

# Colorado State Teachers College BULLETIN

SERIES XX

AUGUST, 1920

NUMBER 6

## Sections One and Two of the Educational Survey of Colorado State Teachers College

- I. ADMINISTRATIVE CONTROL
- II. EDUCATIONAL ORGANIZATION



GREELEY, COLORADO

Published *Monthly* by State Teachers College, Greeley. Entered as  
Second-Class Matter at the Postoffice, Greeley, Colorado,  
under the Act of August 24th, 1912



# Colorado State Teachers College Bulletin

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## FOREWORD

The following account of Administrative Control and Educational Organization in the State Teachers College of Colorado represents the first section of the contribution of this school to a nation-wide movement of schools for teachers to pool their knowledge and experience for the improvement of the preparation of teachers.

The growth of the scientific attitude toward the general problems of public education has gradually made it evident that the curricula of Normal Schools and Teachers Colleges contain much that is merely a "traditional deposit from past experience" and without special relevance to the characteristic problems of the preparation of teachers. It has come to be seen that Normal Schools and Teachers Colleges are properly "institutions supplementary to the public schools," and that their immediate problem is to develop curricula that will insure "the realization of the social purposes of the public schools."

It has also become clear from numerous careful studies of both public schools and higher schools that the complexity of modern educational activities involves the need of the most careful co-ordination or organization of all phases of activity. The chances of waste and duplication of effort are great in proportion to the range of the educational work attempted by a school.

As a result of this new attitude and the fresh knowledge that has been made available through numerous critical studies of the actual operation of schools, Normal Schools and Teachers Colleges have entered upon a most promising period of frank and impersonal self-examination and self-criticism.

The modern technique for the self-examination of schools is the school survey. It is to education what stock-taking and scientific accounting are to modern business. It is for the sake of finding out what the successful practices are, what the loose ends are, and what the immediate problems are. The purpose is never the discrediting of persons or achievements, but the discovery of the existing needs of the school as a guide to an educational program.

In this spirit the faculty of the State Teachers College of Colorado has delved into every phase of the activities of the school and has set forth with painstaking care and impartiality its findings. And in the same forward-facing attitude the faculty has mainly co-operated in the difficult work of making use of the information gained from the careful exploration of the various phases of the school's activities. There have been objections, of course, but on the whole not unreasonable or unreasoning ones. The opposition to this or that change has in all cases been as valuable in forcing the completest justification of each change recommended as it has been vexatious to those already convinced of the need of the specific change contemplated.

The careful reader will note the conspicuous absence of captious criticism. He will note also that conditions still existing in the school are not spared by the authors of the several sections of the survey. This is as it should be. Honest critics are not interested in whitewashing themselves. The college expects to continue to profit from the critical evaluation of its work, whether by its own faculty or by the public school leaders.

The survey was begun in the year 1917-1918, and the data upon which

the conclusions were built were all collected at that time. The comprehensive study planned by the Survey Committee involved a great amount of difficult labor for the members; and the impossibility of absolving them from their regular duties as teachers, accounts for the delay in publication of the results.

In the meantime for two years, the college has been steadily and co-operatively applying itself to the work of utilizing the information gained in regard to the specific needs of the school. It would be useful to the readers of this survey to extend every section of the study sufficiently to indicate the specific readjustments that have been made as a result of information gained through this exploration into the various phases of the school's work. These, however, are a matter of common knowledge to the members of the faculty.

Finally, the school-men who read the several sections of this analytical report will not imagine that there is anything peculiar in the defects that are disclosed. Schools for teachers the world over have much in common—including characteristic faults into which they have grown. Even a school in so many particulars unique as Colorado State Teachers College is well-known to have been, has nevertheless much in common with other schools of its sort. There is not the slightest doubt, for example, that a similarly close and impartial report of other schools for teachers would disclose in them similar defects.

Other sections of this survey will be published as soon as they can be made ready. These are:

Section III—The Courses of Study, Etc.

Section IV—The Training School.

Section V—The Total Load of Teachers, Etc.

Section VI—Accounting and Costs.

Section VII—Length of Courses, Etc.

J. G. CRABBE,  
President

## CONTENTS

Foreword .....	3
Preliminary Explanations.....	7
Administrative Control .....	9
Several Plans and Point of View of the Survey.....	12
Data on Departmental Functions and Organizations.....	19
Academic Departments.....	19
Professional Departments.....	22
Special Subjects and Departments.....	35
Training Schools.....	46
Discussion of Departmental Functions and Organizations.....	50
Discussion of Functions and Interrelations of Courses.....	56
Data on Barriers to Departmental Efficiency.....	58
Changes Made Up to 1917-18.....	62
Changes Needed.....	71
Data on Interdepartmental Co-operation.....	75
Most Important Problems of the College.....	75
Committees of the Faculty.....	90
Discussion of Committee Work.....	94
The Faculty Meeting.....	113
Student Government.....	114
The General Assembly.....	115
The Publications of the College (1917-18).....	122
Extension Service to 1917-18.....	124
Concluding Remarks.....	148





## PRELIMINARY EXPLANATION

E. D. RANDOLPH

### The Initiation of the Survey

On October 4th, 1917, in the first year of his administration, President Crabbe announced the appointment of a Survey Committee consisting of nine members of the faculty representing the varied activities of the Colorado State Teachers College. At the same time he set forth concisely the immediate occasion of the proposed educational inventory, and distributed to the committee the typed *Instructions for a Survey of a State Normal School* which were prepared by the *National Council of Normal School Presidents and Principals*, requesting that they be carefully studied with the view of making a deliberate investigation which would meet not only the purposes of the *National Council*, but also our own needs of specific information about our own educational situation, for guidance in our own program of reconstruction. His final note of sympathetic warning that the work would be heavy and time-consuming was sufficiently prophetic. The committee entered upon a long series of laborious explorations which are not yet completed when the first sections of the report go to press.

The committee spent a month in listing and discussing such additions to the several topics of the *National Council's* plan as seemed desirable from the point of view of efforts already under way. As far as possible the several topics of the *National Council's* plan were parceled out by the chairman to sub-committees on the basis of their interests as revealed in their contributions in the first few meetings—with instructions that each sub-committee should

1. Report at the next meeting of the committee as a whole the additions needed in its topics in order to make the final report most useful in forwarding the plans of the College.
2. Formulate a plan of procedure for gathering its data; distribute its work over its membership as seemed best; and formulate the general sequence of topics for its own report—for comparison in determining the final arrangements of the sections of the report as a whole; and that each should
3. Take full cognizance of all useful work already available in the scope of its topic.

This was done and then in open discussion the committee as a whole decided tentatively upon the general features of the final report. It was to consist in each topic of

#### 1. *An Introduction:*

Each topic was, so far as its nature made such discussion desirable, to be introduced by a general discussion calculated to give perspective; and, so far as its nature made such discussion desirable, by a critical statement of standards—or the need or absence of standards; and finally, by reference to the available literature bearing upon or relevant to the topic.

Each sub-committee was to make a full and clear statement of its problems, giving such critical comment as could be useful either as interpretation or as illustration of *point of view*. (This was eventually to supply some data for the analysis of organization.)

Each sub-committee was to state clearly the special difficulties faced in attempting an adequate report of its topic in the Colorado State Teachers College.

And finally, whatever the additions to the *National Council's* plan required, all the information asked for in the council's plan should be fully given.

## 2. A Critical Analysis of Our Educational Situation:

As the body of the report, each sub-committee was to submit a critical interpretative analysis of its topic as conditioned in this school—with comparisons wherever possible or useful; and with references to desirable comparisons for which data do not exist; etc.

Finally, the tone of all reports was to be impersonal, judicially critical.

The sub-committees were then placed upon their own initiative for the completion of the first stage of the work, which was satisfactorily done without loss of time. The proposed additions were reported to the President and approved by him, with the assurance of all the stenographic and office assistance needed—and with regret that other work of the committee could not be greatly lightened during the investigation.

Since the full co-operation of the faculty would be essential to the investigation the matter was discussed in the two faculty meetings, and the interest of the faculty was sought in the progress of the work. A bulletin board was conveniently placed in the Dean's offices, and the notices of meetings, the topics to be discussed, etc., were religiously posted throughout the year. In due season the chairman's analysis of the functions of schools for teachers, their implied activities, and necessary corollary activities was also posted on the bulletin board for the faculty's reaction.

The information for which questionnaires were necessary was formulated early in the committee as a whole, and the questionnaires were framed by sub-committees and promptly printed and distributed to faculty, students, alumni, public school people, etc., and duly posted along with the other illustrative material on the bulletin board.

Progress was rapid up to this point. The slow returns to the questionnaires from outside the school, and in some cases inside, brought the first check and revealed deficits in the organization of the College: *e. g.*, its mailing list. While returns were coming in there was time to work out the initial generalizations. By that time the returns from the general questionnaire of the faculty, and the separate returns from the questionnaires of faculty committees were in, and the chairman of the committee, to whom fell the topic *organization*, was able to begin his exploration at once. The sub-committees that were not dependent on questionnaires for their material were likewise unimpeded.

In conclusion of this brief introductory statement two factors should be mentioned that complicated the work at every stage:

1. The fact that active reconstructions were already well under way through the work of various faculty committees established by the President in the first year of his service here. For example, the committee on *The Courses of Study* had made substantial progress before the *Survey Committee* was established.
2. The usual shifting of faculty personnel embarrassed the work seriously on several occasions; and with the entrance of the United States into the war not only the passing of members of the faculty into war service but also the added burdens of war duties upon the College made progress very difficult. For example, three changes in the superintendency of the Training Schools, the departure of the Director of Extension Service, and of the Instructor in Accounting for Army service permanently hampered important sections of the work.

Finally, by way of transition to the body of this report, the reader will need to be reminded that the plan adopted by the committee at the suggestion of President Crabbe called for an *initial statement of standards or formulation of principles*, and such discussion as would be useful in *clarifying points of view* and in *facilitating the College's program of readjustment*. The National Council's first topic, *Organization*, had reference only to *Administrative Control*, which, though important, did not bear particularly upon the problems in the foreground here at present. So, the committee added to the topic the matter of the College's immediate concern: namely, *Educational Organization*, with which several committees appointed by the President were already

working. In order to unify the Survey Committee (and later the faculty) a detailed analysis was made covering (1) the functions of schools for teachers (from the point of view of their supplementary relation to the public schools), (2) the various socio-economic and historical factors that complicate the fruitful operation of schools for teachers (custom, tradition, use and wont, the factors selecting teachers, deposits from past experience on lower levels of knowledge, etc.), (3) the implied activities of schools for teachers (especially their courses of instruction and training and the machinery for focussing them upon their most pressing problems,—committees of *research*, etc.), and (4) the necessary corollary activities. It was the intention of the Survey Committee and the President to print this basic set of standards as an introduction to the several sections of the survey report; but its bulk (some 70 close-knit pages of theses with their supporting arguments) led to the abandoning of this plan. The brief allusion that is made to this basic set of standards at the beginning of the section on Educational Organization in the State Teachers College of Colorado may not be sufficient to carry the reader at all points with the following discussion of organization.

The following sections of this pamphlet present President Crabbe's report on the topic *Administrative Control*, and the Chairman's report upon the *Educational Organization* in the State Teachers College of Colorado.

