

Following Graduates

Into **TEACHING**

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Foreword

TEACHERS COLLEGES have long held themselves responsible for helping their graduates solve teaching problems, especially in their first 2 years of teaching. Magazine articles and bulletins have been published to keep colleges in touch with experiments, with new ideas about helping graduates get started, and with ways of improving preservice programs.

This bulletin, *Following Graduates Into Teaching*, summarizes and attempts to analyze followup activities now provided by teacher-preparing institutions supported by State funds. It points out college activities that are contributing to the development of better school programs in college service areas, to the improvement of college programs for teachers-to-be, and to increased cooperation among the various agencies and individuals responsible for the physical, social, spiritual, and intellectual development of children.

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Colleges and Their Graduates

FOR SOME TIME, colleges that prepare students for teaching have sent staff members into public schools to help new graduates get started in teaching. These staff members have tried to give the service needed and have returned to the colleges to suggest changes in the preservice program and the followup service. The followup activities carried on in this way will mean that better and happier teachers each year give more help to boys and girls.

The purpose of this bulletin is to report followup services now provided by teacher-preparing institutions that are supported by State funds. The bulletin is based on data received from 181 colleges and universities in response to an inquiry asking them to tell whether or not they have services for graduates and to describe the services they have. The 181 institutions that replied comprised 80 percent of those invited to report. Replies were received from all States but one. Of these 181 institutions, 168 reported that they have followup services, either planned or incidental. Some institutions stated that staff members approved the idea of a follow-up service but that they considered it too expensive to provide as a regular service.

Goals of Graduate Services

A number of the colleges have clearly defined the purpose of their followup services. Some express their goals in broad and general terms. Others report more specifically. The statements quoted below are representative.

This set of tentative activities contains the goals of one college:

1. To assist local school authorities in the successful adjustment of graduates.
2. To secure information concerning success of graduates that will be of assistance in the improvement of the program of teacher education.
3. To plan for members of our staff to visit schools from time to time in order that they may receive firsthand information as to the success of their former students.
4. To service local schools and school divisions in any way that the college staff can be of assistance, as in conferences, workshops, and public meetings.

5. To secure information that will make it possible to adapt the summer-school program to the need of teachers in the field.
6. To study means of making more practical a new college course in school and community relations.

In another report there is this statement:

• • • The coordinator of field services visits each college graduate once a year for the first 3 years after graduation. The purpose of this visit is primarily to secure from the graduate an evaluation of his college education in terms of the experience gained on the job; secondly, to maintain a contact with him.

In a third report is this statement:

We plan 1 day a week for visiting last year's graduates. There are three basic reasons for our visits: (1) To observe our students at work, to talk with their principals and superintendents about their work, and to offer the college facilities to both students and school administrators where help is needed; (2) to recruit good high-school students for teacher training; and (3) to become better acquainted with school systems in the State so we can do a better job of placing graduates.

Several colleges emphasize, above other goals of followup service, the improvement of the college program that results from visits of staff members to graduates. The information about graduates' needs for service that visiting staff members bring back to the college is sought by other staff members and used in planning content of courses and other types of experiences for graduates.

Responsibility for Services

Various persons in the colleges take the initiative for the followup work in different ways. In some institutions the director of the laboratory school or dean of education is the designated chairman of a committee responsible for the service. In others, the director of placement has chief responsibility. A few colleges employ staff members whose major responsibility is the development of services to help recent graduates. In some colleges, the supervisors of practice teaching spend a part of their time helping the graduates who are beginning teachers. In one college the head of each department makes contacts with the graduates of his department. In some colleges almost all staff members take part in the service in one way or another.

Persons named most often as having part in the followup services are: Director of placement, head of education, supervising teachers of laboratory schools, persons especially employed for the work, professors of subject-matter courses, teachers of extension courses, and extension workers serving as workshop consultants.

Others include staff members especially interested, research workers, and professors invited by schools to serve as consultants. In some instances, professors and other staff members invited to speak at professional meetings talk with graduates in the areas they visit.

The report from one college made this statement:

The work of visiting is divided among the different faculty members, and the followup beyond that is determined by the needs of the individual beginner as shown on the first visit. A second avenue of followup service is cooperation with the four States helping teachers who work through the district superintendents to supervise beginning teachers.

Another college wrote:

We have a regular in-service training division consisting of two college supervisors that visit beginning teachers. One of the supervisors visits the more distant teachers, and the other visits those employed close to the college. In addition to these two supervisors, we often call on the help of supervisors from the other regional colleges to contact our students in their areas. They in turn request the same service from us.

A third wrote:

A great many members of the staff assist in this followup service from time to time. We have had graduate students who have made a followup by mail of graduates over a certain period. We have always asked for suggestions on how to improve the preservice program. We have had many good suggestions which have been put into effect. This work is carried on largely through the placement office, the department of education and other departments of the college cooperating.

A Statewide Plan

One State provides cooperatively through its 14 institutions engaged in preparing teachers, a 6-year program in which at least 1 year of teaching on a salary and in a regular position is done before a fifth year of college work on the campus. The initial year of teaching comes after the first 4 years of college work and is supervised by college staff members. In some of the institutions, two visiting staff members work together. One is usually a specialist in some area of subject matter and the other a member of the professional education staff. In this way staff members may give assistance that is in line with the preparation the student had on the campus. In this way, too, the student's fifth year of college study is planned to develop strength and overcome weakness that become apparent in the first year of teaching. Any student wishing courses in an out-of-State institution must do at least one semester's work in the preservice institution. Certification is related to the total training program.

When the supervising college staff members discover weakness that is common to a number of students, they cooperate in improvement of the basic professional program. Through correspondence, visiting, and a newsletter, staff members keep in touch with students who are teaching.

Regional and statewide conferences of college staff members and students deal with such problems as uniform certification regulations, the nature of the services needed from colleges in which students' basic work was done, and the improvement of basic training in the colleges.

This plan is discussed by Wendell C. Allen and Joseph P. Lassoic in

Educational Leadership for November 1953 in an article entitled "Followup of Beginning Teachers—a Team Responsibility."

A Unified College Program

The report from one college described a representative coordinated and unified total program. Students are made aware of the followup service during their preservice training. They grow to consider it a part of the aid their college furnishes, and many look forward to it with pleasure.

Letter From Coordinator to Graduates

With the background that is built up on the campus, no detailed letter is needed to tell graduates that a staff visitor is coming to see them. A brief letter makes graduates aware that the service is not all to help them; that they in turn can help the college.

Dear

By this time you are off to a good start in a new school year with boys and girls. I am sure you are helping make possible a successful program in your school.

Within the next few weeks I plan to visit all the College students of 1950-51 who are teaching in south I want to be sure my scheduled visit will not conflict with anything in your program of activities. Please discuss the date suggested below with your principal and return the enclosed card giving the desired information.

We hope that the college can be of real service to you through this opportunity to discuss problems with which you are concerned. We also hope the information gained from a visit with you will be of help to us as we try to improve our teacher-training program.

The Interview With Graduates

No two interviews were the same. Graduates are different, just as other people are different. Communities and school situations and problems are all different. The questions below are typical of those which arise when a staff visitor and a graduate talk about the progress and needs of the children.

What do you consider the most interesting or most worthwhile learning experiences in which your children have participated?

What materials and equipment do you have?

What other materials and equipment would you like to have?

What are some things you wish you knew how to do a little better?

What seem to be your greatest problems?

In your training program, do you believe some additional or other type of experiences might have helped you to know how to solve these problems better?

What experiences should we try to provide for our student teachers this year that will help them to be ready to teach next year?

After a visit to a graduate, the staff visitor usually wrote a brief,

friendly note of encouragement. Sometimes suggestions or materials were also sent, especially if these were requested by the graduate for specific needs or problems. Below is an informal note to a graduate.

Dear ELLEN:

The whole time spent with you in was good. I especially enjoyed having lunch with your first-graders. It was wonderful experience for me. The little ones seemed so happy, relaxed, and comfortable with you, and with me—a stranger. The way they managed their napkins, ate their food, and carried on a conversation told me that you are really helping them to live and learn.

I saw other signs of good teaching—the way in which they returned to the classroom, how each knew what he wanted to do when he got to the room and went about doing it, and your tone of voice and manner of working with them.

I hope you'll let me come again. Have a good time during the holidays.

Sincerely,

Consultant in Elementary Education.

Problems Discovered in Followup Work

Among the problems graduates were found to need help in solving are those listed below. Visiting staff members helped graduates with some of them. Many were reserved for future preservice programs.

GROUPING—how to be sure all groups are working at something really worthwhile at the same time. Helping children plan activities that will meet individual and group needs. What to do with superior groups.

READING—how better to teach reading.

INDIVIDUAL DIFFERENCES—how to plan work with children to take care of individual differences.

LARGE CLASSES.

PUPIL TURNOVER—how to help children adjust to new groups, how to find where they are, and how to begin working with them.

BULLETIN BOARD SPACE—how to use it more effectively.

ART—how to create interest on the part of all children in art. How to plan and give guidance in various art activities.

In one of their followup conferences, graduates centered their discussion around ways of attacking the following problems:

How to know a school system before accepting a position.

How to get along with a principal whose ideas of how to work with teachers vary from the democratic relationships expected.

How to evaluate pupil growth with reference to reporting and promotion.

How to work with special teachers.

Attempts To Improve the Teacher-Training Program

Closely related to the needs of graduates in general and to the help given them, were the following plans the college made for improvement of the preservice program.

FOLLOWING GRADUATES INTO TEACHING

Changes in Student-Teaching Experiences

- More experience in teaching all day.
- More time for planning with supervising teacher.
- More ways for the student teacher to become acquainted with necessary records and forms and more experience in keeping them.
- Experiences in using films, slides, and other visual materials.
- Experiences in collecting materials.
- Help in learning manuscript writing.
- More experience in arranging bulletin boards.
- Experience in planning assembly programs.

