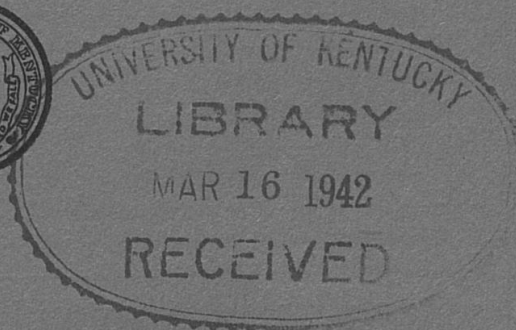


● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN

**THE GENERAL EDUCATION
OF TEACHERS**

A Report of the Teacher Education Conference Held at
Western Kentucky State Teachers College,
Bowling Green, September 8-12, 1941

Miss Elizabeth Hanson
Periodical Librarian
University of Kentucky
Lexington, Kentucky



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FOREWORD

This Bulletin is a report of the Second Annual Conference on Teacher Education which was held at the Western Kentucky State Teachers College in Bowling Green, September 8-12, 1941. This conference was a major feature in the continuing program for the improvement of instruction in all the schools of the Commonwealth. It took up where the 1940 Conference held at the Eastern Kentucky State Teachers College left off. In 1940 the conference studied the total program of teacher education as it related to the program for the improvement of instruction, while in 1941 the focus was upon the General Education of Teachers and its implications for pre-service and in-service preparation of teachers.

The program for the improvement of instruction during the two years it has been under way has had a new emphasis. Former programs designed for the improvement of instruction have been directed by the leaders in education who felt that they could serve the cause of education best by *discovering new ways* of doing things in the classroom and *making these new ways available* to those teachers in the classroom. In the present program the emphasis has been placed upon encouraging every person engaged in teaching to work on *his own* problem. It is believed that the best way in a democratic society to bring about changes which really improve processes is for the persons affected to work on the problems related to change. This means that all the professional staffs and laymen—teachers, principals, and superintendents on one hand, and parents and pupils on the other—must face frankly the problems of living and relate them to learning.

To carry out this view the staff of the State Department of Education has been working with colleges, schools, and communities on the problems which the local people felt needed attention. Soon after the close of the 1940 conference in Richmond, the staffs of the Department of Education and the colleges met with school people in ten centers in the State. The conferences were devoted to finding the problems with which schools were most concerned.

Since these conferences were held there is scarcely a school in the State which is not giving thoughtful attention to improving learning. One is astounded at the activity going on in the school systems of the state. They are all trying diligently to make the school program

meet the needs of the pupils whom they serve. The teacher preparing institutions maintain a constant vigil over their programs with a view to keeping their work sensitive to the demands made upon teachers who enter the service.

This Bulletin contains the thinking of people engaged in all phases and levels of education in Kentucky. The results are presented in the Group Reports. These reports should be the basis of re-thinking our procedure not only in the teacher preparing institutions but in the elementary and secondary schools

J. W. BROOKER,
Superintendent Public Instruction

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INTRODUCTION

General Education in Teacher Education

Aspects of General Education. The theme selected for the Second Annual Conference on Teacher Education was stated in Conference Announcement Number I as follows: The General Education Needed by Teachers to Provide for the General Education Needs of Children. There had been preliminary group conferences held with faculties in several of the colleges under the leadership of the chairman of the Conference Planning Committee for the purpose of clarifying the meaning of general education. When the conference convened it was thought desirable to devote one general session to a discussion of the aspects of general education. Dr. Maurice E. Troyer led the discussion. The following outline of some of the aspects as presented by Dr. Troyer seemed to bring the groups together in their thinking:

“In thinking about general education it is quite important that we be aware of the tendency to confuse means with ends. In this particular discussion we are concerned with the nature of general education, its definition and characteristics, and will, therefore, be concerned with the ends rather than the means. The following is an outline of points that were considered in the discussion of general education:

I. Definition:

General education is that education through which wholesome and effective living is in the process of being achieved. (Just what this wholesomeness and effectiveness in living is will be determined by the life value or philosophy held by the group.) Inasmuch as the teacher finds himself in the position of leadership he should be a good specimen of wholesome and effective living.

II. The nature of general education may be further defined by listing and analyzing some of the appropriate goals of general education:

1. The development of controlling life values, attitudes, and appreciations which produce regard for the worth of the individual.

2. The development of controlling life values, attitudes, and appreciations which cause us to regard the worth of the social group, without which there can be no self-realization.
3. The development of controlling life values, attitudes, and appreciations which cause us to regard reason and reasonableness of men as sovereign means for the solution of problems and the resolution of conflict.

NOTE: The three foregoing goals in general education are directed at some of the commonly accepted elements of democracy.

4. Competence in expression through the several media: language, art, music, and bodily coordination and rhythm.
5. Attaining and maintaining physical and mental health—this involves a functional understanding of the environmental factors and habits which build and destroy physical and mental effectiveness. These environmental factors are biological, physiological, sociological, economic, psychological, and spiritual. They are factors here and now, but have their roots in history and the culture.
6. Expanding insights into the interrelationship of things and processes implied in the preceding goals.

NOTE: The foregoing goals serve as a basis for further elaboration and are not to be considered as comprehensive for general education.

III. Hazards and obstacles that will be encountered in the improvement of progress of general education.

1. The difficulty in the appraisal of progress with respect to certain goals will result in the narrow evaluation program revealing progress limited to acquisition of knowledge and skill.
2. Unwillingness of staff members to expand their own general education to the point where they can lead students through broad experiences which cut across course lines.
3. Unwillingness to face current needs—because the meeting of current needs frequently disturbs existing course patterns—because accrediting agencies frequently make demands far removed from local needs.
4. Unwillingness to discard current course content. Without thorough evaluation priority maintains the upper hand.
5. Unwillingness to respect the heritage as a resource.
6. Unwillingness to face what is known about the nature of the effective learning situation.”

General Education in the Program of Teacher Education in Kentucky. The patterns for the general education of teachers in Kentucky and represented in the curricula prescribed by the Council on Public Higher Education and approved by the State Board of Education are based upon the following statement of philosophy :

“The teacher must have such a broad general training and experiences as will offer reasonable guarantee that he has acquired an understanding of the major problems of social life, and the implications of these problems for the children whom he guides, for his fellow workers, for the parents, and for the public in general.”

In order to carry out this function all elementary and secondary teachers must have from one to two years of work in most of the broad fields of knowledge. The broad fields of knowledge as listed are English, Science, Social Science, Health and Physical Education, Mathematics, Foreign Languages, Philosophy and Psychology, Fine Arts, and Vocational Fields. The State requirements go no further than to prescribe the broad limits of this preparation. It is left to the college, with the guidance of the Advisory Committee of the Council, to select such combinations of experiences in these broad areas as will serve the general education needs of prospective teachers.

With this understanding of the purpose of the Conference at Western, working groups were formed around the following phases of teacher preparation :

- Group 1. What are the general education demands made upon a teacher; and what are the kinds of education which best meet these demands?
- Group 2. What are our assumptions as to how learning takes place at the different school levels, and what implications do these assumptions have for the program of general education for teachers?
- Group 3. How can we make the subject matter fields function toward the general preparation of teachers? (General functions of subject matter—special functions of subject matter.)
- Group 4. How are the special problems of personnel tied up with the general education of a teacher?
 - a. The program of selection and guidance.
 - b. Organized staff on personnel problems.
 - c. Techniques of working with students.

- Group 5. How are we going to meet the general educational needs of the teachers in service?
- a. Making available the college resources to the teachers in the service area.
 - b. Helping staffs of schools and school systems work on their own problems.
 - c. Cooperation of schools and school systems in pre-service education of teachers.
- Group 6. How may a state, a school system, or a college evaluate its program of general education?
- Group 7. How may community resources be made available in a program of general education for pre-service teachers and teachers in service?
- Group 8. How can Kentucky set up a program for continuous study of teacher education?

The results of group thinking on the topics thought to represent some of the major phases of teacher preparation, and the implications of general education for these major phases are summarized in the reports which follow. These reports have been edited, but only for consistency of thought and arrangement. As presented here, they represent the thinking of the group toward a unified program of general education of teachers.

R. E. JAGGERS,

Director, Teacher Training and Certification

December 15, 1941.

Conference Organization

Conference Hosts. The Hosts of the Conference were the Western Kentucky State Teachers College, the administrative officers, the college faculty, and the people of Bowling Green. President Garrett, chief host, and Dean Grise, chairman of the Conference, left nothing out in making the conference organization effective. The first bulletin handed to those who came gave complete information about such items as Registration, Places of Meeting, Time Schedule of Meetings, Meals (what good meals!) Dormitory Rooms, Recreation Periods, Recreation Facilities, Mail Schedule, Stamps, Newspapers, Library, Kentucky Library and Museum, Stenographic Service, Materials, Equipment.

How the Conference was Financed. The Commission on Teacher Education made an appropriation which provided most of the

expenses for meals. Some of the institutions represented sent more than their quota, and these persons paid for their meals. Western provided, free, the rooms and other facilities for the conference.

Conference Sponsors. The Conference on Teacher Education, as was true in 1940, was sponsored by the Commission on Teacher Education, the State Institutions of Higher Learning, and the State Department of Education.

Representing the Commission on Teacher Education were the following consultants:

Dr. L. L. Jarvie, Associate in Personnel, for the Commission on Teacher Education

Dr. Maurice E. Troyer, Associate in Evaluation, Commission on Teacher Education

Those representing the Institutions of Higher Learning were

Eastern Kentucky State Teachers College
President W. F. O'Donnell

Morehead State Teachers College
President William H. Vaughan

Murray State Teachers College
President James H. Richmond

University of Kentucky
President H. L. Donovan

Western Kentucky State Teachers College
President Paul L. Garrett

The State Department of Education was represented by Superintendent of Public Instruction, J. W. Brooker.

Conference Planning Committee

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

Dean W. C. Jones, Eastern Ky. State Teachers College

Dean W. C. Lappin, Morehead State Teachers College

Dean William S. Taylor, University of Kentucky

R. E. Jagers, State Department of Education

Consultants to the Planning Committee:

Dean J. J. Oppenheimer, University of Louisville

Dean J. H. Hewlett, Centre College

Superintendent G. C. Birkhead, Hardin County

Superintendent Charles I. Henry, Mayfield

Officers of Conference Working Groups

Group I

William J. Moore, Chairman
P. A. Daviess, Associate Chairman
Mrs. Mary Scott Gillaspie, Secretary

Group II

C. M. Graham, Chairman
Noel B. Cuff, Associate Chairman
Kathleen Moore, Secretary

Group III

O. T. Koppius, Chairman
C. S. Lowry, Associate Chairman
Mabel Rudisill, Secretary

Group IV

L. F. Jones, Chairman
W. M. Caudill, Associate Chairman
R. W. Jennings, Secretary

Group V

Mary Lois Williamson, Chairman
G. B. Pennebaker, Associate Chairman
A. J. Lawrence, Secretary

Group VI

James H. Hewlett, Chairman
C. D. Redding, Associate Chairman
Chiles Van Antwerp, Secretary

Group VII

J. D. Falls, Chairman
Maurice F. Seay, Associate Chairman
W. M. Wilky, Secretary

Group VIII

R. E. Jagers, Chairman
W. G. Nash, Secretary

Evaluation Committee

Mark Godman, Chairman
J. D. Coates, Secretary

Resolutions Committee

J. L. Creech, Chairman

General Programs of the Conference. General programs did not constitute a major part of the conference, emphasis being placed on group work-conferences. The general programs were somewhat as follows:

The First General Session was held on the first day at 9:30 A. M., September 8, with President Paul L. Garrett, presiding. The time was devoted to explaining the aims of the conference and giving information about local entertainment. Those appearing on this program were members of the steering committee.