## I. ADMINISTRATIVE CONTROL

J. G. CRABBE

For a clear analytical discussion of the four general types of administrative control now in force for Normal Schools and Teachers Colleges in the United States, the reader is referred to chapter 4 in the United States Bureau of Education Bulletin, 1916, No. 12: Problems of Standardizing Normal Schools. The characteristic features of each type are there set forth with more or less critical comment on the advantages and disadvantages of each. No purpose would be served by repeating that discussion here.

Colorado's Administrative Control of Normal Schools is of the second type: viz., Authority to control is vested with a Board of Trustees having no relation to other educational institutions.

The major questions concerning Administrative Control are the following:

1. What is the statutory definition of the function of the school?
2. What are the statutory provisions concerning control and direction?
  - a. How many members are there on the Board of Trustees?
  - b. How are they chosen, and what are their qualifications?
  - c. How long is the period of service?
  - d. What are the statutory powers of the Board of Trustees?
  - e. How is the Board organized?
    - (1) For the customary routine?
    - (2) For bearing on recurring administrative problems?
  - f. What is the relation of the President and the rest of the faculty to administrative control?

These several matters will be set forth in the following paragraphs:

### I. Statutory Definition of Function

In Section 1 of the act of 1889, the function of the school is briefly expressed as "instruction in the science and art of teaching, with the aid of a suitable practice department and in such branches of knowledge as shall qualify teachers for this profession."

This section remained in force after the act of 1911 designating the school as "The State Teachers College of Colorado," as indeed have most of the original sections of the original act. The most important statutory changes relate to the method of support of the school by the state: to wit, its securing (in common with the other educational institutions) a millage.

### II. Statutory Provisions Concerning Control and Direction

In Section 2 of the act of 1889 (M. A. S., Sec. 6921) begins the definition of Administrative Control: "Said schools shall be under the control of a board

of six trustees; the said board shall be and is hereby declared a body corporate by the name and style of the Trustees of the State Normal School, and as such and by its said name may hold property for the use of said school, be a party to all suits and contracts, and do all things thereto lawfully appertaining, in like manner as municipal corporations of this state."

Section 3 of the act of 1889 (M. A. S., Sec. 6922) defines the method of selection of the trustees and their terms of service: "The Governor shall, upon the approval of this act, appoint, by the advice and with the consent of the Senate, the six trustees mentioned and provided in this act, two of whom shall be appointed for the term of two years, two for the term of four years and two for the term of six years. Their terms of office shall begin from their appointment and qualification and shall continue for the period for which they shall be appointed and until their successors are appointed and qualified. Every two years after the first appointment aforesaid, two trustees shall be appointed in like manner to succeed those whose terms are first thereafter to expire. Every trustee so appointed shall take and subscribe the oath of office of the Secretary of State. The Superintendent of Public Instruction shall be, *ex officio*, a member of the Board of Trustees of the said state normal school."

It will be noted that there is no definition of the qualifications of the members.

In Section 4 of the act of 1889 (M. A. S., Sec. 6924) "Said normal school is hereby constituted an integral part of the public school system of the state and shall be subject as such to the general supervisory powers vested by the constitution in the State Board of Education."

These "general supervisory powers" of the State Board of Education are merely nominal. The State Board of Education consists of the State Superintendent of Public Instruction, the Secretary of State, and the Attorney General.

Section 5 of the act of 1889 (M. A. S., Sec. 6925) begins the enumeration of the specific powers and responsibilities of the Board of Trustees. There are few limitations upon the board. They are given "general supervision" and "the control and direction of its funds and the appropriations therefor." They may appoint the faculty and dismiss them. They may fix salaries and prescribe the duties of the faculty. They may make all needful rules, regulations and by-laws "for the good government and management" of the school. "With the advice and consent of the faculty they shall prescribe the books, and the courses of study and instruction, which in no case shall cover a period of less than three years." They may fix the standards of admission and the fees to be paid by pupils in the Training School and by students not citizens of the state.

The board is charged with numerous specific responsibilities of the usual sort: viz., the providing of grounds, buildings, apparatus, etc. They must make to the State Superintendent of Public Instruction and to the Governor an annual report covering such important matters of information as are needed for the statistical reports of the superintendent: *e. g.*, "classified enrollment, attendance, curricula, teachers," etc., and such matters as "other employes, full classified and itemized financial statement, estimate of the coming year's expenditures and a statement of the work and general condition of the institution."

The general organization of the board is defined in the act. At each annual meeting they must elect from their members a president; and from without their members, a secretary who shall give such bond as may be designated by the State Superintendent of Public Instruction. The State Treasurer is, *ex officio*, treasurer of the school.

To meet recurring situations of administration the board has formally distributed itself over four standing committees: The Executive Committee, the Committee on Teachers, the Library Committee, the Committee on Buildings and Grounds.

The functions of the Executive Committee are to approve and countersign all regular monthly pay rolls and in general to act for the board in all matters

of an emergency nature that occur in the intervals between meetings of the board.

The function of the Committee on Teachers is to pass upon all recommendations for members of the faculty as presented by the President of the school.

The Library Committee makes irregular inspections of the library and reports to the board.

The Committee on Buildings and Grounds have general direction of the buildings and grounds, which are directly managed by a "superintendent of buildings and grounds."

It is clear from the account of the statutory functions of the board that, like the boards of education of city school systems, it is vested with complete authority to control and direct. In organization, also, like the best city school boards of education, it at the very beginning adopted the practice of delegating its educational prerogatives to the executive head of the school, the President. This, indeed, is the universal distribution of functions in the higher schools, and under the leadership of Professors Cubberley and Strayer is swiftly becoming the practice of city school boards. No lay board anywhere is equipped to direct educational policies, but lay boards are as a rule well-equipped to direct business and financial aspects of school administration.

It will have been noted, however, that aside from the provision making the State Superintendent of Public Instruction a member (*ex officio*), the Board of Trustees is potentially *either a lay board*, like those of the cities of the United States, or a board *with just any proportion of professional members*—teachers, in short. For, since the state superintendency is in Colorado an elective position it is conceivable (though nothing is less likely) that the office of State Superintendent might come to be filled by an essentially political and non-professional incumbent; and theoretically at least, it would be possible for the other members of the board all to be chosen from the ranks of teachers. There is no statutory limitation in regard to the composition of the board.

In practice the State Superintendent has always been an able representative of the professional interests of the schools; and frequently able schoolmen and women have been appointed to the board. At the present time (1917-18) for example, two members of the board besides the State Superintendent are from the ranks of active teachers, so that nearly half the board is professional. It is not, in short, a lay-board. For those who are familiar with the theory of administration this fact will have considerable significance. We may add that in practice the board has always been constituted with a majority of members from the ranks of successful business men of liberal views. While there is no provision in the act concerning the distribution of the membership of the board over the state, in practice every geographical division of the state has been represented.

### The Faculty in Administrative Control

It will have been obvious from the earlier summary of the statutory powers of the Board of Trustees that, here as elsewhere, their control is (and properly) very complete. It is also true that, here as elsewhere, in the actual operation of the school the Board of Trustees follows the precedent established through long experience in higher schools, and delegates its educational prerogatives to the President of the school. By custom or precedent the President is the shaper of educational policies and organization as well as the executive head of the school. The board leaves to the President the shaping of the curricula, and the President in turn delegates to the Faculty Committee on *Courses of Study* (of which he is *ex officio* a member) the specific tasks of analyzing the established courses, criticizing such flaws as may be found, consulting with the rest of the faculty, recommending changes, etc. The curricula now in force in the College are in large measure the outcome of the work of the committee, their conferences with other members of the faculty, and of open discussion in the faculty meeting. Syllabi of required courses, though not absolutely required, are usually provided and serve to define content sufficiently to ensure covering the topics intended for each course.

The nature of the work of the President of a school for teachers is hardly

suggested in the foregoing brief statement of his function, however. In some important respects at least, his task is more complex than that of the president of a liberal arts college. The traditions of the institution of teacher-preparation, for example, are less firmly established than those of liberal arts colleges; and the preparation of teachers has, moreover, a professional purpose not involved in the purposes of liberal arts colleges. Schools for teachers are institutions supplementary to the public schools and are brought definitely to bear upon the changing social situation with reference to which the public schools are established.

The educational problem of the president of a teachers college involves among other things, the difficult task of co-ordinating the work of a large group of specially trained teachers so as to *promote the characteristic purposes of the modern preparation of teachers*. His teachers will, in the first place, be specialists in various fields and ordinarily each of them will have the peculiar biases of his own field. The tendency of the specialist (as is pointed out in the following report on educational organization) is ordinarily "to assume that the proper goal of every student that enters his classes is the same kind and amount of knowledge and technique that he himself possesses"—whereas, in reality the proper goal of the students in a school for the preparation of teachers is "such knowledge and technique as are directly relevant to the realization of the social purposes of the public schools." Comparatively very few university and college graduates have had professional training and consequently most of them lack a properly social point of view for effective work in a teachers college. In the second place, the teachers in teachers colleges are selected from a dozen or two universities and teachers colleges and each will reflect more or less clearly the peculiarities of his Alma Mater. So, the president of a school for teachers has a peculiarly complex task of unifying and coordinating teachers for the characteristic purposes of teacher preparation.

The necessary work of unification is in reality a phase of training in service. The end in view is not merely unity of procedure or of external effort, but a fundamental unity of purpose. Consequently it involves an organization of the faculty for purposes of discussion and deliberation. The educational policies of a school are or should be, matters of the greatest concern to the faculty; and in the interests of efficiency *it is the obligation of the president to involve the faculty in the shaping of educational policies and their organization*.

In short, the President represents the rest of the faculty to the Board of Trustees, and the Board of Trustees to the rest of the faculty. The Faculty Meeting is accordingly a *deliberative assembly* for considering educational matters of the greatest importance as well as for dealing economically with the ordinary matters of routine. It is supplemented by the work of several faculty committees dealing with such important concerns as changes in the courses of study, for example; and by numerous conferences with numerous groups of teachers.

In the end, the President reports and recommends to the Board of Trustees the policies and procedures that seem to promise the completest efficiency of the school. Thus in a real sense the administrative control is co-operative and democratic.

## II. EDUCATIONAL ORGANIZATION IN COLORADO STATE TEACHERS COLLEGE\*

E. D. RANDOLPH

### Introduction

The dependence of organization upon conceptions of purpose was clear from the beginning of this study. To get any very useful statements of the *differentiating or characteristic purposes* of schools for teachers, however, seemed impossible. The diverse practices of such schools seemed mainly to

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\* Special acknowledgments should be made to Dr. J. D. Heilman for the critical reading of this report, and for valuable suggestions.—E. D. R.

illustrate unconscious or evolutionary adjustments to regional peculiarities in the development of public and higher education, compromises with local and historical factors in public education, the varying educational philosophies of the presidents of the schools, etc., rather than any generally applicable conception of the most fruitful relation of schools for teachers to the public schools. Considerable warrant could be found for concluding that in essence normal schools illustrate followership of the public schools, rather than leadership. Their "professional" studies, for example, appear *mainly* to acknowledge no responsibility much beyond that of "putting over" the usual public school studies; in other words, they for the most part appear to accept uncritically the traditional subject matter of both their own and the public school curricula, and to regard both as satisfactory. A very considerable part of their effort has no visible distinction from that of high schools and liberal arts colleges. They do not very generally or very fully acknowledge responsibility for securing a dynamic relation between public school work and the typical pressures of modern life, or for reshaping such phases of public school work as are obviously *adjustments either to past conditions of life or to past levels of knowledge; and so on*. It was necessary to work out a full statement of the supplementary character of schools for teachers as a starting point. This was done.