Subject Areas in the Training Program

- Geography—more knowledge and understanding with additional emphasis on teaching methods and materials.
- Sources of information and materials—to be expanded.
- Education and related courses—more observation and doing in connection with these.

More Courses and Additions to Courses

- Teaching of reading—including observation of good teaching.
- Methods of teaching—including many teaching experiences.
- Acquaintance with professional organizations—values of each.
- Acquaintance with professional publications—magazines, bulletins, and monographs.

Effects of Changes in College Programs

In following up graduates of 1953-54, the coordinator of the program has not found the problems of previous years mentioned by graduates. The questions asked in 1953-54 seem to indicate that recent graduates have a much better understanding of children than graduates of earlier preservice programs. Recent graduates asked questions concerning the natural growth of children and ways of helping them. Individual conferences with beginning teachers; comments from their principals, supervisors, and system superintendents; group conferences; and classroom visiting seem to show the following evidences of improvement as a result of changes in the college teacher-education program mentioned above:

More Experience in Teaching All Day

- More self-confidence at the beginning of the year.
- Greater harmony in dealing with other teachers, principal, and superintendent.
- Greater awareness of children's physical needs.
- Evidence of planning with children through days and weeks ahead.
- Wise selection and use of a wide range of material on the part of the children.

Experience in Collecting Materials

- Files of materials, such as pamphlets, flat pictures, charts, and games.
- Knowledge of how to find materials and use of available resources.
- Help to children in consulting adults and other children as resource people.

Experiences in Planning Assembly Programs

Children's programs built from classroom experiences rather than copied from magazines. Program practice as an integral part of the day's work.

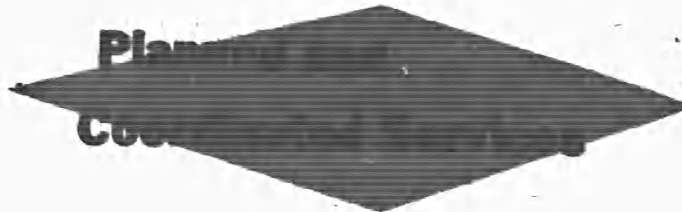
Development and Organization of Services

A number of different services was reported by the institutions. Visiting of beginning teachers was mentioned most often—58 times. Consultant service to school systems employing a number of graduates was mentioned least often—7 times.

Among services between the two extremes are: Placement service, getting information about graduates' progress, incidental visiting as time permits, evaluation of preservice college programs by administrators and graduates, conferences with superintendents, campus conferences or clinics, individual correspondence, publications to aid graduates, consultant help to graduates returning to campus, research studies, questionnaires to beginning teachers asking for statements regarding their work, and extension courses and workshops for credit.

As to ways of carrying on such services, about half the colleges and universities reported that their activities or services to aid graduates are coordinated and planned in advance. The work is as much a part of each student's total preparation for teaching as the regular college classes are. Several institutions regard their service for beginning graduates as one phase of every student's total preparation for teaching.

Activities of many colleges are incidental and informal. Some of the colleges with coordinated programs also have incidental services. In general, the services reported in this study fall into two main groups; namely, planned and coordinated services and incidental and informal services. These are discussed in the following pages.



THE PLANNED and coordinated services mentioned in this bulletin usually include: (1) At least one visit from a college staff member to each beginning graduate and principal or superintendent; (2) homecoming activities; (3) publications; (4) extended college services; and (5) reports on graduates' progress; and (6) placing graduates in suitable positions. Details of carrying on these services vary among the colleges.

Visiting Beginning Teachers

The basis of most coordinated services is provision for staff members, especially laboratory-school supervisors and other specialists in the laboratory school, to visit graduates in the communities where they are teaching. Some colleges provide for only one visit to a graduate during the first year's experience. Others provide for two or three visits. One college reported eight visits to each school in the local county in 1949. Other institutions try to provide for visits when needed or requested. The chief activities connected with visiting are planning, giving staff services while visiting, discovering the nature of graduates' problems, and helping graduates to improve their program. Other followup services grow out of these activities.

Planning

One college divides the State into six sections and appoints one member of the staff of the college department of education as chairman of the visiting services for each section. The chairman enlists the cooperation of other staff members, including critic teachers and representatives from various departments of the college. The chairman arranges itineraries.

Another college arranges for the coordinator of inservice education to visit each graduate. First, a letter is sent to each graduate to be visited explaining the service and suggesting a date for the proposed visit. Here is a sample letter:

Dear

This is a most important period for you and your 1951 classmates. It is also a most important period for..... College, and we want you to know that the college has a keen interest in your welfare and happiness as you undertake the work for which you have prepared yourself.

We also want you to know that we have a definite interest in your satisfactory adjustment in your new position and your success as a teacher.

As you work with your group of children, your school faculty, and the people in your community, we shall appreciate it if you will do some evaluation in regard to the following:

1. In what areas has your teacher-education work helped you most?
2. Are there areas in which you have received little or no assistance?

A college that serves 8 counties in its immediate area plans part-time consultative service in 4 of these counties. Staff members responsible for the service do three things. They (1) act as consultants to staffs for carrying forward specific projects, (2) supervise a limited number of student teachers, and (3) do followup service with graduates. The service in 4 counties may become a basis for expanding the most successful phases of the work into other counties.

Staff members often plan visiting cooperatively. In conference they arrange for each one to be responsible for visiting the students he knows most about. Through such planning sessions, staff members have the help of one another in understanding students' backgrounds. They discuss characteristics of different communities, with the result that each visits the kind of communities he knows best. They mention many types of material to take to schools or make available for graduates to consult when they return to the college.

In some colleges, teachers are prepared for a city school system. In these cases, graduates can easily be followed up by the coordinator who supervises the work of student teachers. The college preservice program is influenced by this type of followup service, especially with respect to student-teaching experiences.

Group planning seems to have rather general approval. More and more colleges consider graduates' preferences and desires, and include graduates as members of committees that plan service for graduates. The idea of teamwork in planning is highlighted by the following excerpt from one report:

We feel that strong emphasis should be placed on making a continuing effort to develop improved teamwork among our entire college staff. This means cooperative planning by the staff as a whole; it means teamwork among departmental staffs; it means teamwork between administrator and staff groups; and it means cooperation between or among two or more of these groups, as the scope of the activity may require. Teamwork also facilitates systematic cooperation in instructional activities wherever appropriate in intradepartmental and interdepartmental programs of work.

The Nature of Graduates' Problems

Some colleges plan for visiting staff members to get from graduates brief statements of their problems in order that these may be studied in connection with plans for preservice programs. In certain colleges, staff members refrain from emphasizing graduates' deficiencies and call attention to the children's activities and, to the problems of the children arising from them.

Visiting staff members are also expected to bring back to the college a list of pupil activities for which the college is doing a good job in preparing teachers and a list in which the college might well change its preservice program from the standpoint of the children to be taught. Administrators too were asked to report. One college studied reports of administrators and supervisors who replied to an inquiry regarding deficiencies of graduates and made summary of replies. The most marked deficiencies are listed below in descending order of times mentioned by 69 administrators and supervisors.

Inability to control the classroom situation effectively.

Lack of understanding of those to be taught.

Unwillingness to give one's best and to make one's maximum contribution to the total school program.

Lack of cooperation with other members of the staff.

Inadequate knowledge of the total school program and the teacher's relationship to it.

Inadequate skill in instructional procedures, such as planning, motivation, and providing for individual differences.

Lack of sound educational philosophy.

Lack of skill in public relations.

Little preparation for extraclass activities.

Lack of a sound and admirable philosophy of life.

Sometimes graduates were asked to state problems on which they wished help from the college. The following are examples of problems mentioned by graduates: (1) How can I be sure that all my children are working at something really worthwhile when they are in different groups? (2) How can I create interest in art? (3) How should I deal with large classes?

A director of placement wrote that "the majority of problems * * * consisted of poor discipline, poor teaching techniques, failure to adjust to local community life, and poor professional attitude."

Among the most significant problems on which graduates asked help are:

Supervising homeroom activities.

Cooperation with other teachers in a core program.

Applying knowledge about child development.

Helping retarded children.

Getting cooperation from parents.

Using modern methods in a traditional setup.

Helping children who have special difficulties in such subjects as spelling, reading, arithmetic, and English.

A coordinator of another college followup program, interviewing school principals, was told that "graduates need more help on how schools are opened in the fall and what to expect for the first few days of school. They need especially to have a good plan for the first day."

Staff Services Related to Visits

When visiting graduates, staff members: (1) Talk with graduates and their principals and superintendents, (2) remind them of college facilities and services that are available to graduates and other school people, and (3) get ideas about the policies, programs, and community relations of schools in which graduates are teaching.

Talking with graduates and listening to them analyze their problems is helpful because the graduates thus get aid in thinking through their difficulties and developing independence. A director of placement gave the following description of one graduate's difficulty:

Thursday, February 10, Mrs. D. called me and asked for help on one or two items and requested that I visit her classroom as soon as possible. She stated that Miss M. (the principal) had visited her twice and given considerable help, but each time she left with a comment somewhat as follows: "Remember, you are a beginning teacher and must work hard in order to become successful."

Mrs. D. seems to be quite sensitive and worried considerably about what people think of her work and appealed to me for help. I talked to Miss M. and found that nothing special was meant by such remarks except that she wanted to cooperate with Mrs. D. and was in hopes the cooperation would be a mutual affair * * * I assured Mrs. D. that Miss M. is friendly and wants to help as much as possible.