The Second General Session was held at 8:00 P. M., September 8, with Dr. William S. Taylor, presiding. This meeting was addressed by Dr. Maurice E. Troyer of the Commission on Teacher Education on the subject: Foundations in General Education.

The Third General Session began at 7:45 on September 9 with Dean J. H. Hewlett of Centre College, presiding. This session was devoted to progress reports by group chairmen.

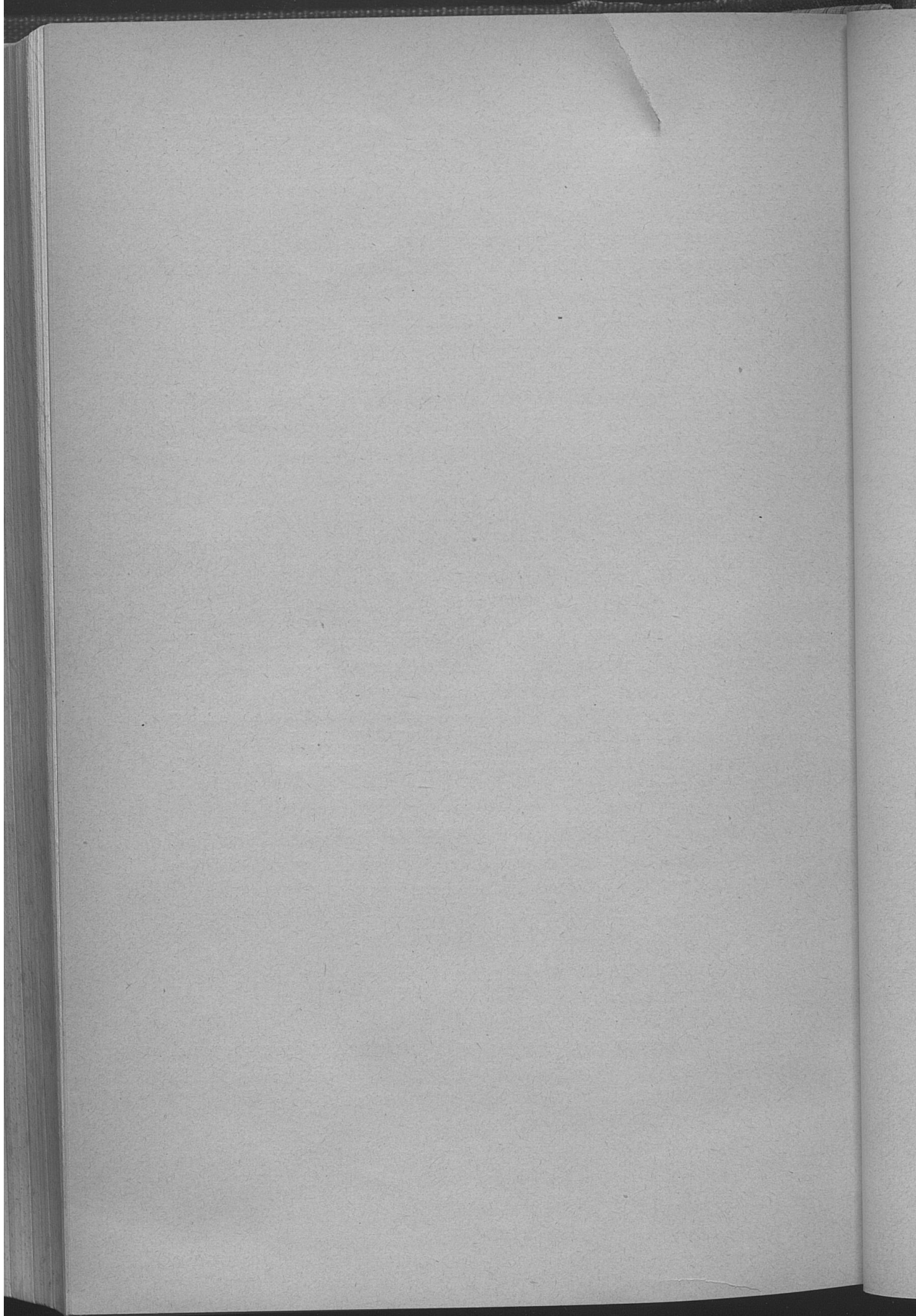
The Fourth General Session was held at 9:00 A. M. September 10, with Supt. Boswell B. Hodgkin, presiding. Supt. John W. Brooker addressed the session on Constitutional Amendment No. 1.

The Fifth General Session was held at 7:40 P. M. on September 11 with Supt. J. W. Brooker, presiding. Dr. L. L. Jarvie of the Commission on Teacher Education discussed Personnel Problems in Teacher Education.

The Final General Session was held on September 12 at 9:50 A. M., with Dean F. C. Grise presiding. The session was devoted to final reports from group Work Conferences.

The final meeting was held in the Dining Room, at which there was full attendance. A spirit of good will and a feeling of deep appreciation of the hospitality of all of Western and all of Bowling Green were in the hearts of the departing guests.

Working Groups. Working groups were formed around special problems and met daily in the forenoon and afternoon. The work of these groups constitutes the main body of this report.



REPORTS OF WORKING GROUPS

I. THE GENERAL EDUCATION DEMANDS MADE UPON A TEACHER AND THE KINDS OF EDUCATION WHICH BEST MEETS THESE DEMANDS.

In presenting group thinking upon this problem, Group I formulated its definition of General Education, listed competencies demanded of teachers, and suggested those elements of general education a teacher should have.

I. This group thought that "General Education is the process of attaining harmony with the everchanging world."

II. In setting up the competencies demanded of a teacher the group had in mind not only a successful teacher but a liberal minded individual who is to be the teacher. The competencies are grouped under three headings, namely, Self, Society, and Environment:

A. Competencies relating to Self.

1. Personal

- a. Understanding of self
- b. Health
- c. Appearance—dress, poise, etc.
- d. Manners
- e. Speech
- f. Skills in leisure time

2. Intellectual (ability to think in orderly and effective manner)

- a. Capacity for creative work
- b. Open-mindedness
- c. Perspective—historical and cultural

3. Spiritual

- a. Personal integrity
- b. Initiative
- c. Appreciation of wholesome experience
- d. Philosophy

B. Society

1. Human relations

- a. Sociability—amiability, understanding, etc.
- b. Leadership
- c. Cooperation with the school community

2. Civic Understanding
 - a. Sympathetic understanding with the community—the dynamics (economic and cultural) and the various manifestations of life (religious, vocational, cultural, etc.)
 - b. Sympathetic understanding of general society—of organization and of normal change
3. Economic effectiveness
 - a. Intelligent consumership
 - b. Personal maintenance
 - c. Knowledge of economic system

C. Environment

1. Nature
 - a. Matter—animate and inanimate
 - b. Principles—time, space, energy, etc.
2. Adaptations
 - a. Discoveries and inventions
 - b. Historical heritage—of art and literature

III. The elements of General Education demanded of a teacher presented by the group assume the activity approach in their implementation. The group urged that in giving these general education experiences to the prospective teacher the needs of children in a democratic society who are to be served by these teachers be kept always in mind. The education of teachers is formal and informal, curricular and extra-curricular.

- A. Ways of personal living
 1. Eating—experiences in dining halls and homes, study of nutrition, and counselling
 2. Sleep
 - a. Dormitory supervision
 - b. Lectures
 - c. Counsel by health authorities
 3. Physical recreation
 - a. Athletic facilities available to all under supervision
 - b. Student activities
 - c. Better medical service
 4. Health
 - a. Curricular Material
 - b. Better sanitation
 - c. Enforcement of quarantine laws

5. Emotional balance
 - a. Creative expression
 - b. Cultivation of friendship
 - c. Sympathetic handling of controversial material
- B. Experience in aesthetics
 1. Expression
 - a. Academic work
 - b. Extra-curricular work—decoration, music, dress, etc.
 2. Appreciation
 - a. Concerts
 - b. Exhibits
 - c. Architecture
 - d. Nature
 - e. Reading
- C. Ways of social living
 1. Personal-social life; e. g., dates, dances, association with faculty, and home life
 2. Civic-social life
 - a. As member of an organization—in church, civic organization, etc.
 - b. As a citizen; e. g., voting, paying taxes, observing traffic laws, participating in conventions, etc.
- D. Experience in vocations
 1. Work
 - a. Kinds—part time, shops
 - b. Supervision—practice teaching
 2. Vocational counselling
- E. Experience in creative work
 1. Place
 - a. Academic
 - b. Extra-curricular
 2. Kinds
 - a. Manual arts, cooking, sewing, shops, and carpentry
 - b. Fine arts—music, drawing, molding, and pottery
- F. Worship
 1. Opportunity to worship
 2. Encouragement to study sacred writings and Natural Laws.

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II. IMPLICATIONS OF THE PERSONAL-SOCIAL NEEDS OF CHILDREN FOR THE GENERAL EDUCATION OF TEACHERS.

The report of Group II shows that after preliminary discussion the problem was re-stated as indicated above. The group then divided its problem into two parts, namely, Some Personal-Social needs of Children, and the Implication of these Needs for the General Education of Teachers. While Group I listed the competencies demanded of teachers and then the kinds of general education needed to attain these competencies, Group II attacked the problem from the standpoint of the needs of the child and then showed their implications for teacher preparation.

A. Some Personal-Social Needs of Children

1. Physical

- a. Personal cleanliness, neatness, safety, etc.
- b. Body-control as expressed in good posture, muscular coordination, etc.
- c. Good health habits such as sufficient rest, proper diet, periodical physical examination, care of teeth, etc.
- d. Essential information about body functions
- e. Information about common diseases, their prevention and care

2. Intellectual

- a. Skills and knowledges essential to effective living
e. g. reading, writing, spelling, mathematics, and oral and written composition
- b. Progressive understanding of an ever-broadening environment
- c. Creative experiences and appreciations such as may be gained in music, art, woodworking, compositoin, etc.
- d. Ability to do critical thinking

Note: As an example of difference in emphasis or interest, critical thinking for the small child implies judgments in class projects, quarrels, correct behavior on the playground, in the classroom, and at home; for the adolescent or post-adolescent it implies judgments in group conflicts such as strikes, political parties, inter-social contests and clubs, analysis of advertisements, propaganda, etc.