The Survey Committee after a detailed analysis of the public school situation, especially in the West, adopted the view that aggressive leadership in public education is the obligation of schools for teachers. Since this initial analysis with its supporting argument and criticism amounted to some seventy pages it seemed impracticable to print it, as had been planned. A brief statement may serve at least to make connections. Schools for teachers are institutions *supplementary to the public schools*. In this relation they have *characteristic responsibilities differentiating them from secondary schools and liberal arts colleges and directing scholarship into special channels*. They are to realize the social purposes of the public schools. (1) They are to discover through systematic and thoroughly supported research the typical unsuccesses of the public schools in their treatment of established subject matter, and to shape courses of instruction, professional and otherwise, to meet effectively the typical unsuccesses. (2) They are to build up through relevant professional courses a dynamically social view of public school education to facilitate the selection of the material of the greatest social value in each of the school studies. (3) And similarly they are to orient teachers with regard to the historical effectives, or deposits from past experience in school education, which operate more or less obstructively in the presence of changed conditions of life, new levels of knowledge, etc., so that their graduates may escape being submerged in traditionalism and be able to co-operate with progressive superintendents in the needed reconstruction of school education. In short, they are to fit teachers not merely into the existing public school situation, but also into the larger social situation to which, in a democracy, in a cosmopolitan era, the public schools are supposed to have a conscious and dynamic relation.

Likewise the peculiar elements in the educational situation, which make educational organization more complicated and difficult than business organization, were clear. In a business the unifying idea may be the possession solely of the *entrepreneur* and his division chiefs—perhaps not necessarily of the latter. The other workers in a business, however, need not have a vision of larger ends than the skills of their own special activities; they need not be conscious of the relationships they bear to the whole; they may be efficient though inert so far as the general ends of the business are concerned. In educational work, however, the nature of the task calls for a somewhat complete diffusion of a unifying purpose. And when the educational work is of a leadership type—seeking to promote desirable changes in public education in response to needs developing in so complex a set of new operating forces and traditional activities as are involved in modern life in a democracy in a cosmopolitan era—then a general diffusion of a common purpose among all the workers becomes pretty clearly a condition of successful endeavor. In a school for the preparation of teachers to meet the responsibilities of public school education, the teacher of history must know much more than history

in order to promote the purposes of the school; he can not properly shift the task of selecting appropriate material and determining emphases to the public school teacher; he can not discharge his responsibility by fitting the teacher to carry on the prevalent type of public school history teaching. His problem is not so simple; he must also know *education*; he must thoroughly understand the supplementary relation of schools for teachers to the public schools, the limitations of public school children, and the social needs that history may be expected to serve. The same holds true of teachers of geography, biology, chemistry, physics, literature, mathematics, and so on.

The difficulties of achieving such a diffused unity of purpose and endeavor were also clear enough, and the means were also, in general outline fairly clear. Under the present conditions of preparation for the teachers who are to meet the leadership responsibilities inherent in normal schools and teachers colleges, the present scale of pay, the present vagueness of objectives, the present unpurposefulness of organization, the present impermanence of service, especially in the less desirable positions—it may without great reproach have come about that, in a school for teachers, as in a business, the unifying idea has resided mainly in the president of the school and his division chiefs, the heads of departments. Consciousness of the *requirements of such a situation*, however, ought to be manifest in the organization of the school to offset these disintegrative influences.

In the initial analysis of the public school situation the function of schools for teachers was analyzed and their end found to be the preparation of teachers for the promotion of the social purposes of the public schools and the offsetting of the obstructive factors in the educational situation. The task of the Survey Committee was to discover whether and to what extent a particular school for teachers operates to this end.

In examining an established school for teachers to see what its organization is like, where should one look for evidences of the ends that are operating, the mechanisms in use, etc.?

#### Points of Attack

1. One might inquire more or less successfully into the faculty's ideas of the function of the school, the purposes of their departments, the major problems of the school, the barriers to the success of their work, the needed changes, and so on, thus hoping to arrive at a critical estimate of the amount and quality of the conscious unity of the faculty. This has been done, none too satisfactorily of course, and the results of the inquiry will be presented in this section of the report.
2. One might examine the faculty committees to see to what extent they represent a focussing of the faculty upon the most important problems of the school, and what provisions are in force to stimulate and capitalize their work; to what extent they are formal, etc. This has been attempted, also, and will be reported in this section.
3. One might examine the Year Book and the various publications of the College—especially hopefully the latter. Year books are largely conventionalized; but presumably the bulletins put forth by a school for teachers both somewhat express its values, and somewhat reveal its activities. This also has been attempted and will be reported in this section.
4. One might examine the practices of the school—its representative or typical class-room work, for example—to see whether the emphases are in line with the purposes set up in departmental statements of functions and in the declared ends of the school. The known diversity of class-room procedure or method in the college classes of this school pointed to this from the beginning as desirable; but the difficulty of engaging a stenographer able (in vocabulary as well as in speed) to report a sufficient amount of work to make generalizations very useful, joined with the committee's feeling that such material would only confirm what is already known of diverse procedure (without giving a better basis for judgment) to prevent this sort of inquiry. Examinations are fairly general throughout the school,—though not com-



ing at stated intervals,—and the results are open to inspection. This seemed more feasible than the stenographic reports. The results of supervision would have been useful for this end, but the only supervisory work done in the College is that carried on by the President,—and (sporadically) by heads of departments in their own fields. Indirect supervision is more extensive and systematic. The syllabi of required courses in the College afford abundant opportunity to examine the declared intentions of courses,—as the statements in the Year Book do not. Beyond this, the detailed study directions in the Correspondence or Home Study division of the Extension Department throw considerable light on the characteristic aims and emphases of class work in a wide range of the College's instruction. These clues have been followed up and will be reported by the sub-committee on courses of study.

5. One might examine the courses of study and curricula of the school,—in the light of accepted statements of the social purposes of the public schools and of their characteristic unsuccesses; in the light of existing statistics of Colorado public schools and school population—numbers and distribution (rural, village or town, and city); in the light both of statistics of the heterogeneous nationality composition of important educational units in Colorado, and of studies of characteristic deficiencies of such nationality groups as are numerous in Colorado; in the light of statistics of the permanence (or impermanence) of service of Colorado teachers; in the light of statistics of the average equipment of Colorado teachers; in the light of what teacher-preparation is done by other schools in the state; and so on. As much of this as is possible will be done by the sub-committee on courses of study.
6. In addition to these sources there are the several divisions of the College's established activities, their interrelated functions and activities for the common end of the school; and the various accessory activities for all sorts of purposes relevant to the life of the school. Such report as can at present be made of these will be given in this section. The sub-committee on the training schools will give a detailed analysis of the present (1917-18) organization of training.
7. Finally, as a clue to the amount of organization that it is reasonable to expect, one might examine the structures existing in representative normal schools and teachers colleges for the correlating of established activities. The amount of conscious unity existing at a given time in a school for teachers will depend somewhat upon the degree of organization already effected in schools for teachers. Lack of faculty unity in a given case might be explained by *general lack of effort* on the part of schools for teachers to attain a *corporate consciousness*. But organization must at present be experimental,—in part at least a means to the clarification of ends as well as for the unification of faculties in an ever more conscious program (whose progress will be marked by some shifting of objectives). This has not been attempted. It is fair to expect local consciousness of the problem.

For the sake of convenience this report will begin with the committee's groping effort to discover the nature and amount of conscious unity of purpose and effort in the faculty of Colorado State Teachers College at Greeley.

How might the matter of faculty unity of purpose and effort have been effectively explored? A data sheet might have been prepared and taken to each member of the faculty in turn. Such a procedure would probably have provided more level conditions of response and more even returns than were secured. But the members of the Survey Committee were themselves teaching full time and most of them serving on several other committees. The procedure adopted had to be one that did not interrupt class work. The committee might have attempted to enumerate the typical and other possible attitudes toward such matters as the functions of schools for teachers, the nature of the relevant courses of instruction, the most effective sequence of courses, the proper relations between departments, means of supervision of college work, elective courses, the size of classes, the grading system, etc., etc.,

and have asked for the checking of the approved attitudes. This apparently might have given much more reliable results than were secured; but it did not occur to anyone until much later, when obvious faults of the committee's procedure became evident.

The method adopted was a general questionnaire. A sub-committee was set to prepare it, and the committee as a whole revised it. The questions were shaped with the two-fold purpose of getting thoughtful statements about the most important phases of the operation of a school for teachers without suggesting the critical intent of the inquiries. This procedure was a compromise. A small minority of the committee (the sub-committee that framed the initial questionnaire) wished to ask specifically for the faculty's conception of the characteristic or differentiating responsibilities of schools for teachers, so as to get the most highly conscious answers possible. To the rest it seemed that such direct procedure might be in danger of getting responses more defensive and sophisticated than sincere; that the returns would be more reliable if the data were sought less directly.

Thus, an inevitable inequality of interest behind the returns was possibly accentuated by some unnecessary inequality of fore-knowledge of an important part of the uses to be served by the returns. The members of the committee should be expected to "make a better showing" by their own standards than the rest of the faculty.

This vitiating factor, however, was probably considerably reduced by the open discussions of purposes and plans in two long faculty meetings. In the first enough well-defined suspicion of invidious purposes was revealed to make a second meeting for further discussion and assurance seem desirable. The President opened both meetings with a very clear, frank, and friendly statement of the need the school had for an educational inventory as a guide to shaping its educational program, and an appeal for complete co-operation. The chairman then explained the plan in detail, and the scheme for keeping the faculty in intimate touch with the work of the committee. The National Council's plan for a survey was put before the faculty and its defects for the purposes of this school were pointed out. The proposed additions were fully indicated, and the attention of the faculty was invited to the bulletin board in the Dean's office where all this material was posted. The National Council's plan was at once posted there, and from week to week the detailed notices of committee meetings and their topics of discussion were displayed. These showed quite explicitly the purposes and program of the committee. Finally, when the chairman's detailed analysis of the functions and organization of schools for teachers was typed for the committee's consideration it was posted on the bulletin board also and the attention of the faculty called to it. *This analysis was a close-knit discussion of every phase of the educational organization of schools for teachers, and covered with careful deliberateness every problem and policy that was considered in the committee meetings.* In short, the faculty was as fully informed as publicity could accomplish. It is the opinion of the author that inequalities of fore-knowledge were no greater as between the committee and the rest of the faculty than as between a part of the committee and the rest of it; that as a matter of fact the only effective differences were the *inevitable difference of interest*, which would of course be in favor of the committee. Considerable support could be found for more positive assertion. If the faculty do any reading of current educational literature they should be familiar with discussions of the sorts of problems dealt with in the questionnaire. It is permissible to assume that they do such reading,—and to penalize them if they do not. Beyond this, it is clear that there are returns from teachers not on the committee that illustrate more awareness of differentiating purposes and problems of schools for teachers than some of the returns from members of the committee. Some of the returns in both groups were written overnight. Most came within a few days; but some in both groups were a month delayed.