Mrs. D. asked for suggestions on teaching spelling and taking care of individuals and suggested possible solutions by way of review spelling exercises and individual "demon lists." I suggested less marking and more corrective review. She is using a bright student to help those less advanced. We talked about the importance of using one pupil to help another only to the extent that the arrangement is mutually valuable.

The children like art, and I encouraged her therefore to correlate art with other creative activities and plan at least two definite periods for work each week. The atmosphere of the entire school is formal, and she may not develop an extensive activity program.

A number of the colleges reported that staff members help graduates provide richer opportunities for boys and girls in their classes. Usually the visiting staff member and graduate or the visiting staff member, employer, and graduate arrive at ideas in conference. Some visiting staff members follow up their visits with letters. Some leave letters of suggestions with the graduates' employers. More than once, graduates

said they would like to have copies of the letters to their administrators.

Some colleges discuss in newsletters and other college publications the problems that seem fairly common among graduates. Some refer to these problems again at homecoming conferences and suggest resource materials and further ideas for teachers to use in solving them.

One letter describes a first trip made by two staff members, chiefly to gain understanding of situations and to learn what help might be given later. Here are excerpts:

Dr. made the trip with me to and
In we were conducted about the school plant by Superintendent
..... He expressed satisfaction with the work.

The School is well organized and systemized. Children are well-behaved in and out of classrooms. The general atmosphere is conducive to study and serious application. Students and teachers seem to be happy. Some visitors would term the school conservative and traditional, but the emphasis upon use of library; upon music, instrumental and vocal; upon art in evidence in all rooms; and upon the general health of pupils indicates a wholesome and well-balanced situation.

No college gave examples of actual changes beginning teachers made in teaching after assistance from visiting staff members, even though some colleges reported more than one visit to a teacher.

The visiting of graduates, in general, sets the stage for other planned services and for improvement of college programs later. It gives most staff members better understanding of the teaching situations of their graduates. Usually a visiting staff member can give concrete assistance or help a graduate improve skill in program management or in dealing with children. Between a staff member and the graduate who was a former student, there is warmth and mutual regard that develops a feeling of security in the beginning teacher. A number of colleges reported that the visiting of graduates led to changes in preservice programs.

Homecoming Activities

Some colleges and universities invite graduates, either at specified times or at their convenience, to return to the campus. There, in the stimulating atmosphere of their preservice days, they may have part in weekend conferences or clinics dealing with their problems as beginning teachers. They may consult with former professors and supervisors and talk over their experiences with other graduates.

Consulting

"We arrange for recent graduates to use the morning of the homecoming day to consult with former supervising teachers in the training school," reported one of the colleges. "Suggestions that graduates give us on homecoming day help us in planning programs for the year." The college also holds an annual conference for the county superintendents where

graduates are teaching. To this conference, as well as to the homecoming services, students in the college and teachers in the college service area are also invited.

A college president writes:

In connection with our homecoming activities, we plan to have our laboratory school open in the morning so that recent graduates can come in to confer with their former supervising teachers. The suggestions they give at this time help us in planning our programs for the year.

Some colleges provide consultant services for entire school systems. Help is available not only to graduates but to all the teachers, principals, and supervisors in each system. One or more members of the staff may be invited to assist a school in working on problems of local concern, such as: better ways of reporting to parents, making the library more functional, pupil-teacher planning, creative arts, understanding children, and preparation of curriculum guides.

Students who live near some of the colleges often drop in on Saturdays or after school and chat with staff members with whom they worked during college days. In this connection a college writes:

Our graduates are invited to write college staff members or to visit them on the college campus whenever the graduates feel the need of assistance in meeting and solving difficult problems encountered in their teaching positions.

Excerpts from a coordinator's letter to a graduate show the spirit of the planning in one college:

Dear BETTY JEAN:

As I have visited with some of you who were elementary education majors, you have expressed an interest in coming back to the campus for a day in which you talk over your problems with one another and with the education staff and share successful experiences.

Miss plans to visit you during the coming week to discuss plans for the conference and problems on which you would like to work. In the event Miss is unable to visit you at this time, plan to come anyway. Plan to stay in the dormitory. Arrange with Mrs. about your meals. The seniors are having a dance on Saturday night which we think you will enjoy attending.

The values of consultant service are not limited to teachers. In one college, the staff members benefit from consultant service of a committee of 15 people representing the State department of education, the largest city in the State, and several adjoining counties.

Conferences

Group meetings of graduates at the college seem to be effective in helping graduates and in improving college programs. A director of student teaching reported that each year's graduates were asked to come back to the college for a 2-day clinic on problems. Their principals and superintendents were invited, too, and all sat down together and defined the problems they had and called upon the college staff to help them find solutions.

Another college wrote:

We have an annual event that we call the New-Teacher Conference. It is a single-day affair when all of our recent graduates are invited to return to the campus for the purpose of appraising their progress and the adequacy of their preparation for their positions. During the day, the new teachers have individual conferences with department heads, critic teachers, and administrative officials of the college. A part of the day is devoted to group sessions with representatives of the entire college staff in attendance. On certain occasions, recognized authorities in teacher education are invited to sit in on discussion sessions as resource members of the groups.

The president of another college wrote that "literally hundreds of people come in to observe our campus school in progress, and we get reactions from principals and supervisors as well as from teachers, concerning these observations."

Another college holds an "Annual Campus Conference for First-Year Teachers." The conferees are graduates of the college. Among other contributions, this conference provides opportunities for the graduates, former teacher-training supervisors, and college instructors to exchange ideas; for supervisors in campus and cooperating centers to pool their experiences and problems as training specialists in a variety of public-school situations; and for the placement director to judge the suitability of graduates' placement.

One college seeks its graduates' help in planning by asking them to indicate on a list of topics the ones they would prefer to discuss in a conference. The list follows:

Please number any of the following suggestions for a conference in the order in which you might like to discuss them with a college representative. Feel free to add other topics or questions.

Areas of learning experience.

Creative activities.

Public relations:

Community contacts and responsibilities.

Professional contacts (school, city, county, State, NEA, others).

Parent-teacher conferences.

Use of community resources.

Child guidance.

Individual differences.

Use of audiovisual aids (radio, films, film strips, and pictures).

Other teaching aids and materials.

Attractiveness of classroom.

Democratic practices:

Pupil-teacher planning of units, daily schedule, field trips, assemblies, programs, teas, parties.

Class organization.

What phase of teacher training have you found especially helpful or lacking?

A review of the reports shows that homecoming conferences are largely centered on the needs and problems of the children, the resources of communities, and the experiences that schools and communities together can provide for the children. In conferring with a teacher, a staff member's first concern is to build up the teacher's self-confidence and her feeling of security in her new life and job. Staff members who have had charge of student teaching in the colleges are most frequently mentioned. Staff members often follow up their conferences with correspondence. Graduates who return to the college for homecoming activities after a visit from a staff member may seek the staff member who visited them to report on their children's progress and the success of ideas gained from the visit.

Homecoming activities, generally speaking, are considered to be promising ways for colleges to keep in touch with their graduates, and through them, with the school people in the college area. Invitations to come to the college receive good responses from graduates, especially when participation in professional activities or conferences is included.

College Publications

Publications used in followup service can be roughly grouped as newsletters, bulletins and leaflets, and monographs and reprints. Some are published regularly; others, now and then.

Newsletters

Some of the colleges send printed or duplicated newsletters to their graduates. In this way graduates can keep in touch with new practices and research findings. They learn about recent professional books and other new teaching materials. They read news about individual graduates including news of further study, achievements of alumni in other States or countries, and job promotions. *Rural Alumni News Letter* of Western Michigan College of Education is an example. Teachers contribute to this letter. In its beginning, they helped to support it. The newsletter is warm in style and constructive and forward-looking in content.

Bulletins and Leaflets

A monthly publication of one college is called *Round-Up*, published by the Extension Teaching and Field Service Bureau, Division of Extension, in cooperation with the College of Education, University of Texas. It

briefly describes school activities in the State that may be of interest to graduates. The purpose of the leaflet is inservice education. Among the titles in one of the Round-Up issues are: Midland Parent-Teacher Association Sponsors Study Groups, Lampasas Begins Third Year in Inservice Education, Report of a Preschool Conference, Music Workshop at Tyler, Colleges Cooperate for Inservice Education, Need a Child Be Rejected? Toward Improved School Public Relations, and An Open Letter From the Staff.

One of the colleges wrote:

We send bulletins to teachers who have graduated during the last 2 years. These bulletins have information about such items as class management, curriculum improvement, teaching ideas, and illustrated techniques. We prepare about 6 such bulletins a year. Each is related as much as possible to preservice courses the graduates had in college and to teaching situations in the college service area.

Monographs and Reprints

One of the universities sends to its graduates: (1) Reprints of articles of the school of education bulletin, (2) hundreds of copies of a pamphlet on teaching as a career and of a statement about requirements for teachers' certificates, (3) monograph series in which significant research studies are published, and (4) materials from the university elementary school. Another university sends 8 issues of its school of education bulletin to its graduates and to all superintendents, principals, and county superintendents in the State. This university also makes numerous letters and bulletins on adult education and school reorganization available to the same groups.

Publications supplement other graduate services. In most instances, information from visiting staff members helps a publication staff to relate its publications to the real problems of graduates. Close contacts of a publication staff with placement services provide leads to news about individual graduates, which gives a personal touch to newsletters and leaflets. In other ways, newsletters, bulletins, leaflets, monographs, and reprints provide practical links between the problems of graduates who are teaching and the preservice education they received.

Extended College Services

Field courses, correspondence study, and consultation are available as requested by teachers in the areas served by some of the colleges. Through them teachers can often earn college credit. Such services are open to graduates as well as to beginning teachers and are sometimes related to work they are doing.