3. Social

- a. Ability to work harmoniously with a group
- b. Respect for duly constituted authority
- c. Consideration and respect for the rights of others
- d. Recognition and appreciation of the contribution of others

Note: At the pre-adolescent level this would be confined largely to the child's immediate environment—members of his family, community workers, his playmates, etc. At the adolescent level increasing emphasis will be on the racial heritage and the contributions of other races and nations

- e. Good sportsmanship
- f. Acceptance of responsibility
- g. Adequacy under all normal situations in relations with members of the same and opposite sex, at all age levels

4. Emotional

- a. Sense of security
- b. Self direction and self control
- c. Recognized position in a group
- d. Recognition of worth as a contribution to society
- e. Ability to recognize, face, and solve his problems in a manner best for himself
- f. Success adequate to emotional needs
- g. Orderly adjustments to one's handicaps, aptitudes, and environment

B. Implications for the General Education of Teachers

The needs of children being the basis for the general education of teachers, the following implications are pertinent:

1. Physical

- a. Knowledge of human growth and development
- b. Ability to recognize physiological abnormalities to take appropriate action
- c. Exemplification and promotion of health and safety
- d. Knowledge of and ability to promote activities which provide opportunities for the growth and development of such qualities as posture and motor coordination

2. Intellectual

- a. Adequate skills and knowledges to meet the demands of effective living
- b. An understanding of the school community and its relationships to larger social units
- c. Intellectual interest in both local and world problems which will stimulate reading, travel, and other means of personal growth
- d. A broad workshop experience in arts and crafts
- e. Participation in a variety of aesthetic experiences resulting in appreciation
- f. Ability to do and direct critical thinking

3. Social Implications

- a. Understanding of people as individual and group
- b. Ability and desire to work harmoniously with administrators, co-workers, parents, children, and other community groups
- c. Understanding and respect for duly constituted authority and other accepted standards of society
- d. Willingness to abide by democratic processes in bringing about social change
- e. Willingness to accept the responsibilities incurred by reason of living in a democratic society
- f. Ability to furnish opportunities and provide guidance for gaining social adequacies

4. Emotional Implications

- a. An understanding of one's capacities and limitations and the meaning of these to the individual as a teacher
- b. Ability to recognize the symptoms and understand the possible causes of emotional instabilities
- c. A professional pride, loyalty, and enthusiasm
- d. Ability to recognize the worth of the individual
- e. Ability to make the individual feel his importance in the group
- f. A philosophy of life which leads to security, self control, and ability to face and attack problems courageously

III. HOW TO MAKE THE SUBJECT MATTER FIELDS FUNCTION TOWARD THE GENERAL PREPARATION OF TEACHERS. (GENERAL FUNCTIONS OF SUBJECT MATTER, SPECIAL FUNCTIONS OF SUBJECT MATTER.)

Group III working on the topic listed above decided that it could work best by approaching it from four angles, namely, the Nature of General Education, the General Functions of Subject Matter Fields in General Preparation of Teachers, the Special Functions of Subject Matter, and Making Subject Matter Fields Contribute more liberally toward the General Preparation of Teachers.

General education, as this group saw it, is that phase of education which is of value to all persons irrespective of their fields of work.

The general functions of subject matter fields in the general preparation of teachers are, (1) to give a fund of information, (2) to develop respect for, and a reasonably critical attitude toward, other areas than those of the teacher's own field, and (3) to develop the method of attack and the ability to use the sources of information peculiar to a particular area.

In dealing with the general and special functions of subject matter the group presented its report on these functions in three major areas, namely, Mathematics and Sciences, Social Studies, and the Humanities. The findings of the groups follow here:

A. The Special Functions of Mathematics and the Sciences:

1. Information:

a. To provide a better knowledge of the world in which we have to live

2. Attitudes and points of view:

a. To create respect for the immutability of natural laws

b. To develop the recognition of the universal relation between cause and effect

c. To dispel superstitions and mysteries through acquaintance with natural laws

d. To develop appreciation for the universality of system and order

3. Methods of attack:

a. To create the ability to interpret and to follow directions

- b. To acquire the use of the scientific method
 - (1) Ability to recognize and define a problem, and to collect data relative to its solution
 - (2) Ability to apply scientific principles
 - (a) Suspended judgment
 - (b) Open-mindedness
 - (c) Logical reasoning

B. Important Special Functions of the Social Studies in the Preparation of Teachers:

- 1. To give a knowledge and understanding of:
 - a. our social heritage
 - b. the social progress that has been made
 - c. the agencies by which social changes are affected
 - d. our present-day social problems
 - e. the interdependence of men
- 2. To create an appreciation of:
 - a. the fact of change in our social institutions
 - b. the status of the individual as an integral part of the group
 - c. the importance of historical settings in all fields of knowledge
 - d. international relationships
- 3. To develop the ability to:
 - a. interpret facts
 - b. evaluate current ideologies
 - c. contribute to the solution of our social problems
 - d. conform to approved social-civic standards
 - e. discount one's biases and prejudices

C. Important Functions of the Fields of Art, Languages, and Philosophy in the development of informed, cultivated persons:

- 1. Enlarging the student's experiences through:
 - a. Acquisition of ideas by:
 - (1) developing efficiency in learning
 - (2) enlarging the experiences of the individual intellectually and emotionally
 - (3) understanding and appreciating human values as distinct from material values

- (4) understanding and appreciating spiritual and ethical values in human experience and human expression
- b. Assimilation of ideas, including :
 - (1) synthesis and balance of emotional and intellectual experience
 - (2) interpretations of value; critical poise
 - (3) intellectual pleasure
 - (4) esthetic appreciation; sense of form
2. Increasing effectiveness of communication by :
 - a. Developing efficiency in factual expression
 - b. Giving opportunity for creative expression

The group offered the following suggestions on the problem of how the subject-matter fields can be made to contribute more liberally to the general preparation of teachers :

- A. In classroom practice the instructor should
 1. Cause the student to study the significant things intensively; not many things superficially.
 2. Give the student opportunities to use the desired understandings, attitudes, and abilities in situations as life-like as possible
 3. Adapt the materials to the needs, interests, understandings, or experiences of the student
 4. Encourage the student to undertake creative work in one of the forms of expression
 5. Make clear to the student the interdependence of the fields of knowledge.
 6. Exemplify the desired outcome of learning such as :
 - a. Intellectual curiosity
 - b. Well-balanced intellectual interests
 - c. Democratic-social attitudes of mind
 - d. The scientific approach
 - e. Clear and forceful expression
 - f. Approved character traits
- B. In administration and curriculum making :
 1. Each college should examine its program to see whether provision is being made for sufficient free election by all students over whose programs it has any control.

2. Each college should examine its program to see whether some provision can be made to coordinate and unify the various fields.
 3. Tests or proficiency requirements should be instituted where they do not already exist to maintain English correctness beyond the freshman year.
 4. Provision should be made for greater cooperation among departments to require adequate expression in all fields.
- C. The group discussed the current attempt to meet the general educational needs of prospective teachers by offering areal survey courses. Varied ideas and opinions were expressed. The following resolution was adopted:
- The group views with skepticism the tendency toward offering areal survey courses.
- D. It is recommended that at the next such conference a group composed largely of subject matter people devote its time exclusively to a single live, highly restricted, and clearly defined problem.

IV. PERSONNEL PROBLEMS AND THE GENERAL EDUCATION OF TEACHERS.

The work of Group IV reported on the problems of personnel as follows:

The work of this committee was predicted upon the work of the personnel group of last year. In the committee's discussion it accepted the definition evolved by the group meeting at Eastern State Teachers College in September, 1940. The aim of the Eastern group was stated as being to make "the functional approach to the experiences of students in relation to the needs of the students." A guidance and personnel program is understood to mean more than vocational guidance and placement service.

That there is a growing interest in the problems of personnel is indicated by the fact that several private and church related schools, as well as the different levels of the state educational system, were represented.

After preliminary discussion it was suggested that the committee study the following problems:

- A. Information desirable for personnel work
 1. Information on student before he enters college
 2. Information on student during the time he is in college

3. Information on student after he leaves college and enters his vocation

B. Channeling Information

1. From the high school to college and from college to high school
2. From college personnel director to staff and from the staff to personnel director
3. From college to employer and from employer to college

All of these problems were discussed with the understanding that no personnel work is effective unless in the end it contributes to the development of the individual.

C. After open discussion in the committee as a whole the following recommendations were made:

1. That a uniform cumulative record of personnel information be made available from the earliest possible date and that a transcript of this record accompany the student's academic record when he goes to another school and that this information be made available to prospective employers.
2. That all personnel records should be assembled in a central office in each institution.
3. That personnel records should be made available to all teachers working with the student; the director of personnel should take the initiative in providing the necessary information.
4. That all colleges should state in their catalogs that the uniform admission blanks should be filed by entering students not later than September 1 of the school year, and that principals and superintendents be urged to see that these forms are completed for each student by the time he graduates.
5. That a staff personnel program should accompany any student personnel program.
6. That the personnel program be implemented through staff meetings, committees, and study groups.
7. That staff members engaged in personnel work be allowed adequate time in which to carry out this responsibility and that recognition of these demands upon their time be given in the assignment of teaching loads.

8. That the importance of personnel work on all educational levels be increasingly emphasized.
9. That the conference on personnel problems be continued next year; that those interested in personnel problems be working on them during the year with the idea of bringing the results before the conference next year; and that, if possible, a systematic study of personnel and guidance be conducted during the year.

V. MEETING THE GENERAL EDUCATION NEEDS OF TEACHERS IN SERVICE.

Group V decided (1) to list the in-service needs of teachers, (2) to find means which have been used and are being used to meet these needs, (3) to suggest ways and means by which educational agencies might cooperate to improve in-service education, and (4) to make recommendations for future action.

I. The In-service Needs of Teachers

A. The Social Development of the Teacher

1. Adjusting to the programs already initiated in the community.
2. Discovering and using the resources of the community.
3. Interpreting the educational program to the community.
4. Learning how to work with other people.

B. The Intellectual and Professional Development of the Teacher

1. Recognizing and solving professional problems as they arise.
2. Viewing the curriculum and seeing the ultimate ends of education.
3. Formulating goals and learning ways of reaching them.
4. Evaluating accomplishment in the light of goals formulated.
5. Keeping up with changing trends in subject matter.
6. Aiding the child in planning and carrying out goals.

C. The Personal Development of the Teacher

1. Recognizing the cultural needs of the teacher.
2. Keeping up with current problems and utilizing them in daily instruction.

3. Planning for a wise use of leisure and recreation.
4. Maintaining physical, mental, and emotional health.
5. Recognizing one's own strengths and weaknesses.
6. Promoting one's own welfare and usefulness in the community.
7. Recognizing and practicing the ethics of the profession.

II. Means which have been and are being used to meet the needs of teachers in service.

- A. Encouraging the collection of materials of instruction.
- B. Organizing panels, discussions, and conferences on problems.
- C. Sponsoring workshops.
- D. Arranging inter- and intra-visitation for teachers.
- E. Organizing study centers and interest groups.
- F. Arranging for teachers to observe the work of master teachers.
- G. Conducting tours and arranging travel for teachers, both to culture centers and professional meetings.
- H. Encouraging teachers to welcome the service of consultants and supervisors.
- I. Contacting and guiding graduates of the teacher-training institution.
- J. Exchanging unusually competent senior student teachers with in-service teachers for a short period of conference and observation.
- K. Providing sufficient remuneration to motivate professional and cultural growth.
- L. Notifying teachers of pertinent bulletins or letters, with examples of superior work being done.
- M. Providing annotated lists of recent materials.
- N. Acquainting teachers, by means of bulletins or letters, with examples of superior work being done.
- O. Encouraging teachers to write, cooperatively, materials of instruction suited to the needs of their own communities.

- P. Including in certification score cards, requirements other than college credits.
- Q. Adjusting service loads of college faculties to permit visits to schools to help teachers with individual problems and to demonstrate better procedures.