With so much critical introductory comment we pass to the questionnaire. If faculty unity of any sort existed either on the level of custom or of consciousness it apparently would be somewhat revealed by statements of the function of departments and departmental courses. If the unity were on the level of consciousness it would be somewhat revealed both in statements

of departmental functions and in a summary of the most important problems of the school. And if organization were somewhat achieved on any level, answers to questions about the interrelations of courses and departments and about changes made or needed would apparently somewhat reveal it; while the method of accomplishing changes would also have a bearing.

#### GENERAL QUESTIONNAIRE OF THE FACULTY

A thoroughly frank and completely independent response is desired.

1. Make a complete but concise statement:
  - (a) of the function of your department;
  - (b) of its organization to accomplish that function.
2. What are the chief barriers to realizing your department's function?
3. Make a complete but concise statement:
  - (a) of the function of each of your courses;
  - (b) of the interrelations of your courses.
4. What are the chief barriers to realizing these functions?
5. List *all the changes* made in the last two years in either the organization of your department or in the emphases with established activities of the department (including new courses framed, old courses abandoned or changed, stating in each case the reasons for the changes or abandonment and the method of accomplishing the changes (e. g., whether by co-operative effort or otherwise).
6. List all the changes which in your opinion should be made in the organization of your department, and in the emphases within the established activities of your department.
7. To what extent do the activities of your department co-operate with the activities of other departments? To what extent should they be co-operative?
8. List what seem to you the most important problems of the College.

Items 1, 3, 5, and 8 were counted on to reveal *indirectly* something useful concerning such faculty unity of purpose and effort as existed. Comparison of responses to the first part of 1 and 3 and to 8, it was thought, would yield a good deal of unpremeditated but relevant information. In addition to this, items 1, 3, and 7 explicitly required a statement of organization. The idea of organization might not be very clear, yet the thing itself might exist to a considerable extent. It was thought that these assignments would reveal the most unconscious organization, and that 8 would afford perhaps some correction of incomplete responses to the other topics. Items 2, 3, 6, and 8 would afford information in regard to the "sore spots" of the school as well as the matter of unity and awareness of the College's supplementary relation to the public schools.

The returns were not quite complete. They could have been made so, but there seemed to a majority of the committee at the time to be no point to urging full responses from new members of the faculty. This was a mistake—because it would have been very useful to attempt to discover to what extent new members of the faculty were less well adjusted to the characteristic problems of the school than members of several years of service in the school. In business and industry *the cost of labor turnover is greatest with skilled labor*. There is a tendency in schools to assume that at a given salary one college- or university-trained teacher is about as good as another; that a shifting personnel involves no especial loss (which seems to imply that one administrator's program is *as good as another's* or even that *there is no program*). Further deficits occurred as a result of the assumption by various teachers that in deference to their chiefs they should not presume to answer certain questions; and in other instances, where assistants thoroughly disagreed with departmental aims and policies, fear was perhaps an effective check upon responses. On the whole, however, deficits in the returns were inconsiderable. In most cases 55 of the faculty (22 heads of departments and 33 other teachers) responded. In a few cases two to five more responded. In working out percentages the whole number responding has been regarded as "the faculty." The effect of this is to make the results a little more favorable than they actually were.

The problem faced in reporting the returns to this questionnaire merits some explanation. It would have been satisfactory, for the purposes of the survey, to this school, merely to study the returns and report the conclusions.

The full returns are on file and open to any teacher's examination. But even so, the conclusions are open to revision through discussion; and it is desirable to make dissent as easy as possible,—for the sake of the best revision possible. It occurred to the chairman to separate the returns of the committee from those of the rest of the faculty and evaluate them separately,—by way of somewhat meeting the inequalities of interest and fore-knowledge of uses. There would have been no way of dealing with the chairman's biases and special interests, however, except by omitting his responses,—which he did not consider doing. There is no way of making imperfect data quite reliable, so the extra trouble was not taken.

The value of the report to other schools, however, would obviously depend largely upon the presentation of the material upon which the conclusions are based. From this point of view it would have been desirable to print all the returns. But for various reasons this could not be done. It was not expected by the faculty, for one thing. Many of the returns were written overnight. Such a procedure could be defended, however, on the ground that all the questions asked might fairly be regarded as dealing with commonplaces to teachers in a school of this kind, and if they read current educational literature at all they must be somewhat acquainted with such matters as the questionnaire dealt with. The bulk of the returns, however, made selection necessary.

The plan adopted was, briefly, as follows:

1. To quote the statements—
  - a. of *Departmental Function* and organization (Fig. 1—*a* and *b*); and
  - b. of the most important problems of the College (8).
2. To summarize the discussions—
  - a. of departmental courses and their interrelations (3—*a* and *b*);
  - b. of barriers to departments and courses (2 and 4);
  - c. of changes made and desired (5 and 6);
  - d. of departmental co-operation (7).

The first group inevitably reveals authors in the first item; but its material is mainly impersonal. The second group presents the faculty's critical reactions to the various activities of the College, and though there would be no objection from any member of the faculty to having his sharpest criticisms printed, it seems better on the whole to use the most impersonal method of report.

The order of the topics will be as follows:

1. Report of the faculty's statements of *Departmental Functions and Organization*.
2. Report of the faculty's statements of the functions and *Interrelations of Their Courses*.
3. Report of the *Barriers to Realizing the Functions of Departments and Courses*.
4. Report of the *Changes made in Departments* in the two years preceding the survey.
5. Report of the *Changes thought by the Faculty to be most needed*.
6. Report of the *Faculty's Statement of Co-operative Relations*.
7. Report of the *Most Important Problems of the College* as conceived by the faculty.
8. Report of the *Faculty Committees*.
9. Report of the *Use of the Faculty Meeting*.
10. Report on *Student Government*.
11. Report of the use of the *General Assembly*.
12. Report on the *Publications of the College*.
13. Report on the *Extension Department*.

## FACULTY STATEMENT OF DEPARTMENTAL FUNCTIONS AND ORGANIZATION

If there were in the school such unity as could be said to amount to a corporate consciousness, then it might fairly be expected that statements of departmental functions would be made somewhat with reference to the characteristic purposes of the school. If the unity were less complete, it might be expected that statements of function would be more or less independent of the characteristic ends of the school. Similarly, if there were a high degree of unity of purpose and effort in the faculty, statements of departmental organization might be expected to reveal it somewhat.

To facilitate examination and comparison of the statements they are roughly classified in five groups in the following order: (1) Academic Departments; (2) Professional Departments; (3) "Special" Subjects and Departments; and Training; (4) Elementary School and (5) High School. Item 1, *a* and *b*, is quoted and the responses follow.

"*Make a complete but concise statement of (a) the function of your department, and (b) of its organization to accomplish that function.*" Each Roman numeral indicates the response of one teacher.

### 1. Academic Departments

#### I. CHEMISTRY:

1. *Function*—The function of the Department of Chemistry is to present the general principles of Chemistry, together with a study of the elements and their most important compounds. Laboratory courses, intended to apply the laws and theories of the subject, accompany each course and are to be elected with the course which they supplement.
2. *Organization*—Only one teacher is required in this department, so there is no organization established to accomplish the above function.

#### II. PHYSICS:

1. *Function*—In order to give any sort of intelligent answer to the question, I believe one must have a very definite idea of the function of this Teachers College; and I shall first endeavor to give my conception of the function of the College: If we turn to the revised statutes of Colorado we find there a brief statement of what the state considered the use or purpose of the schools: viz., The purpose . . . shall be instruction in the science and art of teaching, and in such branches as shall qualify the teachers for their profession." See also section 8 of the statutes: "Said normal school is hereby constituted an integral part of the public school system of this state." We may differ somewhat as to the stress to be placed upon certain studies. But what I have quoted from the laws of Colorado clearly states the function of the College.

That its graduates should be well-informed in the subject matter to be taught in the public schools, needs no argument. An examination of the courses of study of the public schools of the state readily shows us that there are several of the studies which rest upon a knowledge of the laws of physics. It would be out of place here to attempt, in any exhaustive way, to show this. I shall merely mention examples in a few studies. The physiology-hygiene-sanitation group will furnish one illustration; and the agriculture-geography-nature-study group will furnish a second illustration.

2. *Organization*—It seems to me that I cannot do better than attach hereto the course of study from the 1917-18 Year Book of the school. (See returns on functions of courses and interrelations between courses.)

#### III. MATHEMATICS:

1. *Function*—The function of the Department of Mathematics is to give such instruction in the various branches of Mathematics, and in methods of teaching the same, as will prepare students to be efficient teach-

ers along this line in the common schools and in the high schools of the state.

2. *Organization*—The department consists of three members: The head of the College Department, and the colleague who teaches accounting, and a teacher of high school mathematics.

#### IV. ACCOUNTING:

1. *Function*—Accounting was added to the Department of Mathematics in September, 1914, to supply teachers for commercial courses in Colorado high schools.
2. *Organization*—Three consecutive courses in bookkeeping and a course in theory of accounts are offered. In addition to these courses one course in commercial arithmetic and one in commercial law are offered. Opportunity is given after sufficient academic training to do practice teaching in the training high school.

#### V. FOREIGN LANGUAGE:

1. *Function*—To impart a sufficient reading, written, and spoken command of the three leading romance languages, French, Spanish, and Portuguese, to satisfy the demands of the Pan-American Union, the Hispanic Society, the Modern Language Association of America, and the Association of Teachers of Spanish of the United States.

*Reading*, as here intended, covers a fair survey of the leading works of at least seven standard authors in the language studied.

*Written*, as here intended, covers ability to translate anything of ordinary difficulty, barring technical papers, from English into the three above languages; and also covers commercial Spanish and Portuguese.

*Spoken*, as here intended, covers ability to use the language studied as a second language with as fair a degree of fluency as can be acquired without foreign residence.

2. *Organization*—The latest methods are used each year, and every possible auxiliary, such as clubs, dramatic scenes and short plays learned and presented, either publicly or before class. The dictaphone and records are used from time to time.

#### VI. GEOGRAPHY:

1. *Function*—The function of the Geography Department is a three-fold one:
  - a. To give every teacher of the grades some knowledge of the subject matter of geography and the methods of applying this subject matter.
  - b. To give persons who desire a special training in geography an opportunity to do such work.
  - c. To give certain courses which articulate from the geographic side with other cultural or vocational courses of the course of study of the College.
2. *Organization*—To accomplish the work mentioned above varied courses must be given; the method and required courses for the general work, the special courses like climatology and geology for persons who desire geography departmental work, and courses like human geography for those who desire the general cultural side of the course, or commercial geography for those who desire it to round out their commercial work.

#### VII. HISTORY AND POLITICAL SCIENCE:

1. *Function*—To promote professional efficiency in the teaching of history and civics in the schools which employ teachers trained in teachers college, to the end that good citizens will be produced.
  - a. Who are able to think intelligently with regard to the conditions in which they live, and
  - b. Who are co-operatively active in their community (local, state, national, and even international).