Field Courses and Correspondence Study

In one university the school of education has provided a field course in

which members of the staff participate. At local centers too small to justify the entire course, parts of the course are used.

One college organizes study classes at various centers where need is significant and enrollment large enough to justify them. Regular staff members have charge. The college makes contacts with local supervisors or principals who may encourage teachers to participate.

A college has an extensive inservice program for people who have not completed requirements for desired degrees. In addition to providing off-campus work, the college plans summer sessions especially to assist teachers in service.

Still another college offers two types of study to teachers in service—correspondence study and supervised study classes held at various centers. Both types of study have possibilities of value to graduates when they are related to specific practices which improve the living of their pupils. Sponsors help the graduates to discover and define such problems and work out solutions.

Consultation

Some colleges plan for their staff members to be regularly available to schools on request, especially where a number of graduates are teaching. These staff members are prepared to talk with graduates about their problems and to confer with local administrators about ways of helping graduates be more successful. Many colleges make special efforts to help graduates who have difficulties in getting started.

Not all consultation services is provided by college staff members. Graduates learn in college to work together and to consult one another. They continue the relationships in their teaching positions. One college, for example, reports that in school systems where there are several alumni of the college, the most experienced among the graduates often help new graduates. In these groups, members take care to respect graduates of other colleges and include them in such ways as to avoid forming cliques.

A certain amount of consultation service is given through correspondence. Staff members keep in touch with individuals who write to them for information or guidance. One college sends a letter to each graduate at different times during the first year of teaching, suggesting how to develop programs appropriate for the schools of the vicinity or to improve certain basic teaching activities. The following excerpts are from such letters:

FELLOW TEACHERS:

The school law of this State has definite instruction about public holidays. "In all public schools there shall be held on the last day preceding the following holidays, namely, Lincoln's Birthday, Washington's Birthday, Decoration or Memorial Day and Thanksgiving Day, and such other patriotic holidays as shall

be established by law, appropriate exercises for the development of a higher spirit of patriotism."

It goes without saying that the best type of program for all such days is that which the pupils themselves have worked out, for by making use of their activity, you not only increase their interest, but help them to some useful learning concerning the origin and meaning of the day. In the lower grades, you may tell the story yourself, simplifying it. * * * You can make use of your picture collection and your bulletin boards to give the pupils fine visual aids in their learning. You can read stories and poems about the day and help the pupils make a complete unit of activities that will be a source of real experience for your reading, language, and social-studies programs for a week or more.

When your pupils have reached the stage in their development where they can read the stories themselves, you can let the children do the reading, plan dramatization, write a play, and carry out activities related to the production of the play. * * *

Sometimes the first weeks of school are especially lonely and difficult for a young teacher. The placement director of one college sends an encouraging letter to each new teacher. Here is his statement concerning this service:

When his first term of teaching begins, each of our graduates (this refers, of course, only to people without teaching experience) is sent a personal letter from this office—a letter which is designed to serve as a sort of morale builder and gesture of reassurance to those youngsters in their first two lonely weeks of teaching. This type of "cottoned by communication" is carried on as extensively as possible for those new teachers who seem to need it.

An excerpt from a visiting staff member's letter in another college, which contains suggestions for graduates in getting started, reads as follows:

1. Consult your principal concerning the nature of any difficulty. He will help you or refer you to someone who can help.
2. Be informed about state and local curriculum guides and teaching materials.
3. Prepare in some detail a month's program of activities and procedures and have general plans ready for the rest of the year, when school begins. Your principal will help you with this planning.
4. Become a member of accepted professional organizations.
5. Exert definite leadership and guidance for your group. (Children must not have thrust upon them responsibility for which they are unprepared—the result may be confusion which you cannot permit. You can win cooperation through a sympathetic understanding of individuals and by being well-prepared to supervise timely purposeful activities.)
6. Be friendly and professional in your human relations—willing to assume such community leadership as your work allows.
7. Be willing to put your whole effort into teaching.

College reports on consultation and correspondence with graduates indicated that these services were cordial and helpful to graduates. Both

are effective ways of helping young teachers acquire a feeling of security and keeping them inspired in their most difficult weeks of teaching.

Looking at Graduates' Progress

A teacher's success with pupils is said to be the result of a combination of factors, including the school's philosophy, the resources and cooperation of the community, and the teacher's personal and professional qualifications. So complex is the concept that no single formula or description fits more situations than the one being considered.

Some colleges in the study are trying to get a view of each graduate's progress during the first year or two of teaching as a basis for recommending promotion or a more suitable and satisfying position. Some are looking for ideas to help improve the college program. Many are looking for graduates' strong points in program development and in dealing with children in order to help them set up goals and standards and move ahead with confidence.

Means that colleges use in studying the work of graduates include: (1) Forms for the use of visiting staff members and superintendents in evaluating teaching when they think evaluation is desirable; (2) statements about graduates' use of their school-and-community situations; and (3) graduates' opinions about their pupils' progress or their communities and their own interest in further education.

Use of Forms

In answer to the inquiry, many institutions sent examples of forms for appraising the work of graduates. In some cases, these forms are used as guides to improvement of teaching rather than as a means for the kind of rating and "grading" once used in inspectorial types of supervision. A number of the forms are included here, not to be copied but to be used as a source for ideas that may lead to better teaching.

A publication which may be helpful in developing an appraisal program is "Better Than Rating" by the Association for Supervision and Curriculum Development, National Education Association, Washington, D. C. It "proposes a way of evaluating and guiding the program of living in the schools which is consistent with what we know about the way in which human beings grow and develop, and with our democratic ideals."

The forms that follow have different points of emphasis. One form places emphasis on what the teacher does.

Name of superintendent Name of teacher

How well is this teacher doing? Indicate whether high, average, or low on each of the following items:

- 1. Understands children
- 2. Employs acceptable teaching techniques
- 3. Demonstrates knowledge of her teaching field

FOLLOWING GRADUATES INTO TEACHING

4. Cooperates with administrators and other teachers
5. Performs duties outside of class
6. Shows promise of continuous growth

A similar form places the emphasis on the teacher's qualities.

Name of superintendent Name of teacher

Directions: Check the appropriate position on each scale. Underline strong points. Encircle weak points.

1. Classroom personality—is mentally alert; has sense of humor; exercises self control; has sparkle, drive, and vitality; is cheerful. Superior Average Inferior
2. Personal appearance—shows good taste and neatness in dress; is clean, refined, cultured. Superior Average Inferior
3. Social qualities—is friendly, tactful, and able to get along with others. Superior Average Inferior

Still another form emphasizes the teacher's relation to students.

Name of superintendent Name of teacher

Check the rating for each item which most nearly influences Miss 's degree of success as a teacher in your system. Use Poor, Fair, Good, Superior, Don't know.

- Variety of classroom activities provided students
- Ability to talk on students' level
- Patience with students
- Spirit of cooperation
- Sense of responsibility
- Consistency of disposition
- Sense of humor
- Self-confidence
- Personal appearance

In one form for judging success of graduates, progress is described rather than measured, and an attempt is made thereby to arrive at some objectivity of judgment. The object of observation is still the teacher rather than the pupil, but there is an implication that pupil progress is considered. Items to be judged are: Grasp of Subject Matter, Skill in Selecting and Organizing Materials of Instruction, Skill in Classroom Management, Skill in Developing Work Habits, Skill in Developing Teacher-Pupil Relationships, Ability To Profit from Suggestions for Improvement, and Ability To Evaluate One's Own Teaching. Each item is placed on a scale with the stages of development described. Here is an excerpt showing how one of the items is developed:

Skill in Developing Teacher-Pupil Relationships

The teacher:

Develops a cooperative relationship which encourages respect for superior qualities whether in pupil or teacher.

Cultivates a cooperative relationship but provides little opportunity for pupil direction of self or groups.

- Maintains a situation in which the teacher is respected and obeyed and makes most decisions.
- Cannot secure the friendship, respect, or obedience of the children.

Another form asks for general information. It leaves items to be judged to the superintendent and provides for a comment on the graduate's work. Success rather than weakness is emphasized.

Name of superintendent Name of teacher

According to our records,, one of our graduates has been teaching in your school the past year. As a part of our followup program, we would appreciate your giving an estimate of this teacher's success on the blank below. The report will be considered confidential.

.....

Superior Good Average Doubtful

We will appreciate additional information in this space.

.....

.....

One college provides for only three statements regarding progress—unsatisfactory, satisfactory, and very satisfactory. Qualities of the teachers to be considered include Scholarship, Use of English, Understanding of Children, Attitude Toward Community, Cooperation, Resourcefulness, Classroom Discipline, Pupil Achievement in Subject Matter, Pupil Achievement in Personal Development, Preparation of Records and Reports, and Attitude Toward Suggestions.

Recognizing that an employer's time for judging a beginning teacher usually is short, one college states that the information on its form will not be used as a reference. The form submitted to administrators by the college includes the following qualities (to be marked on a scale of 1, excellent, to 5, poor): Community relationships, relationships with other faculty members, teacher-student relationships (classroom), teacher-student relationships (nonclassroom), and competence in teaching skills. Space on the form is provided for supplementary notes and remarks.

In addition to items mentioned by several of the colleges in appraising the work of new teachers, one college adds the question: In general, how does this individual compare with other beginning teachers? High (outstanding), average, low (not satisfactory).

Still another college merely asks the employer to indicate how he would appraise the individual as a teacher. The employer is given the choice of checking excellent, good, average, or poor. Supplementing the appraisal as a teacher are requests for judgments on the teacher's professional growth, classroom procedures, and community relationships and responsibilities.

One college included with the report of its followup service a "Guide to the Essential Characteristics of a Desirable Learning Situation"¹ designed to serve as a teaching and supervisory guide. Twelve "essentials" of a desirable learning situation are included in the guide. For each "essential," space is left for "specific evidences" and for "judgment on frequency of" the "essential." Below is one item in the guide with suggestions for judging.