III. Ways and means by which educational agencies might cooperate to improve in-service education.

- A. Establishment of cooperative relationships by which school systems may seek help and colleges may render it.
 - 1. Letter from college presidents and Dean of the College of Education of the University of Kentucky to administrators.
 - a. Asking how they may be of service to teachers in their work.
 - b. Listing, after careful study, the materials and services available from the college
 - c. Asking help from the administrators in solving their common problems.
 - 2. Letter from public school administrators to college officials.
 - a. Stating problems confronted by administrators and teachers.
 - b. Stating materials and services needed.
 - c. Setting dates for conferences.
- B. Problems of school systems and teaching staffs to which the college or university might make a contribution.
 - 1. Pre-service
 - a. That more directed teaching be done by local county and city schools.
 - b. That more detailed recommendations be submitted by teacher training institutions to administrators.
 - c. That more care be exercised in the solution of trainees.
 - d. That all of the state institutions should assume responsibility for the education of teachers in all of the subjects offered in the public schools.
 - 2. In-service
 - a. Counselling in the formation of school programs in school areas.
 - (1) Educational, vocational, and personal guidance.
 - (2) Testing and evaluating.

- (3) Health, nutrition, sanitation, mental and emotional control, etc.
- (4) Sources of teaching materials.
- (5) Resources in the environment.
- (6) Recognition and use of situations in which good citizenship can be developed.
- (7) Problems of administration.
- (8) Improvement of the curriculum.
- (9) Supervision, with advisory powers.
- (10) Extension, with or without credit.

b. Source materials.

C. Resources of the institution which can be made available to teachers in service.

1. Library at the institution and lending library
 - a. Books.
 - b. Motion pictures.
 - c. Slides.
 - d. Art reproductions.
2. Staff members for advisory service.
3. Equipment.
4. Laboratories.
5. Bibliographies, annotated.
6. Tests for examination and use.
7. Museum materials.
8. Study centers and work shops, with or without credit.
9. Music Materials.

D. Joint utilization of personal help and resources in the improvement of instruction and in promoting teacher growth.

IV. Recommendations for action

1. Colleges should include in their budgets, allocations of funds which enable them to render the service included in this report.
2. That colleges utilize their resources in the improvement of instruction in their various service areas, or, at least, that one county be selected as an experimental project.
3. That district and state meetings include something on the need for and benefits to be derived from an in-service education program.

4. That reports of activities of institutions and school units be reported in the Kentucky School Journal, or otherwise made available to the teachers and administrators.
5. That the teacher, the administrator, and the college recognize the leadership of the State Department of Education.
6. That teachers be encouraged to extend the quality and quantity of their general education.

VI. EVALUATION OF GENERAL EDUCATION.

The work of Group VI is presented here without alteration by the editor as follows :

Evaluation of general education for teachers must be based on some theory or philosophy of general education for teachers the objectives or goals of which have been clearly formulated and defined in terms of student behavior. But since a report from the committee working on this problem at this conference was not available, the Evaluation Committee, after revising it somewhat, used the tentative statement of the goals of general education for teachers made at the conference at Eastern last year by the Committee on Evaluation of Teacher Education. This revised statement is as follows :

- I. A tentative statement of the goals of general education with respect to evaluation may be thought of as the acquisition of :
 - A. General competencies such as :
 1. Orderly and critical thinking.
 2. An effective, economical method of planning and working.
 3. An inquiring attitude.
 4. Initiative.
 5. Desirable character traits such as honesty, reliability, respect for property, etc.
 6. Self-evaluation, under guidance, of one's own progress toward all goals.
 - B. Special competencies such as :
 1. Adequacy of oral and written communication.
 2. An appreciation of literature.
 3. An appreciation of music.
 4. An appreciation of art.
 5. An appreciation of the worth of work well done.

6. Functional understanding of the science of living together for mutual benefit.
7. An appreciation of the cultures of different groups of society.
8. Intelligent consumership.
9. A capacity for self-expression in the arts.
10. A capacity for creative work in the sciences.
11. An attainment of physical and mental well-being.
12. An understanding and appreciation of the functioning of democracy.
13. An understanding and appreciation of the contributions of the cultures of past civilization to present society.
14. The ability to recognize and interpret the trends in our changing society.

The above goals were set up as a frame of reference to make it possible for the committee to proceed at once to the consideration of the instruments of evaluation. The committee next agreed, however, on certain assumptions that it felt were important in the development of an evaluation program in general education for teachers. These are as follows:

II. Some Assumptions Underlying an Evaluation Program of General Education for Teachers.

1. Education is a process of seeking to bring about changes in students.
2. The purpose of education for teachers is to bring these changes about in those students who plan to teach.
3. Evaluation is the process of finding out how far these changes have actually taken place.
4. Evaluation of general education for teachers is the process of finding out how far in students who plan to teach those changes have taken place that general education seeks to accomplish.
5. An implication of all this is that as a result of their general education experience the prospective teachers will react differently from what they did before. For example, a student who has taken a course in social science will have certain ideas to use in his thinking that he did not have before and will react in new ways to problems that arise because he approaches them with new concepts which he now uses to analyze and think them through. He has acquired new

ways of thinking, new skills, new attitudes and interests and so reacts differently as a result of having taken the social science course.

6. Another implication is that the first step in an evaluation program in general education for teachers is that the objectives of general education be clearly formulated in terms of the sorts of changes or ways of reacting the institution or instructor hopes to develop in the prospective teacher. This step is necessary not only as an aid to evaluation but as an aid to teaching.
7. Another implication of this conception of evaluation is that any method or device that will give us some evidence about these changes in the reaction of our prospective teachers is an instrument of evaluation. That is to say, evaluation devices are not limited to paper and pencil tests but include other methods, such as observation, interviews, questionnaires, examinations of writings or drawings or recordings produced over a period of time, etc.
8. Another implication is that it does not pre suppose the direction or kind of behavior to be appraised. It could be used in a fascist as well as in a democratic state. It is not restricted necessarily to any philosophy of education but is appropriate to a variety of philosophies of education.

Finally, in order to offer something that is definite and concrete but not too complex and beyond practicability, the committee spent most of the last three days in an attempt to find the kinds of evidence a student who is a prospective teacher should show if he has in his general education achieved certain goals which are here used mainly for purposes of illustration. We believe that a teacher engaged in general education on any level can apply the method of evaluation here suggested. The procedure may appear elementary, but the committee believes it has merit. It also feels that this is a way in which teachers may be made sensitive to evidence of this kind in all their evaluation procedures.

III. The following are the four competencies examined because they seemed to be types in the general area from which they were selected:

- A. Orderly and critical thinking:
 1. Choices made.
 2. Questions asked—either routine, imitative, imaginative, or creative.

3. Generalizations and their application to new situations.
4. Objections made.
5. Researches carried out.
6. Problems solved.
7. Performance on appropriate paper and pencil tests.
8. Ridicule.
9. Analogy.
10. False authority.
11. Identifying and using resources.
12. Inclusion or exclusion of related or unrelated matter.
13. Doing things without knowing why.
14. Ability to organize reports.
15. Planning a program in the light of one's needs.

From this suggested evidence the student's anecdotal record could be built up. Group comparisons would be possible in a few instances but in general it would be a case of recording and evaluating individual growth. Such evidence may not be exact, or its interpretation subject to objective measurement, but it is assumed that these are evidences (collected by the student and/or the instructor) which lead to the supposition that critical thinking does occur.

- B. Adequacy of Oral and Written Communication. (Evidence here goes beyond the mechanics and into the emotional):
1. Avoidance of oral reports.
 2. Avoidance of writing in favor of other activities.
 3. Resort to private interview in preference to class discussion.
 4. Prolific writing on examination, rare participation in discussion.
 5. Errors in sentence structure, grammar, pronunciation, enunciation.
 6. Misuse of words.
 7. Limited vocabulary.
 8. Speech defects.
 9. Voice quality.

Emphasis was placed on the need of written English to sensitize the writer to his own and others' errors, and to create the desire to express something worthwhile.

C. Appreciation of Literature.

1. Reading done voluntarily, considered with respect to quantity, quality, balance.
2. Spontaneous expressions about material read.
 - a. Passages quoted.
 - b. Expressions taken from books.
 - c. Such remarks as "I want a copy," "I have re-read," "You ought to read," etc.
 - d. Expressions of interest in matters of style.
3. Percentage of time devoted to reading.
4. The number of recognized great books read in the original and in translation.
5. Interest in literature expressed through other media (lectures, reviews, movies, radio, plays, etc.).
6. Hobbies that reflect appreciation: scrapbooks, picture collection, book collections, carvings, models.
7. Spontaneous interest resulting in collecting material from unassigned sources.
8. Visits to places and memorials of literary significance.
9. Creative self-expression (original plays, poems, stories, etc.).
10. Expression of approval and disapproval of characters in literature and the reflection of their character traits in the student's conduct and attitude.

D. As a fourth competency "An Understanding and Appreciation of the Functioning of Democracy."

1. Assumption of responsibility.
 - a. Preparation of assignments is thorough, complete, and punctual.
 - b. Accurately performs accepted tasks.
 - c. Pays his debts to the school and school organizations.
2. Consideration for the rights of others.
 - a. Tolerates speech and actions of others.
 - b. Returns promptly books and other personal and school property.
 - c. Doesn't monopolize time, place, or materials.
 - d. Respects health and well being of others.
3. Respect for property.
 - a. Does not deface desks, hallways, etc.

- b. Helps to keep corridors, play-grounds, etc., free from litter.
 - c. Recognizes fire hazards.
 - d. Acknowledges and reports damage.
4. Respect for authority.
- a. Recognizes and obeys regulations of the school and all other authorities.
 - b. Abides by the rules of the Safety Patrol.
5. Willingness to cooperate with others.
- a. Loyal to school's ideals.
 - b. Loyal to group measures and actions.
 - c. Does his part in extra-curricular activities.
 - d. Does his part in school organizations, or similar student government groups.
6. Development of Leadership.
- a. Election to school offices.
 - b. Manifests ability for place of leadership in organizations.
 - c. Supervises student social activities.
 - d. Supervises other aspects of school life.
 - e. Ability to head school committees.
 - f. Discernment and recognition of ability in others.
7. Transfer of democratic processes to small groups.
- a. Equal participation of all in school elections.
 - b. Recognition of minority rights.
 - c. Acceptance of majority control.
 - d. Supporting school and group activities financially.
 - e. Actively participating in all school activities, controlled through elective processes.
 - f. Offering frank and honest criticism of school regulations.

VII. MAKING AVAILABLE COMMUNITY RESOURCES FOR PRE-SERVICE AND IN-SERVICE EDUCATION OF TEACHERS.

The report of Group VII falls into five phases. Namely, Assumption, Definitions, Why use Community Resources, The Uses Made of Community Resources in Pre-service Education of Teachers, and Uses Made of Community Resources in the In-service Education of Teachers.

A. Assumptions

1. The use of "Community Resources" should make education practical and vital; and less academic and less verbal.
2. A "Community" is as wide as the common interests of a people and their cooperative efforts to solve their educational, social and economic problems.
3. The efficient use of community resources begins with those resources near at hand and proceeds outward to the more remote.
4. Community Resources are identified under three broad classes, (a) physical or natural, (b) cultural, (c) human.
5. From numerous areas of resources six are named that are considered highly important, together with a few suggestive topics. These overlap to some extent but not enough it is believed to justify separating these resources into discrete categories.

B. Suggestive Areas of Community Resources.

1. Physical:

- (a) Natural landscape, such as soils, topography, plant life, animal life.
- (b) Cultural landscape, such as roads, parks, canals, city plans.

