R.....	Department of Agriculture Education, University of Kentucky
Taff, N. O.....	Professor of Economics and Sociology, Eastern Kentucky State Teachers College
Taylor, L. N.....	Supervisor, State Department of Education
Taylor, W. S.....	Dean, College of Education, University of Kentucky
Telford, Brown E.....	Assistant Professor of Music; Teacher of Piano and Organ, Eastern Kentucky State Teachers College
Terrell, R. F.....	Head of Department of Economics and Sociology, Morehead State Teachers College
Thomas, F. V.....	Head of Department of Education, Union College
Turner, Marie R.....	Superintendent, Breathitt County Schools
Tyng, Mrs. Gladys.....	Associate Professor of Education, Eastern Kentucky State Teachers College
Van Antwerp, Chiles.....	Director of Training School, Morehead State Teachers College
Vaughan, Mary B.....	Assistant State Supervisor of Home Economics, State Department of Education
Vaughan, W. H.....	President, Morehead State Teachers College
Walker, Samuel	Assistant Professor of History; Critic Teacher, Model High, Eastern Kentucky State Teachers College
Walton, Moss	Director of Census and Attendance, State Department of Education
Whalin, R. W.....	Assistant Professor of Industrial Arts, Eastern Kentucky State Teachers College
White, Edna	Registered Nurse, Eastern Kentucky State Teachers College
Whitehead, Lucile R.....	Assistant Librarian, Eastern Kentucky State Teachers College

Name	Position
Wilkes, Ella O.....	Department of Geography, Morehead State Teachers College
Williams, J. D.....	Director of Training School, University of Kentucky
Williamson, Mary L.....	Supervisor of Home Economics, State Department of Education
Wilson, Elizabeth	Critic Teacher, Grade III, Eastern Kentucky State Teachers College
Wilson, Gordon	Head of Department of English, Western Kentucky State Teachers College
Wimmer, C. R.....	Dean, Union College
Wingo, Germania	Critic Teacher, Grade IV, Eastern Kentucky State Teachers College
Woods, R. H.....	State Director of Vocational Education State Department of Education
Wrather, M. O.....	Assistant Director of Extension Murray, State Teachers College
Yarbrough, H. M.....	Head of Department of Mathematics, Western Kentucky State Teachers College
Young, D. W.....	Superintendent, Mt. Sterling City Schools
Young, Gordie	Assistant Superintendent of Public Instruction State Department of Education
Young, Thomas D.....	Professor of Art, Morehead State Teachers College
Adams, K. M.....	Associate Professor of History, Eastern Kentucky State Teachers College
Cockran, T. E.....	Head of Department of Education and Psychology, Centre College
Gillaspie, Mary Scott.....	Department of Education, Georgetown College
Lancaster, J. W.....	Director of Teacher Training, Superintendent, Georgetown College and City Schools
Moore, W. J.....	Professor of Economics, Eastern Kentucky State Teachers College
Rubado, C. A.....	Assistant Superintendent, Louisville Public Schools
Sister M. Callixta, C. D. P.....	Head of Department of Education, Villa Madonna College
Sister M. Laurentania.....	Instructor, Villa Madonna College

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Miss Elizabeth Hanson
Periodical Librarian



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