1. Class, group, and individual learning purposes are planned by pupils and teacher together.

Specific evidences of:

Judgment on frequency of: (circle)

0	1	2	3	4	5	6	7	8	9	10
Never										Always

Other "essentials" on the form intended to be judged as shown above are: *experiences planned by pupils and teacher together, materials planned by teacher and pupils together, experiences evaluated by pupils and teacher together, individual growth evaluated by pupil and teacher together; desirable behavior standards determined by pupils and teachers together, cooperation, rather than competition emphasized; pupils free to communicate with one another without expressed teacher permission, pupils free to question, pupil-teacher relations warm; continuous effort to explore and clarify values, and continuity of learning by relating present learning to other experiences.*

Study of the Total Teaching Situation

One type of appraisal considers graduates' teaching in relation to the community, the philosophy of the school, and the desirability of the school and community as a place for the college to send its graduates. The following items are suggested to visiting staff members:

1. What was the reaction of the administrative officer toward a visit from the college?
2. What was the teacher's load? Curricular? Extracurricular?
3. What was your impression of the community?
4. What was your reaction to the school as a physical plant—its facilities and equipment?
5. Does the school appear to have a functioning philosophy?
6. How would you rate this school as a place to send our graduates?
7. Did the teacher have any criticism of the college training received?
8. What was the superintendent's evaluation of the teacher?
9. What was your opinion of the success of the teacher?

¹ Vanderwerf, L. S. and Glendon, V. J. *The Modern Classroom Guide. A Guide to the Essential Characteristics of a Desirable Learning Situation.* Plymouth, N. H., Plymouth Teachers College, 1931. 2 p.

Several colleges ask the graduates to report on such items in their situations as the size of the community, the community's interest in the school, community's attitude toward teacher, enrollment, living conditions (hotel, motor court, apartment, roominghouse, home), cost of rent and board, adequacy of salary in relation to living expenses, extent to which teachers are accepted, teacher's own participation in community activities, such as church or lodge groups, service clubs, and social groups. Professional organizations to which the teacher belongs are mentioned. Specific problems that the teacher feels other young teachers should be made aware of before they start to teach are requested.

Use of Information Received

Before starting a trip, to get ideas for appropriate materials to take with them and to prepare them for the problems graduates may be having, visiting staff members in some colleges use reports from graduates and reports on the work of graduates. Many colleges use the same reports to assist them in placing graduates in positions where they may be more successful. Some colleges use them to aid in getting promotions for successful graduates. Perhaps the most general use the colleges have made of information about the work of graduates is to aid in improving the college program discussed on pages 27-33 and in placement, pages 23-24.

Graduates' Placement

Judging from the reports received, all the institutions maintain planned placement services, though some did not mention these services as being part of the regular followup activities. Most colleges that have followup activities arrange for members of the placement staff to receive reports on the work of graduates from visiting staff members and others engaged in followup work. Some include reports on the kinds of communities in which graduates are working. This enables the colleges to place future graduates in communities where they will be most likely to succeed. Sometimes followup service and placement work are administered by the same staff member.

One university placement bureau provides mimeographed suggestions to students for making applications for jobs. The suggestions deal with what kind of letters to write, importance of being well dressed and well groomed when applying in person, and the importance of refraining from irrelevant and unnecessary talk during interviews. Others urge students to report promptly to the placement office when leaving a job, in order that other graduates may be given opportunities to apply. At least one placement bureau works with the entire staff to have up-to-date information about the kind of work graduates are doing, the nature and resources of the communities and school systems in which graduates are working, and opportunities for advancement of promising graduates.

One college reported that its placement office collects information about school communities, such as working conditions, community life, and salary schedules. The office also gathers samples of handbooks for teachers, courses of study, programs of classes, superintendent's bulletins, and other publications. Such information and materials are made available to applicants for teaching positions, to students preparing for teaching, and to staff members. The procedure enables students to prepare specifically for the kinds of schools and communities in which they will probably be teaching. It enables staff members to base instruction on communities and schools of the college service area.

Followup and placement services are planned in close relation to each other. Even in colleges where there is no planned relationship, reports and information from the followup service facilitate placement. Statements from letters follow:

(Visits to graduates) are helpful in evaluating original recommendations by the college departments and supervisors of student teaching, and to make future recommendations more discerning. The reports of visits are often revelations to the director.

★ ★ ★ ★ ★ ★ ★

Suggestions for the graduate's improvement in an inservice capacity and the welcome attitude of school administrators toward the college's continuing interest in its product have significant public relations value.

Staff members who work together in coordinated programs get acquainted, learn to know one another, and cooperate, with the result that many points of view and many experiences are discussed and woven into a unified program. Groups, too, such as teachers and supervisors in the laboratory school, teachers of subject-matter courses, staff members engaged in placement services, employers of graduates, and the graduates themselves through conferences, are also brought more closely together in their thinking. The results are richer preservice and followup programs. Each staff member benefits from the contributions of others in group planning and experimenting.

Incidental Followup

COLLEGES that reported followup activities in the nature of incidental or informal service emphasized personal visits but did not usually coordinate these with other activities and services. They said that their staff members carried on other followup activities when they could find the time and the schools were not too far away. The terms "incidental" and "informal" are used here merely for convenience. The difference between followup services discussed as coordinated and those considered as incidental is that the latter are not part of a total unified program.

Staff Members Who Visit

Supervisors of practice teaching, who usually have a specific interest in the welfare of their former student teachers, are among those who visit now and then. In some colleges, the director of student teaching, while on other college business, may visit graduates. Some visiting of graduates is done by college professors while they are serving as consultants or resource persons in school conferences in the State. In many colleges, directors of placement have an important role in incidental followup activities. They keep in touch with graduates and often call on them to ask how they are getting along.

Help Given

If a beginning teacher is having difficulties, the colleges usually send a member of the staff to help. The request may come from the graduate, superintendent, or principal. In some cases, plans for improving the situation are made cooperatively. The college instructor may make suggestions, but after a discussion of ideas, usually encourages the teacher to do what seems best in the situation. If it appears desirable and the graduate is willing, the visitor may make two or three visits.

Incidental assistance is not confined to visiting the graduates. Often an administrator, the graduate, and the college staff member work cooperatively and understandingly in conference on ways of helping the children or improving the school program.

Return to the Campus

Almost all of the colleges and universities said that they encourage their graduates to return to the campus to renew acquaintances, to visit the laboratory school, or to confer with college instructors about their problems. Some colleges invite their graduates to make suggestions for improving preservice programs, even though their contacts with the college are only incidental.

One college wrote:

Saturday conferences for the service-area teachers are scheduled annually in the laboratory school. They vary from demonstration teaching to study-group sessions highlighting current trends in modern education. They are always well attended and are a visible means of recognizing the vital role of the teachers' college in the professional inservice growth of teachers.

Correspondence

Staff members in colleges that have no coordinated followup service make it a point to correspond with students, especially those who are doing their first teaching. They think that a letter of encouragement from an interested professor helps greatly in the lonely and difficult first days. Inquiries are answered by most staff members, even though letters have to be written in longhand on the professor's off-duty time.

Improving the College Program

ACTIVITIES for improving the college program are centered on (1) finding what is needed, (2) estimating the value of the program in preparing the students to meet the problems of their classes, and (3) changing the college program to prepare future graduates to help their pupils solve their problems satisfactorily. Some of these activities have been touched in preceding sections of this report. They are discussed more fully in the pages that follow.

Finding What Graduates Need

Some colleges ask their graduates how the college program might be improved. In one questionnaire for beginning teachers, for example, a section gives graduates opportunity to be heard. Two questions are:

If you have met any specific problems in your first year of teaching that prospective teachers should be made aware of before they start to teach, list them below:

What specific recommendations have you for improving teacher training?

A personal questionnaire is sent by one college to its graduates to get information to determine both attitude and professional understanding and ability. Some of the items are listed below:

Please indicate your reactions to the following statements in terms of your feelings toward your present position. Circle the code symbol which best describes your attitude.

SA—strongly agree; A—agree; U—undecided; D—disagree; SD—strongly disagree.

Your answers will be treated confidentially. Please be frank.

1. SA A U D SD I feel well prepared scholastically for the work I am doing.
2. SA A U D SD I want a job with fewer personal restrictions than I now have.
3. SA A U D SD I enjoy living in this community.
4. SA A U D SD Supplies and equipment in my school are unfairly distributed.
5. SA A U D SD I feel that I am generally less satisfied with my position than most teachers here.

6. SA A U D SD In this school system, promotions go to staff members who most deserve them.
7. SA A U D SD I am required to pass pupils who should fail.
8. SA A U D SD I have sufficient time to prepare for my teaching.
9. SA A U D SD I think that our school program is hindered by unpleasant staff relationships.
10. SA A U D SD I am able to use teaching methods which I believe to be effective.

A State teachers college asks its graduates:

- In what things have you felt less well prepared than in others?
 How could your college courses have helped you more?
 In what phases of teaching do you have most confidence?

A number of colleges reported discussion-type conferences with opportunities for superintendents, principals, and teachers to talk about problems that young teachers are having in meeting needs of their pupils and to consider means of improving the college preservice program.

In some graduate conferences, graduates, principals, and superintendents together formulate the problems to be considered. Conferences appear to center attention on problems that are more significant or broader than the problems which graduates list from the point of view of single classrooms and individual teachers only.

One college wrote:

We try to keep our ears open for comments regarding the success of our program. We also organized last year a "State Consulting Committee" of 15 people representing the State department of education, the local city, and several adjacent counties. This group meets with representatives of the college from time to time during the year to advise on features of the college program.