2. Cultural Areas:

- (a) Homes, including housing, equipment, customs, traditions, superstitions, family control, duties.
- (b) Making a living—the principal occupations, such as, agriculture, mining, transportation, business and industry, with their interrelations and interdependence.
- (c) Social control or government—local, state, national, international, with supporting institutions such as churches, patriotic and other organizations.
- (d) Other institutions and groups, such as, recreational service, personal improvement.

3. Human—outstanding personalities, their particular fields, training, reasons for success. These may be used as case studies and through personal appearances.

C. Why Use Community Resources in Teacher Education?

The school is an agency by which society seeks to serve itself by giving to its members experiences designed to promote per-

sonal and social growth conducive to wholesome democratic living. In order to contribute most directly to cooperative living, these experiences must have direct connection with this life. The school is a part of the community and should therefore utilize all the community resources, however extensive, as a means of rendering effective service to human beings.

In order to attain more fully the objectives in teacher education, these resources must be identified, made available, and used in programs for the preparation of teachers.

Since educational activities should be based upon the problems, needs, and interests of those for whom such activities are planned, this consideration of the place of community resources in teacher education is especially important.

The use of these resources is recommended in order to

- (1) Motivate learning through using the community as the school's laboratory.
- (2) Bring the out-of-school interests and activities into the program of the school.
- (3) Provide experiences in discovering and utilizing community resources in teaching situation, and
- (4) Make the school a service center for the community.

These may indicate some of the reasons why community resources should be used in teacher education.

D. Illustrations of Uses of Community Resources in Pre-service Education of Teachers.

It is difficult to present an exhaustive list of illustrations of the uses of community resources in pre-service training for teachers. A few illustrations, however, may serve as a guide to suggest the wide use which can be made of such resources. It is recognized that there are many dangers as well as many benefits to be derived from the use of community resources as a teaching device unless careful planning and considerable care and discretion are used. The committee presents the following illustrations which cover different areas and include different methods:

1. The community may be used as a source for theme subjects in English composition. One teacher has used this idea to provide the motivation which is often lacking in English composition. At the beginning of the first semester the student is asked to write the history of his neighborhood, town church, or some such local institution or organization. This is a term paper, the main project of the semester.

Information is obtained by many methods, but usually by interviews, old newspapers, and histories. The student is informed that his paper will be bound and kept as a contribution to local history. The merits of the plan are that it provides a motivation for good writing, contributes to local history, creates more interest on the part of the prospective teacher in his own community, and brings about a closer relationship between the college and the community.

2. A well planned and properly executed field trip constitutes an effective means for the utilization of community and regional resources in the training of the prospective teacher. Such field trips may be used to advantage in many fields of study. One concrete illustration of a well conceived and executed use of the field trip as a teaching aid is found in the course, "Conservation of Natural Resources", offered in a representative institution.

In this course an adequate background in the fundamentals of conservation is acquired in the class room. A field trip then carries the class through typical sections of Kentucky and Tennessee illustrating these principles. This trip is so designed that the student observes in actual operation the remedial measures being applied in the various phases of conservation such as conservation of soils, land minerals, flood-control, transportation, and human conservation as seen in resettlement projects. Following this excursion class discussions relate the application of conservation methods as observed in the field to the subject matter previously studied in the class.

This technique in the utilization of the community and regional resources is by no means restricted to courses in conservation. Visits to industrial plants, mines, banks, stores, and various institutions may become valuable teaching aids in almost any field of study. If the trip, however, is not closely related to the class work and properly planned in advance, it is entirely possible that what should be a valuable teaching tool will degenerate into a recreational tour. A valuable field trip is carefully planned in advance, merits the keen interest of both instructor and student, and is followed by a vigorous analysis of the findings.

3. Many teaching situations in Kentucky require that the teacher participate in a wide variety of community activities. Frequently he is expected to act as a leader in such activities, but he has had little opportunity in his course work for leadership training; hence there is a need for pre-service participation in

community activities. The following programs of student leadership training have been used.

- a. Pre-service training in recreational activities is provided by using the existing agencies and facilities which serve the community. Leadership experience is offered in games and creative activities for children, sports and social activities for youth. The media for this participation is the local city recreation department which operates community centers and playgrounds with an employed supervising personnel. Students preparing for professional recreation service and for the teaching of physical education participate in the program. Senior standing plus requirements for directed teaching are prerequisites. The work does not substitute but rather supplements the regular college course of directed teaching in physical education. A college staff member, in cooperation with the city recreation director, plans each semester's program keeping in mind the student's class schedule and calendar of recreation events. An endeavor is made to give each student as many experiences in community recreation activities as his schedule may permit.
- b. Pre-service training in social service is provided through a cooperative endeavor on the part of both the college and the county organizational unit in which the facilities of the fiscal court, welfare, health, relief, and other units are used as laboratories for student training. Through an arrangement with county officials a semester's program for each student is planned, whereby actual experiences in social service work constitute the major work of the student in the course. The courses are approved by the college and offered three semester hours credit.
- c. An opportunity for pre-service experience in community leadership is provided through student volunteer work in a college extension service. One member of the college staff devotes a major portion of his time to supervising several projects in outlying schools and churches which lack local leadership. He makes it possible for college boys and girls who expect to be teachers or community leaders in any capacity to work with him in organizing a local study club or in sponsoring some program. Later when these volunteer helpers have proved their ability in community leadership and have gained some experience,

they are allowed to work alone with the local leaders. Frequently students continue work in one community during several years because they become genuinely interested in the cultural improvement which they see taking place.

In addition to the above illustrations we should mention the use of guest speakers, demonstrations and observations, and visual aids, all of which are accessible to every school. Public officials and local or visiting specialists in various fields have definite contributions to make to student teachers. Motion pictures may be obtained from universities, commercial and industrial firms, or the United States government. Frequently the radio or the local newspaper offer valuable supplements to classroom work. Many other uses of community resources can be made depending always upon the imagination, the aggressiveness and the tact of the teacher.

E. Illustration of the Use of Community Resources for Training In-Service Teachers.

1. The Use of Community Resources for Training In-Service Teachers of Vocational Agriculture. One of the requirements of a teacher in any vocation is that he be proficient in the vocation he attempts to teach. Therefore the teacher of Vocational Agriculture must be capable of farming successfully before he can guide students and farmers effectively in the business of farming.

The teaching of agriculture in a given county presupposes that the teacher is familiar with farm practices in that community. Therefore when a teacher goes to a given school it is necessary that he learn the kind and extent of such local practices. In this state when a teacher of agriculture accepts a position he is requested by the State Division of Vocational Education to make a study of farm resources in his community. Such studies usually include 50 to 100 local farms. A survey—largely farm management—is made of each farm and such items as the following are considered.

1. Size of farm
2. Type of soil and drainage
3. Farm buildings
4. Available labor
5. Farm machinery used

6. Kinds and amount of livestock
7. Kinds and amount of crops grown
8. Amounts produced for market
9. Amounts used on farm
10. Kinds and amounts of feeds used
11. Kinds and amounts of fertilizer used
12. Practices followed in crop production
13. Practices followed in animal production
14. Distance to market
15. Distance to school
16. Cooperative organizations, etc.

The survey data are compiled and summaries are made. A thorough study of local farming as portrayed by these data, serve as a guide to the teacher in determining causes, content, and procedure; and in emphasizing problems to be considered.

Each year new teachers who have accepted positions, make surveys in their respective communities and then enter the graduate school at the University of Kentucky where they make their studies under the guidance of a staff member in Agriculture Education. Experienced teachers going to new communities follow the same procedure.

2. In-Service Training of Teachers Through the Kentucky Educational Association. Agency: The Kentucky Education Association. The resources provided by the K. E. A. for In-Service Education of teachers may be classified under two general heads, namely: Immediate and Remote.

Examples of Immediate Resources may be found in the following Activities:

1. The services and activities of the Eleven Regional Districts provide direct sources of education for teachers who are currently in service by: (a) Bringing to the teachers in conventions the experiences of other great teachers and educational leaders, (b) Familiarizing the teachers with the class-room and administrative procedures in all types of educational units, (c) Social-professional contacts which stimulate interchange of professional ideas and practices, (d) opportunity for participation in conference groups, (e) Practice in professional leadership through public address and other platform service (Reading papers), (f) By the observation of demonstration of class pro-

cedures, (g) By the examination of exhibits of pupil activities and achievements.

2. The distribution of Regional District activities as distinguished from the conventional type of program. For example the Northern K. E. A. District has abandoned the plan of having a single convention period of two or three days in which the major activities centered around a variety of addresses interspersed with amateur musical performances, and in its stead have inaugurated a plan whereby a number of group meetings are held for one day in convenient and accessible centers. At these meetings the participants are chiefly teachers, principals, and superintendents who demonstrate or discuss their actual daily work. Freedom of participation and informality characterize these meetings. Actual problems are freely discussed and actual class procedure is displayed and frankly adjudged or criticized. Experts are invited to assist in interpretation and evaluation but speech-making is not on the agenda.

3. The Kentucky School Journal may be classified in the category of resources. In its pages are recorded the experiences of educators in all fields of interest thus making these experiences available to all who read the accounts. In addition to this the School Journal carries on a continuous campaign of information concerning not only the functions and activities of organized professional life but dealing with the administrative, financial and other legal machinery by which the total program of education is implemented. Examples of more remote resources available to the In-service teacher may be found in the various activities of the professional organization designed to:

1. Inform the public concerning the nature of school activities, the objectives toward which these strive, and the modifications needed to anticipate the needs of society in a rapidly changing world.

2. Demonstrate the need for legislation to meet new conditions, to remedy old conditions and to effect the efficiency of the state's effort to keep the intelligence of its citizenship abreast the progress of an expanding civilization. Examples of enterprises contributing to these more remote sources may be found in the campaign to change the state school code to increase and equalize the financial support for education, to provide a Teacher Retirement law, to create teacher training institutions and to facilitate school attendance.

3. In-Service Education of Teachers Through Study Centers. In order to illustrate the uses of community resources for rural schools the following plan of procedure was set up, and followed, by twenty teachers in a typical rural county in Kentucky.

The teachers met once a week in a study-center group, each having his definite school and community in mind and with a desire to improve his instructional program. The group decided that it would be practical for the children and teachers to make a study of the worth-while resources in their respective communities, as a part of their regular school work.

The teachers first listed the things the children should know about their communities, keeping in mind the different levels of learning. With this list in mind each teacher discussed with the children the proposed study. Interest was created and, with the cooperation of the children and older people in the community, a great deal of teaching material was located that could be used in carrying out the desired objectives.

In this particular study the group decided to use the following outline of topics:

A. Historical Background:

1. Pre-settlement days.
2. Pioneers and their contributions in the various fields.
3. Types of early architecture in their communities.
4. Means of transportation in pioneer days.
5. Home of the pioneer, dress, etc.
6. Occupations.

B. Physical Environment:

1. Streams, rainfall, weather, seasonal changes.
2. Topography of the land.
3. Types of crops.
4. Plants, forest.
5. Soil.

C. Commercial and Industrial:

1. Industrial plants.
2. Stores with the types of merchandise.
3. Farm types.

D. Transportation :

1. Railroads.
2. Roads, types materials used in construction, sources of materials.
3. Bus lines
4. Trucking.

E. Community Organizations :

1. Government.
2. Educational system.
3. Health organizations.
4. Civic clubs.
5. Boys and Girls clubs.
6. Economic organizations.