This professional efficiency implies (of concern to this department particularly):

- a. A knowledge of the subject matter which shall be taught. The teacher needs a larger view of the subjects than is obtained in elementary or secondary school courses. The most frequent complaint offered by the training school in past years has been that the student teachers know little about the subject which they teach.
  - b. A knowledge of the modern treatment of the subject matter for the various grades of work; in other words, the adaptation of subject matter to the various grades of children.
  - c. Ability to make proper selection of material.
2. *Organization*—The organization of the department for accomplishing the above function is seen in the character of the courses offered:
- a. Courses which cover the field of history and of civics which will be taught by teachers;
  - b. Courses which especially emphasize a phase of history that is supplementary to the older forms of political history, designed for those who would like a short course giving a new point of view; *e. g.*, Industrial History of the United States;
  - c. Courses which tend to give emphasis to recent developments; *e. g.*, Spanish-American History, Contemporary History.
  - d. Courses which tend to break down provincialism and give an understanding of such terms as "making the world safe for democracy," *e. g.*, Comparative Government, International Relations.
  - e. Courses which are more directly professional, as the Teaching of History, the Teaching of Civics.

#### VIII. ORAL ENGLISH:

1. *Function*—The aims of the Department of Oral English are of two types, closely inter-related: those which have reference to personal culture, and those which pertain to the development of teaching power and resource. The department strives (a) to promote habits of ready and insightful realization of beauty and truth in the world of books, through establishing open channels of expression, under social stimuli, (the assumptions being that soul-sensitiveness is promoted by expressiveness and that literature, owing part of its charm to its beauty of form, should not be divorced wholly from speech, through which such beauty is revealed); (b) to make the individual the more efficient social servant by helping him to gain free and confident possession of his personal powers of presence and address; (c) to make him, through the development of personality, of teaching power and resource, (grounded in ability and inclination to organize content discriminately and constructively and to motivate it in the life of the child), at once a rational and an inspirational teacher.
2. *Organization*—The courses offered in the department are organized and conducted to afford directed practice in luminous oral interpretation of a varied range of literature, in the careful assembling and accurate and forceful presentation of the pupil's own thought, and in technical (not mechanical) exercise, bodily and vocal, adapted to help free the physical agents involved in the speech arts.

#### IX. LITERATURE AND ENGLISH COMPOSITION:

1. *Function*—
  - a. Assuming that Colorado State Teachers College is a vocational school for the training of teachers for every type of school in the state, the English Department holds that the College should not

issue a certificate to any student whose spoken and written language does not meet the simple test of clearness and of confident and easy correctness. The department offers instruction to students who need direction in the use of the English language.

- b. Courses of study in the public elementary schools include simple studies in reading and literature. To direct such studies graduates of the College need to know the literary materials directly involved as the teachers' larger background.
- c. Since the College turns out teachers with the A.B. and A.M. degrees who seek employment as high school teachers, it follows that the English Department should offer literary courses to include all the work commonly offered in the high schools of the state plus others which supply the teachers' larger background as stated above under *b*.
- d. The College must not only meet conditions as they now are, but must "project the educational future." To this end the English department feels that it must offer courses to acquaint the students with the materials available for use in both elementary and high schools, with rational methods of presenting these materials; and finally, it must present such materials and teaching plans as will better present practice and become a part of the practice of the schools of the immediate future.

This statement assumes that one function of the College is to train elementary, high school, and normal school supervisors and directors.

- e. One of the readiest means of coming into touch with the thought and culture of the world, past and present, is through the world's literature. Although no course is included in the English list frankly for its cultural value alone, I hold that certain courses might be justified on the ground that they serve as an introduction to the best thinking of the world and as an induction into the standards of thinking and action winnowed out of the experience of mankind through the centuries.

#### COMPOSITION:

1. *Function*—The general aim of the several courses in composition may be stated as follows: to teach the student to think, and then, to express himself simply, naturally, and with a fair degree of accuracy and ease.

In detail, I might add that the department aims to teach certain principles and provide exercises for drill or training. Briefly stated, the student should learn what is good use with regard to diction, sentence structure, paragraphing, punctuation, etc. Some essential facts of grammar are emphasized, so that the student may be able to check up his own errors, and be able to say *why*.

2. *Organization*—The department has the following courses designed to fulfill its function as stated above:
  - a. Courses in Oral and Written Composition.
  - b. Courses in Materials and Methods for Elementary Schools.
  - c. Courses in Materials and Methods for High Schools.
  - d. Literary Courses.

#### Professional Departments

##### I. EDUCATION:

1. *Function*—The main function of the Department of Education is to equip the prospective teacher with the educational theory, method, and material which will be of service to him in solving the problems which will confront him in the teaching position which he finally accepts.



This the department endeavors to do not only by giving the fundamental theories underlying the educative process, but also by pointing out the practical application of these theories to the work of the school.

Every teacher needs to have clearly presented to him the various aims of education and the best methods of attaining these ends in the school room; he needs to acquire a critical attitude toward the material he presents; he needs to have some rather definite ideas in regard to educational values; he should have some acquaintance with economical methods of school and class management; he should secure a historical background for his teaching; besides having in mind definite means of measuring his own work and that of his pupils. Furthermore, if a teacher is to be progressive he should have a knowledge of current movements in education today. Through its various courses, the Department of Education makes an effort to meet these various needs.

2. *Organization*—There is a head of the department and six or seven other faculty members offering one or more courses in the department. The two persons who give their entire time to the Department of Education have frequent conferences as to the courses to be offered, the material to be presented in the various courses, etc.

## II. EDUCATION:

1. *Function*—The function of the Department of Education is:
  - a. To introduce the student to the fundamental principles that underlie the educative process, and to point out to him what other sciences contribute to the theory of education, and to what extent.
  - b. To give the student a thorough knowledge of the history of education, including foreign school systems of today.
  - c. To study the American educational system of the present, including:
    1. Educational problems of today.
    2. Recent movements in education.
    3. The newest literature on education.
    4. Possible improvements in present conditions; and
  - d. To train students in research on educational questions.
2. *Organization*—To accomplish these functions, the department has two teachers who conduct courses in the theory and philosophy of education, the history of education, including comparative school systems, the organization and administration of our school system, current movements in education, problems and suggested solutions, recent literature on educational subjects, and a course in research.

## III. PSYCHOLOGY:

1. *Function*—Perhaps the clearest statement of the function of our department can be made by beginning with a description of those activities which our College and the Department of Psychology are supposed to serve. As living is the ultimate activity which our College is supposed to serve through the agency of the public schools, we may begin with a statement of the nature of living. Living is one continuous series of adjustments. Old adjustments are repeated and new ones are made and perfected by changing both the individual and the environments to which the adjustments are made. It is in making the adjustments involved in living that the public schools find their function. The schools have been created to assist the child in making the necessary adjustments involved in his immediate and future living. They render this assistance by helping the child to develop such responses of thought, feeling, action, and attitude as are required for a good adjustment between himself and the several environments of life. In order that this assistance may be rendered most effectively and economically, a careful selection of activities and their organization and ad-

ministration are essential. It is in this work of the public schools that teachers' colleges find their chief function.

Normal schools and teachers' colleges have been established for the purpose of assisting the public schools in every phase of their work. The teacher-training school should assist the public school in defining its functions and in selecting such activities and materials and determining such organization and administration of activities as are best suited to the most perfect and economic realization of the functions of the public schools.

The department of psychology in a teachers college finds its function in the larger function of the college, in helping with the tasks of defining aims, selecting and adapting materials, determining the most useful responses and the best methods of controlling them, and securing such organization and administration as are most favorable to realizing the defined aims with the materials and methods at command in the case of every individual child. What contributions our department makes to these various phases of public school education I shall endeavor to show in the following brief and general statements. These will reveal the functions of our department.

We are endeavoring to assist the public schools both directly and indirectly; directly by working with the school child and indirectly by assisting other departments of our institution, educational organizations of the public school systems, and school officials and teachers, and by aiding through instruction in the preparation of students for service in the public schools.

The direct function: This consists in determining the mental status of the children of the training school and of the state by means of clinical examinations, and in making to school officials recommendations for their subsequent treatment in accordance with the results obtained from the clinical examinations. The physical conditions of the children insofar as these are involved in their mental development and efficient behavior are also determined.

The indirect functions:

1. Assisting other departments of our school, public school organizations, and school officials, and teachers in the psychological aspects of their work.
2. Instructing students in—
  - a. General psychology.
  - b. Child hygiene and child development.
  - c. Educational psychology or in those contributions which psychology has made to the solution of all kinds of educational problems. A brief elaboration of our work in instructing students follows:
3. Brief elaboration of our work in instructing students—
  - a. I believe that every phase of public school work—educational aims and the selection of materials, the instruction and care of the school child and the organization and administration of schools and school systems—does or might receive valuable assistance from an account of the progressive development of educational practice and theory. Such an account can, however, not be written without a knowledge of modern psychology, especially educational psychology, which has the function of helping to determine what is and what is not progressive. Moreover, after the account has been written students will be unable to interpret it correctly without a knowledge of the history of psychology, for the account will be suffused with psychological theories and doctrines of the past. Our department should teach the history of psychology which it has thus far failed to do because our school pays very little attention to the history of education. The teaching of the history of psychology would be of service in interpreting the history of education as it is now written.

- b. **Materials and Aims of Education:** In selecting the materials and aims of education psychology has a function to perform. It is involved in determining the school curriculum from the standpoint of its developmental and disciplinary value. The whole question of the adaptation of school tasks to the child's stage of development falls essentially within the function of child psychology. Psychology has also been of service in changing the emphasis placed upon educational aims. For example, increased attention to the child's health was in part a consequence of the psychological studies which demonstrated to what extent the child's mental development and school progress were dependent upon his health. The function of teaching this relationship our department performs in the course on child hygiene. Through a study of children's capacities and the nature of their development, psychology makes evident the fact that education must not endeavor to realize the aims of education with equal completeness for all children if the best results are to be obtained.
- c. **Organization and Administration of School Systems:** In order to show what some of the functions of our department are in connection with the organization and administration of school systems, I shall enumerate some of the tasks of this phase of public school education and show what assistance they have received from psychology. It is, of course, assumed that one of the functions of our department should be to instruct students in the contributions which psychology has made and is making to school organization and administration.
1. **Supplying All Kinds of Equipment, Desks, Books, Apparatus, etc.:** It is impossible to make the best selection without a knowledge of child hygiene and the methods of instruction to be followed, many of which are determined wholly or in part by the psychological analyses of the mental processes involved in the several school subjects and by the many experimental studies on method which have been made by educational psychology.
  2. **Establishing Schools of Various Kinds:** The psychological studies of children's varying capacities and the effect upon them of offering materials which are either too easy or too difficult, have been instrumental in securing the establishment of schools for the feeble-minded, the backward and the bright or supernormal.
  3. **Checking Up the Efficiency of the School System:** This has been done by determining the amount of pedagogical retardation, a method which psychology has done most to develop and put before school officials. The efficiency of a school system may be determined more completely by the application of educational tests, most of which are the outgrowth of educational psychology.
  4. **Selection of Teachers:** Evidently a knowledge of educational psychology is an asset in the evaluation of the efficiency of a teacher. However, we believe that psychology is going to play a more prominent role in the future in the selection of the best teachers. The proposed method is to determine the child's native equipment by means of mental tests and his proficiency in the school subjects by means of educational tests. This would in large part measure the teachers' efficiency through the results obtained.
  5. **Fixing the Compulsory Attendance Requirements:** The development of the child's learning ability as taught by child psychology is a fact which has its significance in establishing the compulsory attendance term.