Another college analyzes written reports from visitors for information about the needs of graduates. The following excerpt is from a letter about the service:

Information brought back from these visits has been organized into reports to the dean and to the faculty of the college. Such reports and teacher placement reports often contain information used by our curriculum committee and the counseling staff to modify curriculum offerings and for use in counseling. Committees of the college use the data to plan policies regarding admission to teacher education.

In a third college, the coordinator of field service keeps records of the needs of schools as reported by superintendents, principals, teachers, and other professional personnel in the schools visited, and makes these available to staff members. Typical needs are:

1. More training in the routines of the school, such as keeping registers, making reports, administering tests, and making contacts with parents.
2. More actual experience and practice in planning classroom activities instead of just being told about the value of planning.
3. More experience in dealing with the public.

Another college consulted school personnel in the college service area about improvements needed in the preparation of prospective teachers and received the following suggestions for improvement from principals:

1. Planning work and, above all, budgeting time.
2. Appropriate social behavior in order that students may see in their teachers examples of refinement.
3. Knowing how to study and desiring continuous self-improvement.
4. Speaking correctly with proper pronunciation and enunciation.

Another college commented on modifications of the college program as a result of the followup service as follows:

It seems reasonable to assume that some of the findings and suggestions received from the field by the coordinator have already had a direct influence on the modification of some of the college courses. Among these may be the revision of the curriculum course, general science courses, and the health course; and emphasis on use of the teacher's register, the State courses of study, and various types of teaching materials. It is probable that there also has been indirect influence as members of the faculty have observed in the public schools and seen their own former students in action, and have thereby modified their own thinking based upon these experiences.

In general, the most important ways of finding out what graduates need are (1) asking the graduates; (2) arriving at significant problems through discussion groups of graduates, staff members, and superintendents; and (3) reading reports of administrative personnel. These items were mentioned or implied more than once in the report, and are valuable considerations in the improvement of college programs.

Effectiveness of College Programs

One way colleges have of judging the effectiveness or helpfulness of graduates' preservice courses and experiences is to ask graduates for their opinions. Another way is to judge the effectiveness of preservice preparation by the nature of graduates' problems as reported on pages 10 to 11 and 27 to 28, by visiting staff members, employers, and graduates. Examples of forms for graduates' opinions are given below. They may serve as starting points for research in the preservice preparation of teachers.

A form used by one college suggests that the graduate mark each course named with A, very helpful; B, helpful; or C, of little or no help. Such courses as the following are listed:

Educational psychology

Principles of education

Teaching procedure

Observation and practice teaching

Children's literature

School supervision

Use of radio

Health education

Seminar in education

Workshop in education

Techniques in counseling

Teaching of reading

Teaching of science

The form closes with the questions:

What are the specific problems in your first year of teaching that prospective teachers should be aware of before they start to teach?

What recommendations do you have for improving teacher training in the college program?

Another college asks its graduates to answer such questions as:

What skill or knowledge areas have you found to be noticeably deficient in your preparation for your teaching position?

Comments

What subjects have you found to be of least value?

Comments

Was your student teaching experience: Outstandingly valuable?

Fairly valuable? Of little value? Of no value?

Can the student teaching program be improved?

What other experiences did you have in your college years which have proved to be of value to you in your teaching?

What are the greatest strengths which you feel that you have in your teaching?

What are the greatest difficulties which you have encountered in your teaching?

If you were planning a training program for beginning teachers, what would you include as most important and necessary?

In certain instances, research programs have been set up to find out what changes need to be made in preservice education of teachers. In one college, for example, questionnaires were sent from the president's office to 392 teacher graduates of the college, asking them to evaluate the instruction received while in college. Replies came from 84 of the 392 teachers.

In the questionnaire, the teachers were asked to rate instruction received on a seven-point scale as to (1) adequacy of offering, (2) quality of teaching, (3) standards of performance required of students, and (4) helpfulness in graduate school. In every case, the average rating ranged from 4 or average to 6.3, which is between excellent and good. The highest of the average ratings were found in an extracurricular and student-life program.

Keeping the Staff Informed

Next to finding out how well the courses and other experiences it provides meet the needs graduates will have in teaching, it is important for the college to keep the staff members alert to what they can learn about their graduates through the college followup service. In one college, the director of laboratory schools and placement hangs on the wall of his office a large map of the State and on it puts colored tacks to show the location of schools. Tacks of two colors are chosen, one to represent

each of 2 years in the followup program. When a staff member visits a graduate, a tack of a third or fourth color replaces one of the original tacks. This graphic picture of followup visits provides an easy progress report at any time and shows at a glance how much visiting has been done.

The committee that made the opinion study on page 29 analyzed the opinion ratings given by the graduates now teaching and made recommendations to the staff as follows:

Our educational program as a whole and in detail should be improved. Staff teams are challenged in every department to build the best instructional programs of which they are capable. This seems to be especially needed in counseling, physical education, and educational psychology.

The faculty needs to become more familiar with the instructional programs in our elementary and high schools. We need to keep in touch with our public school people through visits, conference attendance, workshop participation, and followup work.

Other colleges send reports received about graduates to all staff members who have helped to prepare them, especially those staff members who will share in followup services. In colleges where followup services are planned by committees, the staff members and other planners are kept informed in connection with their committee work. One college wrote that, after talking with a graduate, the coordinator of the followup service visited the graduate's principal or supervisor to secure an evaluation of the college program. He used a dictaphone attached to his car to make an anecdotal record of what he had learned and from the record made a report to the staff.

Changing College Programs To Meet Needs

In some colleges, changes come about through planning in relation to visits to graduates. The people who visit keep records of major findings, and staff members refer to these in the development of both preservice and inservice programs and placement. Most reports show that colleges try to bring about changes in their total programs and in specific courses.

Some colleges have made changes in the preservice program at suggestions from staff members engaged in followup work. Only one college reports results of such changes (pages 6-7).

One college has organized a college improvement council composed of certain faculty members and teachers who have graduated within the last 10 years. This group meets with some regularity and works to suggest improvements for the college program. Another college arranges for a committee of superintendents, supervisors, high school principals, and college staff members to meet quarterly and discuss desirable changes in curriculum and methods in graduates' schools and in preservice courses in the college. Graduates' reports and other data are discussed by such groups.

Another college is working to make improvements suggested in a study carried on by one of the college alumni. He sent a questionnaire to graduates who had been teaching more than 1 year. He received suggestions for improvement from 62 graduates and summarized them. A summary of his report follows with items arranged in order of frequency:

1. Make education courses more practical and up to date.
2. Give more help in developing ability to control classroom situations.
3. Provide preparation for extracurricular responsibilities.
4. Prepare teachers to meet better the needs of subnormal and retarded children.
5. Prepare teachers to help children develop the basic skills of written expression.

A second phase of this study was the listing of deficiencies in the preparation of graduates, referred to on page 10. A third phase of the study was an analysis of recommendations and deficiencies by a committee of staff members, students, employers, graduates, and national leaders. As a result, recommendations were made for improving the college program as follows:

1. Strengthened policies and improved procedures in selective admission and counseling of prospective teachers. (Mentioned directly by faculty and national authorities; implied by employers.)
2. Coordination of institutionwide cooperative action, looking to the improvement of the teacher-education program. (Mentioned directly by faculty committee, campus students, alumni, and national authorities; implied by employers.)
3. Complete reorganization of the offerings of the department of education, involving omission, addition, coordination, and integration of instructional materials, learning activities, student experiences, and outcomes. (Mentioned directly by faculty, campus students, alumni, and national authorities; implied by employers.)
4. Through these suggested changes, immediate, cooperative, and continuous effort toward—
 - (a) Improvement of professional laboratory experiences provided prospective teachers in terms of their sequential place in the total program, their nature and extent, flexibility, and direction. (Mentioned by faculty, campus students, alumni, national authorities, and implied by employers.)
 - (b) Strengthening every phase of our teacher-education program so that it will more effectively achieve the objectives stated in our catalog, with particular attention to the qualities and competencies in which our beginning teachers, in the opinion of faculty, employers, and students themselves, have been commonly deficient.

A staff member doing the followup work in one college compiled graduates' suggestions in a report to the staff. The curriculum committee working on the program for the preparation of prospective teachers used this report. One of the suggestions in the report was that students needed help in planning what to do on the beginning day of school (p. 11). This need was met partly at least by having each senior spend the first week

of the public school year in the situation in which he had done his student teaching the year before. This plan gives him opportunity to see how the teacher prepares materials and plans before the children arrive and how the class is organized at the beginning of the year. The plan has been in effect 2 years and seems to be satisfactory.

In one college, an evaluation committee recommended more teamwork among staff members, including cooperative planning, cooperation among departments, joint planning between administrator and staff groups, and teamwork in instructional activities. Another college introduced team planning into a geography course with the result that students had experience in planning with resource people of local town and college and in using local situations in their study of geography. In another course, students received assistance in the use of local resources in understanding certain historical developments.

A report by a college on the use of information gained in schools in a rural area stated:

Information gathered from teachers, county supervisors, and superintendents is discussed in our Rural Education Curriculum Committee meetings. Often changes are made. One county superintendent said, "Your girls do not cooperate well on our school-lunch plans." We thought that if this is true it is because they do not know how. We added a half-credit course in school lunch to our 2-year curriculum and planned for more participation in the work of our on-campus rural school lunch.

Several reports raise doubts about the adequacy of services that must be carried on by staff members who have full-time programs of regular campus work. One college, for example, wrote:

We are not satisfied with this setup because we feel as if our supervisors are carrying a full-time program and have not much time for followup services. Consequently when we perform this function, we feel as if we are spreading ourselves rather thin.

We have under consideration the appointment of a field-service agent to our faculty. This field-service agent will have as his principal duty the organization and operation of a followup program not only for our graduates but for any teacher in service who might require this help.