F. Cultural Resources :

1. Newspapers and magazines.
2. Libraries, home and public.
3. Radio, number in communities, types of programs most popular
4. Beautiful natural surroundings.
5. Various types of collections made by individuals or groups.
6. Interesting people.

The next problem confronting the teachers was to work out a plan of teaching procedures that might be used in the various schools represented by the group. This was done in the form of a unit outline subject to modification to suit the various needs of the different schools. The plan was so arranged that the course of study could be developed through the use of community resources.

4. In-Service Education of Teachers Through Applied Economics. McCreary County is located in the South Central part of the mountain section of the state of Kentucky on the Kentucky-Tennessee line. The county has about 6,000 pupils in the school census, and a population index of 225. About one-half the families are now employed in the lumber and coal industries of the county (dominated principally by one company) at prevailing wages. Although this type of employment varies with general economic conditions and is relatively temporary in nature,

since these resources are rather rapidly being exhausted. The families so employed live in typical mining camps and small villages under typical conditions and with average or typical standards of living. The remaining one-half of the families in the county live in definitely rural sections, many in very isolated communities, scattered widely among the hills. Some of these families have part-time employment at small saw mills, some recently have secured employment on W. P. A., with most of these doing some part-time farming. Many others eke out a bare existence on small farms together with a few odd jobs which they can pick up. The standard of living among all this group is very low, with resulting poor attendance in school, unsanitary and uncomfortable housing conditions, and much underweight, goiter, bad teeth, high infant and child mortality and other evidences of non-nutrition, as revealed by the rejections by the local draft board, and the records of the school and health authorities.

The U. S. Forest Service has purchased to date sixty-six and two-thirds per cent of the land area of the county and plans to purchase around eighty per cent. This agency has classified most of this land as suitable only for the growth of timber. The U. S. Forest Service, a Farm Security Administration, the county agricultural agent, the Soil Conservation Service, and the schools are now preparing a map of the county on which all lands of the county are being classified as to suitability for homes, both from the standpoint of available social services, especially schools, and the actual or potential capacity of the soil to produce crops.

It has been the very definite feeling . . . for some time, that despite this rather dark picture of the county's potentialities and the present low living standards of the rural population, that there are potentialities in the soil resources of the county for at least a much higher standard of living among the people than now obtains, if the right changes could be brought about in the knowledge, competencies, habits, attitudes and interests of the people, not only in the field of production, but also in the field of consumption.

It has been the belief of those of us in school work that the right kind of education offers the best and perhaps the only solution to the problem, and that this situation offers a challenge to the public schools. Yet we realized that very little was being done toward this end by the conventional school program.

It was fortunate for us that a few years ago Dean Taylor of the University of Kentucky and Dr. Harold F. Clark of Colum-

bia University, a specialist in the field of education and applied economics, drove down through this section of the State. They observed these conditions, and felt that such conditions could be improved, and that the schools were not, but should be doing something about them.

In response to the above conditions (which are but typical of many sections of the mountain regions of Kentucky) as they impressed these two men, during the year of 1939, the Alfred P. Sloan Foundation announced a Grant-In-Aid to the University of Kentucky for the purpose of conducting an experiment in applied economics. The task of directing this experiment was assigned to the Bureau of School Service of the University directed by Dr. Dr. Morris F. Seay.

McCreary County was selected as one of two counties in the State in which this experiment would be conducted.

It is here only attempted to describe this experiment as it was planned and is being carried on in McCreary County.

Although it was realized that the economic conditions here effect adversely all areas of living (in order to confine the experiment to an area where results could be better measured, and because food was considered fundamental in the lives of these people) it was early decided to direct the study upon the problem of ascertaining what results might be obtained by attempting to focus the program of education in selected rural elementary schools in this region on the problem of diet.

The results in achieving the above major objective "are to be indicated in terms of the following five factors" (these are quoted from the September 1940 issue of the Bulletin of the Bureau of School Service.)

1. The changes, if any, which actually occur in the dietary practices of the communities and the increases, if any, in health and physical vitality of the people.
2. The amount of time required, to secure changes in dietary practices and increases in health and physical vitality.
3. The instructional materials and teaching techniques which are effective in producing these changes.
4. The ways in which these one-teacher schools and the citizens of the communities on their own volition secure help and cooperation from other public agencies.
5. The effects of the experimental program upon the generally accepted aims of elementary education, such as

achievement in reading, writing, arithmetic, geography, etc.

After a preliminary survey of the county and after extended consultations, four one-room elementary schools were selected. An attempt was made to select typical schools with typical or average teachers and serving typical or average rural communities of the county. Two of these schools were selected as experimental schools and the other two were set up as control schools.

It was realized that if the results of this experiment in these four communities were to be evaluated in terms of the objectives set forth above, then it was necessary that conditions prevailing at the time the experiment was begun, be accurately ascertained, both as to the scholastic standing of pupils within the schools and the dietary practices and health conditions of all the people of the communities. So a preliminary survey was made involving intelligence and achievement tests given to all the pupils in all four schools, a preliminary health check-up by the public health authorities on the pupils only. In addition a preliminary survey of dietary practices of each community was made in the following manner:

1. The amount and kind of food brought by students in their school lunches was ascertained by a check-up made by the teacher.
2. A survey of the dietary practices in the community was made by some person employed by the Bureau through visitation in the home.

In the two control schools no changes in the school program were introduced whatsoever so far as the directors of the study were concerned. In the two experimental schools (while it was realized that many changes were needed such as better buildings and better equipment) in order that whatever changes developed and results obtained might have practical application to other schools within this region, the school program in these two schools was changed in one particular only. The materials on diet already in the adopted text were made more available to the teacher by means of analysis of such text books, a mimeographed report of which was placed in the hands of each teacher in the experimental schools; and new but inexpensive instructional material is now being prepared, by rural teachers themselves, but under the guidance of the staff members of the Bureau of School Service. These materials are being written on the various

aspects of the production, storage, preparation and consumption of foods, and in terms of the dietary needs and productive potentialities of these particular communities. Sound pedagogical principles as to content, comprehension, interest, factual accuracy, vocabulary, structure, illustrations, and mechanical make-up are being observed. These materials are now being prepared in sufficient quantity for each of the first three grade levels, and, as prepared, is being made available to the teachers in the experimental schools.

Two of these series of readers are: FOOD FROM OUR LAND AND FOOD FROM FARM ANIMALS. Examples of the first series are such topics as WE MAKE A GARDEN, WE PLAN A GARDEN, SOWING IN THE SUNSHINE, GATHERING IN THE VEGETABLES, AND PRESERVING AND STORING VEGETABLES.

Techniques of evaluation have been developed and are being applied in three areas in both the control and experimental schools:

1. Achievement tests, intelligence tests, and attitude tests.
2. Checking of dietary practices and the producing and consumption of food within the communities and nutritional indices are being developed.
3. Health and physical conditions are being determined by clinical examinations, somotometric examinations and laboratory tests.

All are being applied at stated intervals.

VIII. A PROGRAM FOR CONTINUOUS STUDY OF TEACHER EDUCATION IN KENTUCKY.

The question of how the State can maintain a continuous program of teacher education was taken up by Group VIII. This group was made up of the presidents and deans of colleges, the Superintendent of Public Instruction, the Director of Teacher Training and Certification, some superintendents, and consultants from the Teacher Education Commission.

It was the conclusion of the group that we could not expect to continue to receive a subsidy from the Commission on Teacher Education since its work will be completed within another year. This means that if the Conference on Teacher Education is to continue, support must come from some other source. It was the belief of the group that

the conference does contribute sufficiently to teacher education to justify its continuance. The group made the following recommendations:

1. The Annual Work Conference on Teacher Education should continue to be held.
2. The Conference should be sponsored by the Council on Public Higher Education.
3. The time the Conference is to be held should be selected to meet the convenience of those who will attend.
4. The Commission on Teacher Education should be asked to provide consultant services.
5. The Conference should be part of an in-service program for teacher education faculties.
6. Public school people should be invited as resource persons.
7. Conferences should be held at different institutions between the annual conferences, to which may be invited persons within the college service area for the purpose of working on in-service problems affecting that area.
8. Plans for the annual conference on Teacher Education should begin early in the calendar year in order that preliminary problems may be eliminated before the conference assembles.

Committee Evaluating the Conference

The Evaluation Committee. A committee was appointed at the opening of the Conference to observe the procedures, and plans used by the groups, and the reaction of individuals within the group to the work of the conference. The broad purpose of this Evaluation Committee was to observe those activities which appeared to be effective, the activities which seemed not to be effective, and to use these observations in making recommendations for improving the methods of conducting the conference.

The report of this committee shows many of the things which seemed to be worthwhile but many things which might be improved when the Conference meets in 1942. Emphasis in the committee report is properly upon those phases of the conference which should be modified with the view to improvement. It is implied in the committee report that those features of the conference which have not been mentioned are commendable and are probably being conducted as well as could be expected at this stage of the program.

The full report of the committee follows:

"This committee believes that it is its function to find from the members what they consider to be the strengths and weaknesses of the conference. In an effort to secure this information the committee prepared a brief questionnaire and an agenda for group discussion. This questionnaire was prepared to secure the reactions of the individual members of the conference. In addition to the questionnaire additional information was secured through a discussion by members of each group based on the agenda. This discussion was for the purpose of evaluating the work not only of their group but of the conference as a whole. The opinions of each group were brought back to the membership of this committee and have been considered in making this report. In addition to information so acquired, each member of the Conference Evaluation Committee has sought through personal interviews to secure reactions of various members of the conference.

Results of Conference Evaluating Group. The committee now desires to give its conclusions, based on the information secured.

1. Most of the groups felt that they did succeed in defining their purposes, but the purposes were not clearly defined for them.
2. Efficiency of group action was impaired by insufficient time, vagueness in terminology, insufficient pre-conference planning, and lack of reference material.
3. All the groups felt that the objectives of the conference should be more clearly defined in advance in order that the functions of leaders and committees could be more specifically stated, resources could be brought along, bibliography could be sent out, and members could come prepared to contribute as well as to receive information and ideas.
4. The groups felt that resource materials were adequate except that four groups felt the need for more consultants.
5. In addition to this need for more consultants many of the groups felt that there should be a larger representation of the public school administrators, classroom teachers, and laymen.
6. The majority of the groups indicated that the personal contacts made during the conference would be facilitated by plainer identification badges, the early distribution of a *Who's Who*, and informal social gatherings earlier in the conference period.
7. From the reports of the groups there seemed to be a general lack of preconference planning on the part of the institutions' representatives.

8. Plans for reporting conference outcomes and generating activities in the home institutions were reports to faculty meetings, to special committees, and organization of faculty for study on plans similar to those of the conference.

Results of the Questionnaire. The reports to the questionnaire made by individual members of the conference indicate the following:

1. Most people joined the groups they were in because of personal interest in the subject and in order to share the ideas of others. A few indicated that they had definite assignments to certain groups.

2. The majority expected to get the following from the conference: information and stimulation, improvement of personnel program, and closer personal contacts within the profession.

3. Half of the membership indicated without qualification that they did get what they wanted out of the conference, and the remainder with reservation.

4. The following reasons were given by those who answered with reservations: Lack of pre-conference planning and vagueness in the statement of group problems.