6. The Establishment of Psycho-educational Clinics: The demand for these clinics is growing and their usefulness has been demonstrated. Preparing students to do clinical work and rendering assistance in the establishment of clinics fall within our function.
- d. Organization and Administration of Schools: Here as under the last heading I shall enumerate some of the tasks of the internal organization and administration of schools and show how they are dependent upon psychology and child study. If they have anything to contribute to this phase of education, we shall assume that it is one of the functions of our department to instruct students in these contributions.
1. Avoiding Absences and Tardiness: This task is much facilitated by a knowledge of children's instincts and native interests and by a knowledge of the relationship between school attendance and the various kinds of defects found in school children.
  2. Maintaining Hygienic Conditions of the School: Studies in child hygiene have shown the bad effects of unhygienic conditions upon the child's health, mental and physical development and school progress. They have also done much to show what the necessary hygienic conditions are. Our department has the function of giving the student much needed information on this subject and of developing the right attitude toward it.
  3. Maintaining Order and Discipline: There is much literature in psychology on the elimination and prevention of undesirable acts, on the determinants of conduct and on the best methods of developing right conduct.
  4. Arranging the Daily Program: The arrangement of the daily program is to a large extent dependent upon the studies on mental fatigue and fitness for mental work.
  5. Graduation and Classification of Children: A knowledge of mental and educational tests and the ability to administer them properly would be of much service here.
  6. Provision for Individual Work: Psychological studies on individual differences in capacity and ability are at the very foundation of such school organization as allows for more individual instruction and attention.
  7. Systems of Promotion: The best scheme for promoting children must be in large part based upon a knowledge of the nature of the child and the causes of mental arrest.
  8. Requirements of Home and School Work: Psychological studies have been made on the relative value of home and school work for children of varying ages or stages of development.
- e. Teaching or Instruction: Psychology has its largest contribution to make to that phase of school work known as teaching or instruction. The most effective teaching implies a knowledge of—
1. The child's native equipment and how he learns.
  2. The effect of mental fatigue on learning.
  3. The significance of individual differences in teaching.
  4. The mental processes involved in each of the school subjects; which should be stressed the most for a given subject; and how to secure the most effective mode of their co-operation.
  5. The experimental studies on methods of instruction.
  6. The psychological studies on the moral behavior of the child.

- f. **Original Investigations by School Officials:** Our department should assist school officials in the making of original studies or in the solution of some of their problems by offering courses in the application of psychological and statistical methods to education.
- g. **Other Courses in Our Program of Instruction:** Provision should be made for adding numerous other courses in psychology such as social, vocational, and experimental psychology in order to perform our function of instruction more completely, but the fact that practically all of our students take only the two-year course makes this provision impracticable in our school.
2. **Organization—For Direct Function or Clinical Work:** The work in the clinic is scheduled in the same way as regular class work. This term two hours per week are assigned for the study of the juvenile court cases and six hours per week for the examination of the training school children. Other children of the state are examined by appointment and no regular time is set apart for the work. I shall not give a full description of the organization of the clinical work unless it is called for by the chairman of the survey committee. The general organization may be described as follows:
- a. **Physical examination of all of the children of the training school.**
1. **Function:** Detection of such physical defects as may interfere with the child's physical and mental development, health, and school progress, with the purpose of having them removed or of improving the child's pedagogical treatment.
  2. **Nature of Examination:** This will be adequately shown by the record blank given below.
  3. **Amelioration or Removal of Defects:** This is accomplished by having the principal of the training school send written statements to the parents of defective children. The statements describe the defects and recommend that the parents place the children under medical care in accordance with the the Colorado school law.
  4. **Improved Pedagogical Treatment:** The cases are often described to the teachers with suggested treatment. The records of the results of the examination are always kept on file where they may be consulted by the teachers.
  5. **Nature of Records—**

a. Name	Age	Grade
R. eye		
L. eye		
R. ear		
L. ear		
Teeth		
Tonsils		
Naso-pharynx		
Nutrition		
Other defects.		
- b. **Clinical examination of special cases in the training school and of the juvenile court cases.**
1. **Function:** Determination of the child's mental status by means of mental and physical examinations with the purpose of making to school officials, juvenile court officers, and teachers recommendations for the child's subsequent treatment as indicated by the results of the examination.
  2. **Nature of Examination:** This will be shown by the record blank summarizing the case, which is given below.
  3. **Securing Desired Treatment:** By consultations with teachers, officials and parents, and re-examinations.

#### 4. Records—

- a. Full records of examination kept in filing case.
- b. Summary of the complete record kept in card filing case.  
The following is a sample of the blank—

Name	Age	Date of Exam.
Reasons for Examination		
Physical		
Mental		
Hereditary		
Developmental		
Environmental		
Recommendations		
Subsequent History.		

#### For Indirect Functions:

- a. Assisting Other Departments of the College, etc.: There is no organization for rendering this assistance. It is usually given upon invitation from the other departments, teachers, and school organizations. We have assisted the training school by lecturing on the common branches and by putting into the hands of the principal and teachers of the training school outlines of methods of instruction. Teachers of the state have been assisted by means of conferences and by written communications. School organizations have been assisted through lectures.

#### For Instructing Students: It is assumed that the organization for extension instruction will come from the extension department.

- a. Function: (This was described above.)
- b. Selection of Courses: Those courses are selected which are most adequate to realizing the teaching function under the conditions of our general school organization.
- c. Placing Courses in Yearly Program: They are placed in such a way as to enable the students to take first those courses a knowledge of which is presupposed by the following courses. They should also be so placed in the program that the students who wish to take them could do so without having conflicts, but over this matter our department has no control.
- d. Avoiding Repetition: The unnecessary repetition of materials in succeeding courses we endeavor to avoid by giving each teacher in the department a general outline or conception of the nature of all of the courses of the department.
- e. Organization of Class Work: It is assumed that a description of the organization of the class work is not called for under this caption.

### IV. EDUCATIONAL PSYCHOLOGY:

#### 1. *Function*—

1. To offer courses in psychology designed to give students a body of knowledge and point of view which will enable him to better understand the mental activities of the average and the exceptional child, and of the conditions physiological and environmental which affect mental development and mental functioning.
2. To conduct a psychological clinic where practical applications of psychological methods to the study of the individual child will be made for the benefit of students. The clinic has also a broader function than this, the demonstration of methods to students; it is the demonstration by actual work with the children of the training school, of the great service such a clinic can render to a school system. This is accomplished by the examination of all retarded and particularly troublesome children, and by the following of advice founded on the results obtained by these examinations. The function of the clinic might well be still further broadened by the

extension of its services to the children of the community. This could only be accomplished by conducting the clinic three or four days every week and would require the time of one person.

2. *Organization*—To accomplish this function the department offers courses in child hygiene, educational psychology, child development, clinical psychology, the psychology of school subjects, abnormal psychology, mental tests, educational tests and measurements, and clinical practice, and conducts a psychological clinic at which the children of the training school and children from the juvenile court are examined.

#### V. EDUCATIONAL BIOLOGY:

##### 1. *Function*—

- a. To prepare teachers of the subject for high school and grade work.
- b. To prepare nature study teachers for the schools.
- c. To supply, in the required courses, the necessary biological background for the teacher.
- d. To supply the biological training needed in other departments, *i. e.*, Domestic Science, etc.
- e. To work out the fauna and flora of this region for the teachers of the schools.
- f. To aid in working out any problems in this field needed by other departments.

##### 2. *Organization*—

- a. The work is arranged in five groups:
  1. Required courses (Bionomics).
  2. Elective courses
  3. Nature Study
  4. Zoology; Botany
  5. Bacteriology.
- b. This work is done by two instructors.

#### VI. EDUCATIONAL BIOLOGY:

##### 1. *Function*—

1. To give one of the three necessary professional foundations for the development of the well-informed, well-balanced teacher. Without the foundation of a Sociological, Psychological, and Biological training a teacher has no adequate basis on which to build. Needless to say he should be able to speak and write the English language correctly. I consider the above four subjects necessary for every type of teacher. Later courses in Education, Teaching, and other specialized fields can follow because then the proper background will have been acquired.
  2. To give academic training in Botany, Zoology, Nature Study, and Bacteriology, to the general student.
  3. To give academic training to students majoring in the Biological Sciences.
  4. To co-operate with the training school, especially in Nature Study work.
  5. To train high school Biology teachers. (The high school Biology class is used for this purpose.)
2. *Organization*—The head of the department handles about half of the Biology 2 classes, nearly all of the Zoology courses, and half of the Nature Study classes. The other member of the department handles about half of the Biology 2 classes, all of the Botany and Bacteriology courses, part of the Zoology classes, half of the Nature Study classes, and one high school Biology class.

#### VII. EDUCATIONAL SOCIOLOGY:

1. *Function*—A complete Sociology would be a complete philosophy of human living, and as such would assume the function of constructive, purposive effort in the direction of general social progress. I consider

the function of Sociology in a university to be a general clearing house for ideas, a place for the appraisal of the social value of knowledge taught in the institution, a comparative social evaluation and classification of the various fields of scientific thought, both theoretical and applied.

The general trend in society is toward a fuller recognition of Social Science as a body of knowledge and principles on which society, social institutions, and communities may rely for guidance toward progressive change. In fact, so far is this true that at present nearly all prospective comprehensive effort at social change is preceded by a scientific inventory or survey of social conditions as a basis of comparison and estimation of needs and potentialities.

The inference here intended is clear: Sociology has become a great basal science having no less a purpose than the guidance of purposive, constructive thought toward social progress.

a. In a teachers' college the function of Sociology may be defined:

1. *Within the limits of its specific relation to the Science of Education;*
2. *It may be defined as a general basal science within which all aims, activities, and purposes of teachers' colleges may be appraised.* It will possibly serve the purposes of this committee best if I confine my discussion largely to the first viewpoint.

The three basal sciences on which the Science of Education rests are necessarily Biology, Psychology, and Sociology. The order here stated is the historical order of their sequence in time and development. Each has appeared in response to social need and not by reason of the demand of any educational system or educational science. Modern education is an eclectic science and is largely dependent on the above trinity of sciences for its material, its theories, and its viewpoints. In short, there was no true science of education until the advent of the other three; and the growing modern demand for a restatement of educational aims, purposes, and possibilities is due to the remarkable development in recent years of these three basal sciences.

Biology as it evolved gradually gave over parts of its field of research to Psychology. Psychology in its development has evolved two large phases of work, viz., biological psychology and social psychology. Social psychology is the body of knowledge out of which modern educational sociology has largely evolved, but it has also developed within the environment of the general body of knowledge which has been in process of growth since 1832 or before the days of either Darwin, the Biologist, or Spencer, the Sociologist, and before any rational attempt to create a Science of Education.