One of the encouraging things about the situation in general is that so many colleges recognize the promise which following graduates into teaching holds for improvement of the college program. Preservice programs are being changed.

Results

MOST COLLEGES roughly appraise the results of their followup services. Some of the questions to be taken into account in appraising results are: Can staff members give enough help to justify the expense? How can assistance be adapted to children that graduates are teaching and to significant educational problems? In what ways have college programs changed as a result of the followup service? Have the changes enabled graduates to cope with their situations more efficiently than former graduates? To such questions, this study has few objective answers. Opinions of colleges, however, are strong in favor of the work.

An analysis of opinions shows that most of the colleges believe the service to have the following outcomes:

1. Followup activities are helpful in creating good relations with the schools in which their graduates are teaching.
2. School administrators are appreciative of the help they receive through followup service and believe it contributes to the improvement of teaching.
3. Followup service provides information to aid the college in improving pre-service education.
4. Colleges believe that the followup service helps give new teachers a sense of security.

Ideas such as the following are expressed in the reports:

We have a regular interview training division consisting of two college supervisors that visit these beginning teachers. One of the supervisors visits the more distant teachers, and the other visits those employed close to the college. In addition to these two supervisors, we often call on the help of supervisors from the other regional colleges to contact our students in their areas. They in turn request the same service from us. We find that this program of followup service gives the new teacher a fine sense of security and comes at a time when he wants help in solving his problems. It frankly is also an inspiration to the new teacher.

In general, the superintendents of schools are greatly appreciative of this phase of our work. We often have very favorable comments from them by way of approval. They feel that this is a real contribution to our new teachers, whether they are getting an excellent start or have some beginning difficulties. The work is done conscientiously by the college.

This kind of followup service is expensive, but we find it tremendously helpful

in the constant reorganization of our instructional program on the campus. We also find it helpful in creating good relations with the schools in which our graduates are teaching. The member of the faculty who visits a school for this purpose calls first on the principal. Frequently the principal will ask for help in professional problems that have no relation to our graduates. We try to give this help if at all possible.

In one of the institutions, a staff member made an extended study¹ of followup work, in connection with which he sent a questionnaire to graduates asking them to check the benefits of the service to them. He received replies indicating benefits as follows: Help in the solution of problems, the interest of a sympathetic and understanding friend (the observer), stimulation of a strong personality (the observer), advice, and self-confidence. He believes that his study shows that (1) a followup service to graduates as beginning teachers is the responsibility of a teacher-education institution; (2) one effective aspect of such service is the observation and visiting of beginning teachers by staff members; and (3) from the standpoint of time and money spent such a program is possible for practically any institution. Quotations from the study bearing on the value of the service include the following:

Literary references (reviewed in connection with the study) place the responsibility for initial adjustment of beginning teachers upon the college. (Statement by author of the study.)

Graduates of the 30 colleges who have worked with college staff members on their initial teaching were very enthusiastic concerning this service and advocated closer organization and extension of such programs by the college. (Statement by author of the study.)

The greatest value I can see (in the work) is the information we may give on the preparation of other students still in training—things we lacked in our training. The visitor can take these back to the college. During second and third years, I can see greater value derived in the solving of actual problems. (Statement by graduate.)

A report of the visitation was sent to the administrator. I feel it might have been even more helpful if the administrator had been called into the conference so we could have discussed the problems. (Graduate.)

A written report to the teacher from the visiting college would be helpful; also suggestions for improvement. (Graduate.)

In another instance, a staff member of a college with an integrated preservice and inservice program for teachers made a study "to determine the opinions and practices of the teachers who have experienced the program for training rural elementary teachers at West Georgia College, Carrollton, Ga., with implications for the improvement of that program."²

¹ Haskin, James Stuart. An abstract of a following series of teacher education from *A Follow-up Service of Teacher Education Institutions: A study of specific details of observational and visitation programs and related institutional services to graduates of teachers colleges in the United States*. New York, School of Education of New York University, 1933. 115 manuscript pages.

² How, William H. *Training Rural Elementary Teachers*. West Georgia College, Carrollton, Ga. Submitted in partial fulfillment of the requirements for the degree of doctor of education to the School of Education, New York University, 1932. 171 p. Bibliography and forms. See p. 161-166.

Some of the conclusions and recommendations of the study are shown below. Such words as "satisfactory," "good," and "greater extent" are those used by the author in working with teachers, superintendents, and staff members to secure judgments on the practices of graduates. The terms describe results.

1. Graduates are using the following practices to a satisfactory extent:
 - Recognition of individual differences.
 - Teacher-pupil planning.
 - Physical education and recreation.
 - Health program.
 - Aid for children's personal problems.
 - Leisure-time activities.
 - Sharing time.
 - Remedial work with children.
 - Relating curriculum to life.
2. Graduates, generally speaking, are not using music, art and handicrafts, dramatizations, and other speech activities to a satisfactory extent as educational practices.
3. The teacher-training program is related to teaching situations to a satisfactory or greater extent.
4. The extracurricular activities of these students while in college consisted mostly of participation in laboratory school activities and campus clubs. While this is desirable, it is also important that teacher-training students have a more varied experience in extracurricular activities.
5. A good majority obtain good or satisfactory results in teaching reading, spelling, mathematics, writing, health, and English, but obtain less than satisfactory results in teaching social studies, music, art, and elementary science.
6. Teaching aids are being used by a good majority of these teachers with the exception of the more expensive audiovisual aids, agricultural services, and community resources. These are all indicated as having been used, but a more extensive use is desirable.
7. These graduates are doing a good job of improving the physical setup of their schoolrooms and schools.
8. They are maintaining their share of conducting extracurricular activities, as a good majority have directed 2 to 6 different activities in the schools in which they have taught.
9. They are participating in community life and assuming community responsibilities.
10. The percentage of those participating in community cooperatives is small, but this has been explained as due to the change in times and the fact that all of these students were not trained in organization and operation of cooperatives.
11. These graduates are not making use of the school cooperative store, an activity which is emphasized in the laboratory schools.
12. A high percentage of graduates are members of professional and honorary organizations, but membership in the National Education Association could be higher. Almost half of them have held office in these educational organizations.

13. According to their employers, a great percentage of graduates have shown good or satisfactory professional growth.
14. Good progress has been shown by graduates in continuing their education since leaving West Georgia College.
15. A good majority of them are of the opinion that the improvement of their teaching is due to their training at West Georgia College, but that professional reading and supervision are also important factors.
16. According to the opinions of their employers, most of these graduates are good or excellent teachers.
17. The major strengths of West Georgia College are the teacher-training program, teacher-pupil relationships, recognition of individual needs, community work, and economy and location.
18. The major weakness is the lack of the fourth year of college preparation.
19. A good percentage of graduates feel that the following required courses were of less than satisfactory value to them:

Introduction to education	Humanities
Biology	Mathematics
Nature study	Dramatics
Physical education	Physical sciences
Social sciences	

Appraising the results of followup service is difficult. Those who have a part in the work, however, believe that it has great value in helping new teachers succeed and in helping colleges and universities find out how to improve their programs of teacher education.

Problems



A NUMBER OF COLLEGES are moving away from programs planned by individual directors or coordinators to services planned cooperatively. Graduates and their employers are invited to help plan services that will affect them. Some colleges plan cooperatively with superintendents, principals, supervisors, and graduates. Ways of planning and of working are fields for research.

Most of the reports state that the followup service is used to change the preservice program of graduates. Statements are in general terms, however. Few colleges show effects of changes in preservice programs, either on graduates or on the children in their charge. Few have reported or implied that they observe or study the specific effects of changed preservice programs on the work of new graduates in their schools and in their communities. Further research in these areas might have interesting and helpful results.

Among preservice problems that might be studied are:

1. How can a college overcome, on the part of its staff, a lack of awareness to needs for change?
2. How should problems for research be set up?
3. What followup procedures enable visitors to check on the effectiveness of changes in preservice programs without undue worry to graduates they are visiting?
4. How can a college effectively prepare a student (a) to study and understand communities, (b) to make himself a part of the community in which he is teaching, (c) to help children use community resources in learning and develop ability to participate in community activities and services.
5. What effect does followup service have on the recruitment and retention of teachers?

Coordinated staff planning of preservice as well as of inservice preparation of students was reported by some colleges. It might be tried at least tentatively by more colleges. Superintendents of schools and graduates have much to offer in such programs.

Colleges generally consider it important for their staffs to study the communities where graduates are placed. Staff members in charge of placement are especially sensitive to community needs and attitudes, but not all placement work is reported as part of a program completely coordinated with other programs of the college. Experimentation with more fully coordinated college and community study might give interesting results.

Experimentation may be needed for staff members to learn what circumstances justify observation in classrooms and how much help can be given by consultation without observation. Studies should be made on how staff members can relate their suggestions to the needs and interests of the children rather than to the "weakness" and "deficiencies" of the teacher and on how suggestions for improvement can be related to the planning of future programs and activities rather than to so-called evaluation of the mistakes of the past. Several references in the reports emphasize the importance of following graduates in the first 2 years of service. Studies might be made to discover the optimum duration of the service and to learn the nature of service, if any, that is maintained for more experienced graduates as compared with that provided for beginners.

Certain forms now used in followup service, examples of which are on pages 19-22 ask visitors or employers to evaluate teaching. Many call for subjective and quantitative ratings and evaluations that are difficult to make accurately. Reports used for this study show no objective way of rating teaching.¹ Research might be planned to discover the kind of services that inspire and help teachers and boys and girls according to the varying needs and problems that occur every day.