5. Responses indicated that the following are the most important benefits which members will take back to home institutions: A better understanding of teacher training problems, resources to meet *in-service* needs of teachers, optimism over cooperation of organizations in teacher education, a sense of inter-relationship of subject matter fields and subject matter with professional education, and fresh inspiration.

6. Approximately half of those attending the conference last year indicated that their institutions, to their knowledge, had received little or no benefits from the Richmond conference. The other half listed the following benefits: Pursuit of study throughout the year on the improvement of instruction; a more democratic personal relationship in solution of institutional problems; a renewed interest in the problems of teacher training with some enlightenment as to their solution; a new perspective of teacher education; improvement of teaching personnel; and better coordination between subject matter and professional areas.

SUMMARY

1. The over-all evidence from the evaluation demonstrates enthusiasm for the conference and a feeling of optimism of possible results.
2. It is clear that there is a need for better pre-conference planning between institutions and their delegates and for a follow-up program on the return of the delegates.
3. The only other outstanding suggestion is for more detailed pre-conference planning on the part of the steering committee.
4. There is also need for greater diversity in consultant service.

Respectfully submitted,

MARK GODMAN, *Chairman*

J. D. COATES, *Secretary*

HELEN CROSSEN

C. H. JAGGERS

MARY E. BURTON

F. M. HESTON

MARGARET LINGENFELSER

H. C. TAYLOR

L. N. TAYLOR

Committee on Conference Evaluation''

TRIBUTE TO CONFERENCE HOST

The Evaluation Committee served a major purpose in pointing out the weaknesses of the conference. The Resolution Committee tended to commend some of the desirable features and served to emphasize the good will which prevailed. This committee emphasized the contribution made by Western to the success of the conference but did not mention in detail the many ways in which the administrative officers and the members of the faculty made the conference a delightful one. Every facility was provided to promote entertainment and relaxation. The subtle method used by Western to make every member of the conference feel free to do as he pleased, and to feel no sense of strain is a fine example of being a good host.

The full report of the Committee on Resolutions follows:
The following resolutions were adopted:

1. Be it resolved that the members of this conference on teacher-education express their sincere gratitude to President Garrett, the Board of Regents, and the faculty of Western State Teachers College for their unusually courteous and helpful attitude throughout the time of meeting. The members wish to extend their appreciation to the dietician of Potter Hall for the splendid food so tastefully prepared for their enjoyment and benefit, to Mrs. McClannahan for the comfortable quarters provided in West Hall, and to all others who helped to make the conference an enjoyable occasion.
2. Be it further resolved that since the Honorable John W. Brooker, Superintendent of Public Instruction, has made it possible for this group of educators to meet here in conference to discuss common problems concerning the improvement of instruction, the members of the group express their appreciation to him and his associates. They are grateful, also, to Dean F. C. Grise, Conference Chairman, and to Dr. Richard E. Jagers, Director of Teacher-training, who have been the guiding spirits of this meeting, and to the members of the Steering Committee who have assisted them so ably in directing the conference to a successful issue.
3. Whereas Dr. L. L. Jarvie and Dr. Maurice E. Troyer of the Commission on Teacher Education have been a real inspira-

tion in both the divisional and the general meetings, the conference wishes to express appreciation for their presence and wise counsel.

4. Be it resolved that the members of the conference are grateful to the Commission on Teacher Education for their part in making this meeting possible.
5. Be it further resolved that the members express their appreciation to C. F. Kohlmeyer, Harold J. Bowers and Miss Genevieve Starcher, directors of teacher education in Indiana, Ohio, and West Virginia respectively, for the stimulation of their presence and for their contributions to the findings of the conference.
6. Be it resolved that this conference endorse Amendment Number One which will be placed before the voters at the coming November election and which provides that the General Assembly may distribute not more than ten per cent of the state school fund on a basis other than pupil-census. We pledge our active support to this amendment to the end that many of the deplorable inequalities of educational opportunity that now exist among various districts may be removed. The conference further wishes to express its interest in the problem of transportation as one of the matters now under consideration by a special committee of the Planning Board of the Kentucky Education Association.
7. Be it resolved that it is the sense of this conference to further the cause of teacher education with a similar conference annually.

J. L. CREECH, *Chairman*

W. H. BALDREE

T. O. HALL

A. J. HENDERSON

C. RUTH HILLIS

SISTER M. RAYMOND

PERSONS ATTENDING THE CONFERENCE

Name	Position
Marie Adams	Assistant Professor of Home Economics, Western Kentucky State Teachers College
Frances F. Anderson	Assistant Professor of History, Western Kentucky State Teachers College
W. M. Baker	Assistant Professor of Chemistry, Western Kentucky State Teachers College
W. Hickman Baldree	Superintendent, Graves County Schools
Ethel M. Barnard	Critic Teacher of Grade III, Western Kentucky State Teachers College
Harold J. Bowers	Supervisor of Certification, Ohio State Department of Education
John W. Brooker	Superintendent of Public Instruction, Kentucky State Department of Education
Hayward Brown	Instructor in Agriculture Education, Western Kentucky State Teachers College
Mary Browning	Kindergarten and Primary Supervisor, Louisville Public Schools
G. C. Burkhead	Superintendent, Hardin County Schools
Nona Burress	Superintendent, Green County Schools
Mary E. Burton	Associate Professor of English, University of Louisville
E. H. Canon	Registrar, Western Kentucky State Teachers College
Alexander Capurso	Executive Director of Music Department, University of Kentucky
M. G. Carman	Head of the Department of Mathematics, Murray State Teachers College
J. W. Carr	President Emeritus, Murray State Teachers College
W. M. Caudill	Dean of Men, Director of Student Personnel, Murray State Teachers College
Chester N. Channon	Assistant Professor of Music, Western Kentucky State Teachers College
V. L. Christian	Horse Cave, Kentucky
Marjorie Clagett	Head of the French Department, Western Kentucky State Teachers College
Ethel Baker Clark	Director of Rural Training School, Western Kentucky State Teachers College

Name	Position
Roy B. Clark	Head of the English Department, Eastern Kentucky State Teachers College
Sister M. Clela, O. L. B	Assistant Professor of Education, Villa Madonna College
J. D. Coates	Principal of the Training High School, Eastern Kentucky State Teachers College
H. A. Cocanougher	Superintendent, Boyle County Schools
T. E. Cochran	Head of the Department of Psychology and Education, Centre College
Mary I. Cole	Assistant Professor of Education, Western Kentucky State Teachers College
James P. Cornette	Assistant Professor of English, Western Kentucky State Teachers College
A. L. Crabb	Professor of Education, George Peabody College for Teachers
G. G. Craig	Head of the Penmanship Department, Western Kentucky State Teachers College
J. L. Creech	President, Cumberland College
Helen Crossen	Critic Teacher, Berea College
N. B. Cuff	Professor of Psychology, Eastern Kentucky State Teachers College
L. C. Curry	Superintendent, Bowling Green Public Schools
P. A. Davies	Chairman of the Division of Natural Science, University of Louisville
Lotta Day	Head of the Home Economics Department, Western Kentucky State Teachers College
Clarence P. Denman	Associate Professor of History, Western Kentucky State Teachers College
Fred A. Dudley	Professor of English, Morehead State Teachers College
Mary Frances Eaton	Critic Teacher of English, Western Kentucky State Teachers College
Sister M. Christina Eckmans	Dean, Mt. St. Joseph Junior College
W. J. Edens	Head of the Department of Agriculture, Western Kentucky State Teachers College
Ercell Jane Egbert	Assistant Professor of History, Western Kentucky State Teachers College
J. D. Falls	Professor of Education, Morehead State Teachers College
D. Thomas Ferrell	Associate Professor of Education, Eastern Kentucky State Teachers College

Name	Position
Guy Forman	Assistant Professor of Physics, Western Kentucky State Teachers College
T. V. Fortenbery	Superintendent, Webster County Schools
Edward A. H. Fuchs	Head of the Modern Language Department, Centre College
Paul L. Garrett	President, Western Kentucky State Teachers College
Mrs. Mary Scott Gillaspie	Assistant Professor of Elementary Education, Georgetown College
William O. Gilreath	Superintendent, McCreary County Schools
E. F. Glenn	Superintendent, Lyon County Schools
J. Marvin Glenn	Dean of Men, Kentucky Wesleyan College
Mark Godman	Director of High School Supervision, Kentucky State Department of Education
C. M. Graham	Principal of the Training School, Murray State Teachers College
Judson R. Griffin	Assistant Professor of Geography, Western Kentucky State Teachers College Dean,
F. C. Grise	Western Kentucky State Teachers College Assistant Professor of English,
P. M. Grise	Eastern Kentucky State Teachers College Assistant Professor of Music,
Hugh Gunderson	Western Kentucky State Teachers College Instructor in Elementary Education and Public School Art,
Mrs. Ruth Haines	University of Kentucky President,
T. O. Hall	Kentucky Education Association President,
C. D. Harmon	Middle Cumberland Education Association President,
J. L. Harman	Bowling Green Business University Assistant Librarian,
Nettie Harrison	Western Kentucky State Teachers College Librarian,
Margie Helm	Western Kentucky State Teachers College Dean,
Alfred J. Henderson	Kentucky Wesleyan College Assistant Professor of Music,
Arthur W. Henderson	Western Kentucky State Teachers College Dean,
F. M. Heston	Asbury College

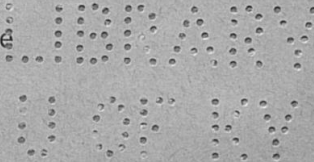
Name	Position
James H. Hewlett	Dean, Centre College
Claude Hightower	Superintendent, Todd County Schools
Charity Ruth Hillis	Teacher of Social Studies, Berea College
Boswell B. Hodgkin	Superintendent, Winchester Public Schools
Tryphena Howard	Assistant Professor of Mathematics, Western Kentucky State Teachers College
A. D. Hummel	Chairman of Science Division, Eastern Kentucky State Teachers College
Louise Hutcheson	Assistant Librarian, Western Kentucky State Teachers College
Sister M. Irmina, O. L. B.	Professor of Education, Villa Madonna College
C. H. Jagers	Director of the Training School, Western Kentucky State Teachers College
R. E. Jagers	Director of Teacher Education and Certification, Kentucky State Department of Education
L. L. Jarvie	Associate in Personnel, Commission on Teacher Education
Sister Mary Jean, O. S. U.	Head of the English Department, Mt. St. Joseph Junior College
Ella Jeffries	Head of the Department of Geography, Western Kentucky State Teachers College
R. W. Jennings	Head of the Commerce Department, Morehead State Teachers College
W. C. Jolly	Assistant Director of Census and Attendance,, Kentucky State Department of Education
Lee Francis Jones	Head of the Department of Education, Western Kentucky State Teachers College
W. C. Jones	Dean, Eastern Kentucky State Teachers College
Louise Kannapell	Instructor in French and English, Nazareth College
L. G. Kennamer	Head of the Department of Geography and Geology, Eastern Kentucky State Teachers College
R. A. Kent	President, University of Louisville
N. O. Kimbler	Secretary of State Teachers Retirement, Kentucky State Department of Education
W. P. King	Secretary, Kentucky Education Association