Biology has probably already made its largest contributions to education in that it has set the fixed physical limits beyond which the process of education may not proceed. Its further contributions will probably be carried on through biological psychology and in the more common field of physical education and in Eugenics.

Psychology has made great contributions to education from the standpoints of individual capacities and methods of instruction. These will probably continue to be the fields of work in which psychology will continue to make its contributions.

Social psychology was originally an evolution on the border lines between psychology and sociology, but the growing tendency is to consider group study as within the boundaries of Sociology. Group study so far as it pertains to education is entirely within the province of educational sociology. This particular phase of Psychology has been clearly differentiated into the field of Sociol-



ogy. The study of groups as such will hereafter be considered by educational systems and authorities as scientifically a sociological study.

Sociology is the latest in its evolution and also the most comprehensive in scope of the three basal sciences here discussed. Pure Sociology studies the social evolution of races, peoples, and institutions, historically and anthropologically; and seeks for principles of social continuity, change, and progress. It is necessarily a comparative study in the social evolutions of peoples and civilizations. Applied Sociology is strictly the study of modern social change and progress, and the purposive application to these social processes of the knowledge and principles adduced from Pure Sociology.

Educational Sociology is a differentiation of applied sociology and takes as its major viewpoint *one* social institution, viz., Education. In its wider aspects Educational Sociology should *show the relation of Education to all other important social institutions, including the family, religion, law, industry, commerce, and particularly proposed changes or reforms relative to social-economic institutions and activities.*

In a more restricted sense it *should show the relation of the elementary school and the high school of the average community to the social and economic life of such communities.* This necessitates some methods of group study both of the school and of the various social groups of the community.

In a teachers' college the function of Sociology ought to be liberally conceived and generously executed. In the training of teachers the aim of education should be made distinctly clear, and it can be made clear only by a scientific study of social needs, and of potential rational social change. Such study lies distinctly within the field of Sociology. The aim of education can be determined only through systematic study of social groups and organizations. The Science of Education may state the aim, but the definition must rest squarely on facts furnished by Sociology.

The aim of education, when once defined, necessitates the formulation of a curriculum, and here again the Science of Education is dependent on Sociology. Sociological study only can determine what are the needs, the deficiencies, and the potential powers of any community, either local or general. When the social diagnosis has been made, and the needs of the curriculum stated, then it becomes the business of education to classify and arrange the materials of the curriculum, and to devise modes of educational procedure, and not before. In modern social life it becomes daily more apparent that the work of the educator must be preceded by the work of the sociologist.

Social control through education is one great purpose of educational systems, but it probably is not the greatest purpose. It must always remain as one great conservative aim of education, but social progress is not induced merely through social control. The greater purpose of education is to teach a rational scientific public attitude toward social change for betterment. Truly progressive education is comparatively new and only partially established; and in this present age of social reconstruction the degree of change which we may safely attempt must be advised only after a sociological survey of the conditions we seek to alter. Hence, all the great changes that are to be effected in modern education are already firmly dependent on sociological research. Thus only can the Science of Education become "a conscious process of social evolution." Sociology insists on a scientific investigation of social needs and possibilities before changes shall be made in educational theory and procedure.

The function then of Sociology in a teachers' college is to *give to prospective teachers a scientific social view point by which to estimate in general terms:*

1. *The relation of Education to social and economic life; and to make this vivid through the diagnosis and analysis of social needs and potentialities, and the habitual evaluation of the curriculum with respect to ascertained social needs; and to thus obviate the traditional conservative attitude of teachers and the consequent isolation of the school; and to create in school systems, superintendents, principals, and faculties an intelligent co-operative organized effort toward social improvement through scientific education.*
2. *Organization*—Three years ago the work of this department was re-organized, the head of the department retaining in general the field of pure Sociology and Economics, and the other member of the department was given the work in Applied Sociology, which we have designated in particular as Educational Sociology and Social Economy.

This is a very general classification and only roughly indicates the division of our fields of work.

All courses in this department are courses in Educational Sociology, Social Economics, Social Economy, or Educational Anthropology. The subject matter of all courses is taught in its relation to Education. We have in reality no courses in either pure Sociology, Economics or Anthropology.

#### VIII. EDUCATIONAL SOCIOLOGY:

1. *Function*—This can not rationally be stated except with reference to the function of teachers' colleges in the system of Education. This is too complex to be *analyzed* in a reply to a questionnaire, and is too important to be assumed as clear. A bare indication of its scope is a necessary compromise under the conditions.

*The Function of Teachers Colleges*—To realize, for society, the social purposes for which the public schools were established and are maintained; hence, to insure to society that public school teachers shall be completely equipped for the discharge of the two-fold obligations of the public school:

- a. To Society,—in way of giving the *specific knowledge, the specific attitudes, and the developed interests* needed in all individuals for the sake of social solidarity, social progress and social survival in the presence of competing civilizations; and
- b. To the Individual,—in way of *specific capitalization* of his capacities for the sake of his own efficiency and happiness as well as for the sake of society. In a word,—to put and keep the public schools abreast of the spirit and the technique of modern education; to *readjust the public schools* to the needs of society and the individual,—through prospectively trained teachers.

The spirit of *modern* education is unqualifiedly *socially* utilitarian. Education is viewed as an instrument or agency of society for the efficient adjustment of the young to the most important situations of life, and for lifting the matter of social progress to the level of *consciousness*. It is conceived as *consciously taking its cues from the conditions of life*, which are regarded as indicating both the proper knowledge to teach and the proper emphasis to give within established subject matter; and which, likewise, indicates what matter should be abandoned in favor of material more relevant to life. It finds the problems of education in *the nature of the problems of society*; and seeks to secure for the sake of society the necessary harmony between individual ends and social needs.

The technique of *modern* education is *scientific method*,—as over against *rule-of-thumb* procedure. In determining the proper emphasis to give within established fields of subject-matter it con-

sults the practices of society in the use of this subject matter. In determining new knowledge to be taught, it looks to the deficits, the failures, the implied needs of individuals and society,—which reflect the specific knowledge needed. And in the organization of instruction it consciously applies what is known to science concerning the nature of the learning process and the capacities and effective interests of children. It tests the efficiency of its work by objective standards, and seeks the causes of unsuccess by the inductive methods of its basic sciences,—sociology, psychology and biology.

The function of the Department of Sociology in a teachers' college is to make to education the peculiar contributions of Sociology.

- a. As the science which discloses the subtle methods whereby control and progress operate at every stage, Sociology stands with Biology and Psychology as one of the three basic sciences of Education,—since Education is *one of the methods of social control and of social progress.*

1. In dealing with the nature of society and the process of Education, Sociology shares with Biology and Psychology the *function of formulating the problems of Education.*

The problems of Education are discovered in (a) *the nature of the individual and the method of his development both physical and psychical,*—which Biology and Psychology treat of; and (b) in the ends, methods, and barriers to social activity in the direction of progress,—which Sociology expounds.

- b. As the science which explains the *Nature of Society,*—the inner structure of its many activities, and the causes which affect its evolution,—Sociology holds the central position in the professional studies of a teachers' college.

1. In Sociology alone can the aim of Education be found. The aim of Education is the same as the aim of society. Accordingly, *it is one of the major functions of Sociology to formulate the aims of Education,*—and to define these in each of the school subjects.

2. In Sociology alone can the "values" of education be found. The "values" of Education are the same as the values of Society. Accordingly, *it is one of the major functions of Sociology to formulate the "values" of education,*—in each of the school subjects.

- c. As the guiding science of Education, Sociology has the peculiar *function of checking the too radical and visionary proposals of the "fool-fringe" of educational reformers.* It alone is able to do this authoritatively where those proposals relate to radical changes of subject matter, the abandonment of established activities or structures, extensions of school functions, and the like; for *it alone can furnish a scientific explanation of the nature and structure and functions of institutions, the nature of their origin and service to society, the method of their evolution, and the methods whereby institutional practices may be successfully changed.* Since the "school" is a social institution it is subject to the general laws of social evolution. Teachers who hope to *co-operate* with what is *sound* in the movement for educational readjustment can not be permitted to avoid all study of Sociology. They have a choice between *being intelligent participants in the movement, or of being passive instruments.* We may restate the function of Sociology from this angle. It is to *stabilize the teacher's mind by knowledge of the value of established structures of society as well*

as to enable the student to co-operate intelligently with modern efforts to readjust those structures to the pressures of the time.

- d. As the science preeminently dealing with the *results of human associated activities*, the standards whereby the results are evaluated, and the methods whereby control and progress are secured, Sociology has as *one of its important functions the transmitting of a social point of view* (functional or instrumental) and a *scientific method of working upon the problems, offered by the associated activities of human beings*, including, of course, school education.

## 2. Organization:

- a. The two members of the department in the beginning systematically analyzed the relation of Sociology to the field of teacher-training and for the sake of focussing upon the intricate problems more effectively divided the field *roughly into two major sections*: Pure Sociology and Applied Sociology.

1. The nature of the science of Sociology, however, and the exigencies of short curricula, immature students, and the peculiar educational problems of a teachers college combine to make a sharp division between the fields impossible and undesirable. For example, in the field of Applied Sociology the generalizations of Pure Sociology must be drawn upon; and in the field of Pure Sociology the illustrations must come from the field of Applied Sociology. Beyond this it goes without saying that in a vocational school for teachers all courses must be strictly adjusted to the *characteristic* responsibilities and problems of modern *teachers*. Roughly, however, the more advanced courses are given by the division of Pure Sociology and look especially to the needs of senior college and graduate students. In each division some courses are given which strictly would be classified in the other division.

- b. The second step in organizing the department was to determine what courses in each field would best serve the ends of a teachers' college. This was done in conference between the members of the department. Members of the Department of Education were asked to suggest courses that they thought should be included in the offerings of the Sociology Department. Two such courses were suggested.
- c. The third step was to distinguish between the courses most needed by resident students and those most needed and most feasible to give to non-resident students.
- d. The fourth step was that of avoiding duplications within the Department. It consisted mainly in a division of the books and material to be used as student references in the various courses; and in a rough statement of the field to be covered by each course.
- e. The fifth step was that of considering the general methods of class work that were best suited to achieving the ends of the department and College,—establishing the standards of the subject, building up a sense of the nature of evidence, a method of working on problems, *et seq.*
- f. The sixth step was to provide for a constant pooling of data relevant to each field,—the mutual listing of new books, pamphlets, movements, *et seq.*, and the systematic sifting of these. The greater part of this work has always been done by the senior member of the department.
- g. The seventh step was to divide equitably the money available for the department's material equipment. This was done by agreement,—on the basis of the book needs of the two divisions, and the current output of published material relevant to each field. The President was then asked to furnish in addition to the depart-

- ment's allotment a postage fund to be used by the division of Applied Sociology in collecting pamphlet material. This was done.
- h. The later phases of the department's organization consist in its extension of its services to outside fields, *e. g.*, co-operation with the county court and the Associated Charities in the social investigation of families, which has been, by agreement, largely left to the division of Applied Sociology.
  - i. By agreement the two members of the department "take care" of pressing non-resident work in each other's stead,—*e. g.*, the working out of syllabi for courses unexpectedly called for.