Other procedures deal with announcements about services from the college and with requests for information from graduates and communities in which they teach. Colleges are working to simplify these procedures and save time for colleges and graduates. Letters to graduates, asking them if a visit from a staff member would be satisfactory, need study. Some colleges have succeeded in sending warm, cordial letters that cause graduates to look forward to visits with pleasure. Can the visiting service be planned so that graduates can say what staff member would be particularly welcome, what they would like him to be prepared to do, and whether they care to have him observe or just talk about things that concern them both?

What kind of letters should be sent asking graduates for information about their communities? How much can graduates be asked about their problems and their success as they see it without arousing fear or

¹ See also *Handbook for Supervisor and Curriculum Development*. *Basic Time Rating: New Approaches to Appraisal of Teaching Service*. Washington, D. C. The Association, 1939. 65 p.

Edison, Willard S. and Rogers, F. Edward, Jr. *Staff Personnel in the Public Schools*. New York, Praeger, 1944, Inc. 1944. An especially important and evaluating teaching growth, pp. 250-252.

concern that reacts against their success? It would appear that such questions might be made a subject of informal study, if not of formal research.

Graduates may find themselves in school systems that have a philosophy of education different from the philosophy they were helped to build for themselves in college, community problems new to them, and school situations in which they feel inadequate. In many an instance, a staff member from the college that prepared the graduate may be the logical person to help in adjusting to the new situation. It is necessary, however, that colleges and school systems have common and sympathetic understanding and develop a spirit of teamwork in order that possible sources of friction among college staff, school staff, and local community may be eliminated. Studies of effective practices of college-school-community cooperation in such situations might be helpful.

In this study, the cordial and interested statements and unusually large percentage of responses of the teacher-preparing institutions were significant. To the colleges, the graduate who was teaching was the most important resource for the improvement of a teacher-education program. Whether their services were rich and extensive or limited and occasional, the colleges believed in the value of **FOLLOWING GRADUATES INTO TEACHING**, at least in their first 2 years as beginning teachers.

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ALABAMA

Alabama Polytechnic Institute, Auburn.
State Teachers College, Florence.
State Teachers College, Jacksonville.
State Teachers College, Troy.
University of Alabama, University.

ARIZONA

Arizona State College, Flagstaff.
Arizona State College, Tempe.
University of Arizona, Tucson.

ARKANSAS

Henderson State Teachers College, Arkadelphia.
University of Arkansas, Fayetteville.

CALIFORNIA

University of California, Berkeley.
Chico State College, Chico.
Fresno State College, Fresno.
University of California, Los Angeles.
University of Southern California, Los Angeles.
Sacramento State College, Sacramento.

COLORADO

Adams State College, Alamosa.
University of Colorado, Boulder.
Colorado State College of Education, Greeley.

CONNECTICUT

Teachers College of Connecticut, New Britain.
University of Connecticut, Storrs.
Williamantic State Teachers College, Williamantic.

DELAWARE

University of Delaware, Newark.

DISTRICT OF COLUMBIA

Wilson Teachers College, Washington, D. C.

FLORIDA

University of Florida, Gainesville.

GEORGIA

University of Georgia, Athens.
West Georgia College, Carrollton.

GEORGIA—Continued

Georgia State College for Women, Milledgeville.
 North Georgia College, Dahlonega.
 Valdosta State College, Valdosta.

IDAHO

University of Idaho, Moscow.

ILLINOIS

Western Illinois State College, Macomb.
 Southern Illinois University, Carbondale.
 Eastern Illinois State College, Charleston.
 Concordia Teachers College, River Forest.
 University of Illinois, Urbana.

INDIANA

Indiana University, Bloomington.
 Purdue University, Lafayette.
 Ball State Teachers College, Muncie.

IOWA

Iowa State Teachers College, Cedar Falls.

KANSAS

Kansas State Teachers College, Emporia.
 Fort Hays Kansas State College, Hays.
 Kansas State Teachers College, Pittsburg.
 University of Kansas, Lawrence.

KENTUCKY

University of Kentucky, Lexington.
 Eastern Kentucky State College, Richmond.

LOUISIANA

Southeastern Louisiana College, Hammond.
 Louisiana State University, Baton Rouge.

MAINE

University of Maine, Orono.
 Farmington State Teachers College, Farmington.

MARYLAND

State Teachers College, Towson.
 Maryland State Teachers College, Salisbury.
 University of Maryland, College Park.

MASSACHUSETTS

State Teachers College, Framingham.
 State Teachers College, North Adams.
 State Teachers College, Worcester.
 State Teachers College, Fitchburg.
 State Teachers College, Salem.
 State Teachers College, Westfield.
 Boston University, Boston.
 State Teachers College, Bridgewater.

MICHIGAN

University of Michigan, Ann Arbor.
 Michigan State Normal College, Ypsilanti.
 Central Michigan College of Education, Mount Pleasant.
 Western Michigan College of Education, Kalamazoo.

MINNESOTA

University of Minnesota, Minneapolis.
 State Teachers College, Moorhead.
 State Teachers College, Bemidji.
 Winona State Teachers College, Winona.
 State Teachers College, Mankato.

MISSISSIPPI

Mississippi State College for Women, Columbus.
 Mississippi Southern College, Hattiesburg.
 University of Mississippi, University.

MISSOURI

Northwest Missouri State College, Maryville.
 Southwest Missouri State College, Springfield.
 Central Missouri State College, Warrensburg.
 University of Missouri, Columbia.

MONTANA

Eastern Montana College of Education, Billings.
 Montana State University, Missoula.

NEBRASKA

University of Nebraska, Lincoln.
 Nebraska State Teachers College, Peru.

NEVADA

University of Nevada, Reno.

NEW HAMPSHIRE

Keene Teachers College, Keene.
 Plymouth Teachers College, Plymouth.
 University of New Hampshire, Durham.

NEW JERSEY

State Teachers College, Glasboro.
 State Teachers College, Jersey City.
 State Teachers College, Upper Montclair.
 State Teachers College, Newark.
 State Teachers College, Paterson.
 State Teachers College, Trenton.

NEW MEXICO

University of New Mexico, Albuquerque.
 New Mexico Highlands University, Las Vegas.

NEW YORK

State Teachers College, Potsdam.
 State Teachers College, Plattsburgh.
 Teachers College, Oswego.
 State Teachers College, Oneonta.
 State Teachers College, New Paltz.
 State Teachers College, Fredonia.
 New York State College for Teachers, Buffalo.
 State Teachers College, Brockport.
 State Teachers College, Cortland.
 State University Teachers College, Genesee.
 Cornell University, Ithaca.

NORTH CAROLINA

Woman's College, Greensboro.
 Fayetteville State Teachers College, Fayetteville.

NORTH CAROLINA—Continued

East Carolina College, Greenville.
Pembroke State College, Pembroke.

NORTH DAKOTA

University of North Dakota, Grand Forks.
State Teachers College, Mayville.
State Teachers College, Minot.
State Teachers College, Valley City.

OHIO

Kent State University, Kent.

OKLAHOMA

Northwestern State College, Tahlequah.
East Central State College, Ada.
Northwestern State College, Alva.
Central State College, Edmond.
Panhandle Agricultural and Mechanical College, Goodwell.
Agricultural and Mechanical College, Stillwater.
Southwestern State College, Weatherford.

OREGON

Southern Oregon College of Education, Ashland.
Oregon State College, Corvallis.
Eastern Oregon College of Education, La Grande.
Oregon College of Education, Monmouth.

PENNSYLVANIA

State Teachers College, Clarion.
State Teachers College, California.
State Teachers College, East Stroudsburg.
State Teachers College, Edinboro.
State Teachers College, Indiana.
State Teachers College, Kutztown.
State Teachers College, Lock Haven.
State Teachers College, Mansfield.
State Teachers College, Shippensburg.
State Teachers College, Slippery Rock.
Pennsylvania State College, State College.
State Teachers College, West Chester.
State Teachers College, Millersville.

SOUTH CAROLINA

University of South Carolina, Columbia.

SOUTH DAKOTA

Northern State Teachers College, Aberdeen.
General Beadle State Teachers College, Madison.
Southern State Teachers College, Springfield.
Black Hills Teachers College, Spearfish.
University of South Dakota, Vermillion.

TENNESSEE

East Tennessee State College, Johnson City.
Middle Tennessee State College, Murfreesboro.

TEXAS

Sul Ross State College, Alpine.
West Texas State College, Canyon.
North Texas State College, Denton.
Sam Houston State Teachers College, Huntsville.

TEXAS—Continued

Texas College of Arts and Industries, Kingsville.
Stephen F. Austin State College, Nacogdoches.
Southwest Texas State Teachers College, San Marcos.
University of Texas, Austin.

UTAH

University of Utah, Salt Lake City.

VERMONT

University of Vermont and State Agricultural College, Burlington.
Castleton Teachers College, Castleton.
Johnson Teachers College, Johnson.
Lyndon Teachers College, Lyndon Center.

VIRGINIA

University of Virginia, Charlottesville.
Longwood College, Farmville.
Madison College, Harrisonburg.

WASHINGTON

State College of Washington, Pullman.
University of Washington, Seattle.
Eastern Washington College of Education, Cheney.
Western Washington College of Education, Bellingham.
Central Washington College of Education, Ellensburg.

WEST VIRGINIA

Marshall College, Huntington.
West Virginia University, Morgantown.
Shepherd State College, Shepherdstown.

WISCONSIN

Wisconsin State College, Superior.
State Teachers College, Whitewater.
Wisconsin State College, Stevens Point.
Wisconsin State College, River Falls.
Wisconsin State College, Milwaukee.
Teachers College, Oshkosh.
Wisconsin State College, Platteville.
State Teachers College, Eau Claire.
The Stout Institute, Menomonie.
State Teachers College, LaCrosse.
University of Wisconsin, Madison.

WYOMING

University of Wyoming, Laramie.