Name	Position
C. F. Kohlmeyer	Director of Teacher Training and Licensing
O. T. Koppius	Indiana State Department of Education Professor of Physics, University of Kentucky
H. H. LaFuze	Assistant Professor of Biology, Eastern Kentucky State Teachers College
Warren C. Lappin	Dean, Morehead State Teachers College
A. J. Lawrence	Head of the Department of Business Education, University of Kentucky
J. L. Leggett	Director of Personnel; Head of the Department of Education, Transylvania College
W. Drayton Lewis	Professor of Psychology, Murray State Teachers College
Margaret Lingenfelter	Critic Teacher of Grade I, Eastern Kentucky State Teachers College
Mrs. Herman Lowe	Critic Teacher of Grade IV, Western Kentucky State Teachers College
C. S. Lowry	Professor of Social Science, Murray State Teachers College
Polly McClure	Critic Teacher of History, Western Kentucky State Teachers College
Thomas E. McDonough	Professor of Physical Education, Eastern Kentucky State Teachers College
William H. McFarland	Superintendent, Bullitt County Schools
W. Ross McGhee	Critic Teacher of Social Science, Western Kentucky State Teachers College
Horace McMurtry	Assistant Professor of Education, Western Kentucky State Teachers College
C. P. McNally	Head of the Chemistry Department, Western Kentucky State Teachers College
Mary E. Marks	Assistant Professor of Geography, Western Kentucky State Teachers College
Mrs. H. R. Matthews	Critic Teacher of English, Western Kentucky State Teachers College
W. L. Matthews	Vice President, Bowling Green Business University
F. D. Mellen	Acting Head of the Department of Languages and Literature, Murray State Teachers College
John Montgomery	Dean, Lee's Junior College
Earl A. Moore	Professor of English, Western Kentucky State Teachers College

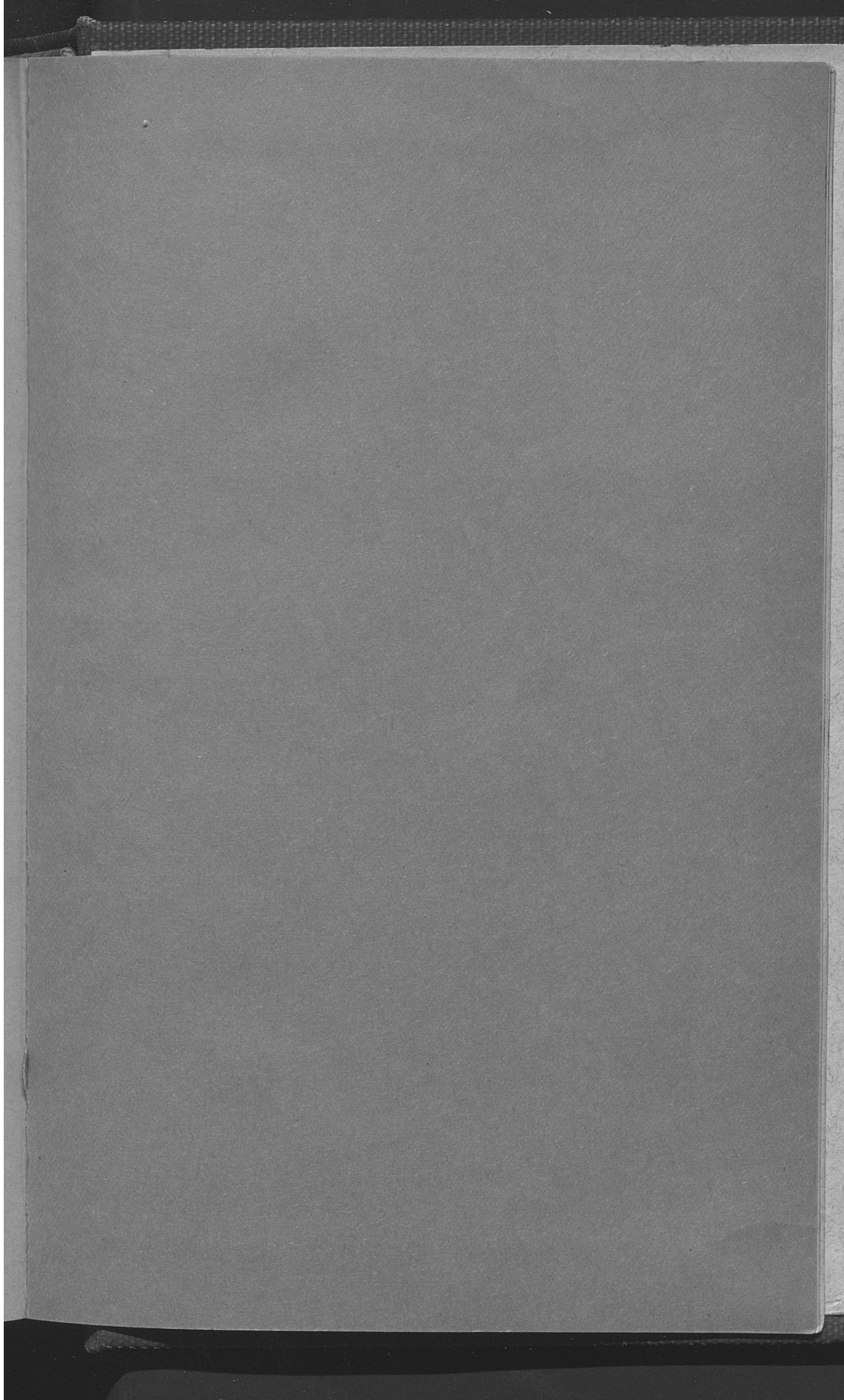
Name	Position
Kathleen Moore	Assistant Professor of Education, Union College
Ruth Moore	Assistant Professor of French, Western Kentucky State Teachers College
W. J. Moore	Professor of Economics, Eastern Kentucky State Teachers College
William G. Nash	Dean, Murray State Teachers College
Julia Neal	Assistant Professor of English, Western Kentucky State Teachers College
Guy G. Nichols	Publicity Director, Bowling Green Business University
W. F. O'Donnell	President, Eastern Kentucky State Teachers College
Janice Pace	Assistant Librarian, Western Kentucky State Teachers College
George V. Page	Head of the Physics Department, Western Kentucky State Teachers College
Mrs. McCullough Partee	Critic Teacher of Art, Western Kentucky State Teachers College
Susie Pate	Critic Teacher of Home Economics, Western Kentucky State Teachers College
Kenneth R. Patterson	President, Bethel Woman's College
W. M. Pearce	Director of Extension, Western Kentucky State Teachers College
G. B. Pennebaker	Professor of Biology, Morehead State Teachers College
Charles O. Peratt	Associate Professor of History, Morehead State Teachers College
M. E. Potter	Director of Physical Education, University of Kentucky
Albert T. Puntney	Professor of English, Asbury College
Leslie R. Putnam	Professor of Voice, Murray State Teachers College
Edward W. Rannells	Professor of Art, University of Kentucky
Sister M. Raymond, O. S. U.	Director of Teacher Training, Ursuline College
C. D. Redding	Superintendent, Frankfort Public Schools
Nancy Reeder	Critic Teacher of Grade II, Western Kentucky State Teachers College

Name	Position	
Frances Richards	Assistant Professor of English, Western Kentucky State Teachers College	Ge
E. W. Richmond	Superintendent, Daviness County Schools	H.
James H. Richmond	President, Murray State Teachers College	Do
Freddie Riddle	Assistant Director of Free Textbooks Kentucky State Department of Education	A.
Martin Roberts	Superintendent, Henderson County Schools	Em
Roland Roberts	Superintendent, Jessamine County Schools	Wi
Gabrielle Robertson	Assistant Professor of History, Western Kentucky State Teachers College	Sib
Sylvia Rogers	Bowling Green, Kentucky	
Elizabeth Roome	Critic Teacher, Morehead State Teachers College	Mr
N. L. Ross	Critic Teacher of Science, Western Kentucky State Teachers College	Wa
Mabel Rudisill	Assistant Professor of Education, Western Kentucky State Teachers College	N.
Sister M. Ruth, O. S. U.	Director of Teacher Training, Secondary Department, Ursuline College	H.
M. E. Schell	Assistant Professor of Mathematics, Western Kentucky State Teachers College	L.
Magnolia Scoville	Critic Teacher of Grade VI, Western Kentucky State Teachers College	Sar
Maurice F. Seay	Director of the Bureau of School Service, University of Kentucky	Wi
Mrs. Carolyn T. Seward	Critic Teacher of Kindergarten, Western Kentucky State Teachers College	Ma
Ruth Sexton	Head of the Home Economic Department, Murray State Teachers College	Roy
Curtis E. Shirley	Auditor, Kentucky State Department of Education	Sar
J. T. Skinner	Assistant Professor of Chemistry, Western Kentucky State Teachers College	Mrs
Bert R. Smith	Assistant Professor of Education, Western Kentucky State Teachers College	Chi
L. T. Smith	Head of the Industrial Arts Department, Western Kentucky State Teachers College	Wil
Rubie Eudora Smith	Critic Teacher, Murray State Teachers College	Ker

Name	Position
Genevieve Starcher	State Supervisor of Teacher Training, West Virginia State Department of Education
H. L. Stephens	Head of the Biology Department, Western Kentucky State Teachers College
Donald H. Stewart	Assistant Professor of History, Union College
A. M. Stickles	Head of the History Department, Western Kentucky State Teachers College
Emma Stith	Assistant Professor of English, Western Kentucky State Teachers College
Willie Stivender	Instructor of Education, Campbellsville College
Sibyl Stonecipher	Instructor in Foreign Language Department, Western Kentucky State Teachers College
Mrs. Charles C. Sullivan	Bowling Green, Kentucky
Ward C. Sumpter	Assistant Professor of Chemistry, Western Kentucky State Teachers College
N. O. Taff	Head of the Department of Economics and Sociology Western Kentucky State Teachers College
H. C. Taylor	Superintendent, Elizabethtown Public Schools
L. N. Taylor	State School Supervisor, Kentucky State Department of Education
Sara B. Taylor	Critic Teacher, Western Kentucky State Teachers College
William S. Taylor	Dean, University of Kentucky
Maurice E. Troyer	Associate in Evaluation, Commission on Teacher Education
Roy True	Superintendent, Franklin County Schools
Sara Tyler	Assistant Librarian, Western Kentucky State Teachers College
Mrs. A. E. Upton	Assistant Professor of English, Western Kentucky State Teachers College
Chiles VanAntwerp	Director of the Training School, Morehead State Teachers College
William H. Vaughan	President, Morehead State Teachers College
Kenneth P. Vinsel	Professor of Political Science; Director of the Summer Session, University of Louisville



Name	Position
Charles F. Virtue	Acting Head of the Department of Philosophy and Psychology, University of Louisville
Moss Walton	Director of Census and Attendance, Kentucky State Department of Education
J. R. Whitmer	Assistant Professor of Biology, Western Kentucky State Teachers College
Warner M. Willey	Assistant Professor of Education, Western Kentucky State Teachers College
Mary Lois Williamson	State Supervisor of Home Economics Kentucky State Department of Education
Gordon Wilson	Head of the English Department, Western Kentucky State Teachers College
Ivan Wilson	Head of the Art Department, Western Kentucky State Teachers College
W. C. Wineland	Associate Professor of Mathematics and Physics, Morehead State Teachers College
Everett Witt	Superintendent, Warren County School
Willson E. Wood	Critic Teacher, Western Kentucky State Teachers College
Bernice Wright	Critic Teacher, Western Kentucky State Teachers College
H. M. Yarbrough	Head of the Department of Mathematics, Western Kentucky State Teachers College
Thomas D. Young	Professor of Art, Morehead State Teachers College



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