But when all has been said the organization of the department appears most clearly in the dovetailing of courses prepared to meet specific conditions in the field of teacher-training. This is the essence of departmental organization in a small school.

### "Special" Subjects and Departments

#### I. INDUSTRIAL ARTS:

##### 1. *Function:*

- a. To prepare teachers for the teaching of industrial subjects in public schools.

This preparation should consist of training in industrial fields already being used in public schools, and should be sufficient to give the student teacher a comprehensive knowledge of needs and demands.

I thoroughly believe that a successful teacher of industrial subjects should be able to do creditable technical work in his special field.

1. The training then implies technical work of a high order.
2. An educational background that will give the student teacher a view of what has been done in a particular industrial field.
3. The relation of this particular type of work to other industrial work.
4. The relation of the whole plan of industrial education to the general organized educational scheme.
5. A view of demands of organized society in order that the work may be so organized and directed that children leaving school may have training of a type that will give them a knowledge of the fundamentals in some particular type of work.

All this implies research in industrial fields in order that we may know types of training in particular industrial or technical fields. Also we must know the fundamental changes that are constantly going on in great industrial groups in order that this training of our student teachers may agree with the best practices in industrial life.

This implies that we do not have: *viz.*, the organization of a permanent committee of the College composed of a number of people who are conversant with the practices in general education, know the technical materials that are used to measure efficiency, are acquainted with the whole subject of education from a social-historical point of view, and understand fundamental demands in the industries or occupations whose rudiments are now being given in public schools.

Such a committee would be a power in our Teacher Training College and should be able to collect much valuable data on not only the value of what is now being done in public education, but they would also be able to suggest new and valuable experiments that might be carried on in the schools, and direct research problems that would be of interest to the institution, the state, and the nation.

2. *Organization*—The organization to accomplish these functions enumer-

ated is entirely inadequate and does not, of necessity, all lie within the industrial field, but we are, I feel, doing much of a constructive nature along the lines mentioned.

- a. We try first to keep in the library of the College the best literature that is coming out, that refers to or has a bearing on industrial phases of education in general or in particular.
- b. Watch experiments that are being conducted in other institutions, such as practical experiments in class room work with children, or definite research problems that are being conducted by organizations, such as foundations, or individuals in the larger social industrial world.
- c. Are functioning in the elementary and high schools of the College giving courses to the children that have been or are being worked out by the department or by some other institution.
- d. Are relating the industrial courses given to children to life or other courses in the school insofar as is possible.
- e. We are supplying as rapidly as we can adequate equipment of a technical type to do the work in a thorough way.
- f. We supervise the work of student training teachers who are doing practice work in our elementary and high school.

All of the lines of work enumerated above give students an opportunity to view the industrial education field from a fairly wide standpoint.

## II. COMMERCIAL ARTS:

1. *Function*—The function of this department is to train teachers of commercial subjects. The teachers of Commercial subjects in the majority of high schools of the country have received their commercial education in the private business schools. This type of commercial school has no entrance requirements and no uniform standard of accomplishment is required; therefore, the training received in these schools is frequently poor and not adequate to the needs and demands of the educational program of today.

Most of the high schools of this state as well as other states now demand that a teacher of high school subjects have an A.B. degree, or the equivalent. This means that some institution of learning with adequate standing and vested authority must give this training. No institution of the state is attempting this kind of program except the Colorado State Teachers College.

Our field as I see it is to prepare teachers for:

- a. The Elementary Schools: Many of the elementary schools of the country are putting in the elementary commercial branches. The junior high school movement is demanding many trained teachers for the commercial branches.
- b. The High Schools: Most high schools of this state are employing one, and in most cases, two teachers who give their time to the commercial branches.
- c. The private and technical schools are coming to us for trained teachers.
- d. The normal schools, universities and colleges have been seeking and will continue to seek our product. Nine state institutions came into line last year and offered extensive courses in commercial education of some kind. These demand highly trained experts.

The function of this department is to meet existing and future conditions so far as teachers of Commercial Education are concerned.

2. *Organization*—Our largest field (the high schools) demands that we furnish teachers well trained in commercial branches, usually along two lines. The secretarial or stenographic, and the accounting. With

these may be grouped such subjects as: Business English, Business Correspondence, Advertisement Writing, Salesmanship, Commercial Arithmetic, etc. The department is not only organized to handle the subjects mentioned carefully, but is in touch with the practical business world by up-to-date magazines and actual experience and observation in business houses and commercial institutions that deal practically with what we give theoretically.

An opportunity is given to Junior College students to do practice teaching (Typewriting) in the seventh and eighth grades of the Training School and Shorthand and other commercial subjects in the high school. The work done in the grades is supervised by the head of the Commercial Department and the work in the high school is supervised by the head of the High School Commercial Department.

### III. PRINTING:

#### 1. *Function*—

a. The function of the Printing Department is the teaching of the principles underlying the printing art, that the student may receive the educational benefits resulting from practical work in one of the world's greatest industries; that he may, in case he decides from such practical acquaintance with the art to enter the printing industry, receive needful vocational training; or, if he be a prospective teacher, that he may receive training in a useful manual training subject.

2. *Organization*—The following courses are organized for College students: Printing I, Printing II, Printing III, and Printing IV. Much the same work is offered to Industrial High School students, and at present classes of seventh and eighth grade boys are given work in printing. The teaching of high school and grade classes is open to qualified College students.

### IV. WOODWORKING:

1. *Function*—The function of the Woodworking Department is to prepare teachers to intelligently teach woodworking as one of the several lines of work included in what is commonly known as manual training.

2. *Organization*—The Woodworking Department is organized into three different sections,—the Training School section, the High School section, and the College section.

In the Training School section there is sufficient equipment to handle classes of seventeen students to the class; in this department only bench work is done.

The High School section is conducted in the regular Woodworking Department in Guggenheim Hall and there is ample provision for one class of twenty students per day in bench work and six students in wood turning.

The College section is sufficiently equipped to handle on an average of three double period classes per day; these classes can be as many as twenty students in wood turning.

### V. BOOKBINDING:

1. *Function*—To give the student a systematic and thorough training in repairing, binding, and care of books and acquaint him with the theory and underlying principles of a trade, correlated with practice work under conditions as nearly resembling those of the shop as possible.

2. *Organization*—A well-equipped laboratory is provided for this department. The library of the C. T. C. furnishes the books and magazines for binding.

### VI. HOME ECONOMICS:

1. *Function*—The function of the Home Economics Department is to teach

the ideal of the home, and all things pertaining to its care and management; to teach girls to teach this to others.

2. *Organization*—The courses in the department are planned toward that end; the Domestic Art department taking care of the buying, planning and furnishing of a home from both the economic and artistic standpoint; the Domestic Science department taking care of the sanitation, provision of food for table use, care of members of family in health and sickness, and both departments striving to present the function of the home.

#### VII. HOME ECONOMICS:

1. *Function*—The function of the Home Economics Department is primarily to prepare girls in that department to teach this subject. To do this adequately the following aims are necessary:
  - a. To awaken within the student a feeling of the responsibility of every individual to self, to family, and to society, or in other words, the responsibility of every individual as a positive member of society. The ability to meet this obligation involves a knowledge of:
    1. The fundamental laws of health.
    2. The production, transportation and consumption of food; its composition and nutritive value and the changes taking place in the process of digestion and assimilation.
    3. Conditions in the economic world.
    4. Conditions in the social world.
  - b. To inspire the student with a feeling of the need of work of this kind in the majority of homes.
  - c. To give to the student the ability to impart this knowledge to others.
2. *Organization*—The department is divided into two parts: Household Science and Household Arts, which treat of respectively different phases of the work in foods and phases of the work in clothing and shelter. Related subjects in other departments are required.

#### VIII. HOME ECONOMICS:

1. *Function*—To stimulate and develop interest in a home and its administration.

To prepare women students for the solution of home problems, particularly those concerning the shelter and clothing of a family.

To develop an understanding of relative values as related to the purchase of home furnishings and clothing from economical and ethical standpoints.

To present such subject matter to students enrolled in the department as to properly stimulate such interests and also to prepare them to teach these things.
2. *Organization*—Courses are planned to develop in a logical and consecutive method, ability in the subjects presented in the foregoing statement.

All courses are planned primarily for their teaching content, meeting in the Junior College as far as possible the needs of elementary schools, in the Senior College the needs of secondary schools.

#### IX. MUSIC:

1. *Function*—The function of the Music Department is a six-fold one which may be briefly classified as follows:
  - a. To prepare teachers for grade work in music.
  - b. To prepare supervisors of music in public schools.
  - c. To prepare teachers of voice and instruments.
  - d. To prepare public singers and instrumentalists.
  - e. To prepare directors of band and orchestra.
  - f. To provide music for all functions of the College.
2. *Organization*—In order to accomplish this function, the Music Depart-



ment is made up of a faculty of six teachers, all experts in their particular line.

To prepare teachers for grades in the public schools the director of the department and one assistant are giving competent and skillful directions to all students enrolled in that department.

To prepare supervisors in public schools, the director and one assistant give the students hoping to become supervisors careful and constant guidance in the hope of preparing them adequately for that service.

In the department of training teachers of voice, the director of the department and another assistant are giving the work.

In the instrumental department a director of pipe organ and piano and one assistant are building up a department that will attract students and the attention of the entire West.

In the violin department an unusually competent and a well prepared teacher is creating interest in the violin that is proving one of the main assets of the department.

In providing music for social affairs of the College, the entire Music Department co-operates with any department wishing their aid and is very glad upon request to provide musical numbers from the Conservatory or Music Department which will prove a welcome co-operation with all departments.

The training school and high school provide one of the most essential cogs in the wheel of the organization of the department to accomplish its functions. There the students gain practical experience and observation that proves of the utmost value in their preparation as prospective teachers and supervisors. There they gain through daily practice and observation that experience so necessary for the preparation of young teachers which can be gained in no other way except through hard experience which the state is loathe to provide without this previous training in the training school of the College. One other very important adjunct of the organization of the department is the orchestra and band, for practical work in directing is provided for those students capable of doing the work.

#### X. MUSIC:

1. *Function*—To give student an opportunity to know the literature, art and history of music. To enable the student, through a knowledge of music, to become an intelligent, appreciative listener. To teach teachers methods of teaching music to children in public schools.
2. *Organization*—To accomplish the above functions, classes are organized in history of music, harmony, appreciation, methods of teaching, methods in music supervision, chorus singing, and orchestra.

#### XI. MUSIC:

1. *Function*—The development of students in organ and piano in the best possible way.
2. *Organization*—All instruments and facilities for use in the department are furnished by the College and are most admirable.

The work is well organized and seems flourishing throughout the Conservatory.

#### XII. MUSIC:

1. *Function*—The function of the piano teacher is to endeavor to make artistic pianists of the advanced pupils; to teach the beginner in piano work to read and play public school music, songs, and marches.
2. *Organization*—The work is arranged to suit the needs and the ability of the individual.

#### XIII. PHYSICAL EDUCATION:

1. *Function*—The aim of the Physical Education Department is to help

the student to form regular habits of exercise for his own sake; and to teach him to supervise the physical training of his own school in playground work, as play leaders, etc.

2. *Organization*—The organization is complete insofar as adequate equipment is concerned.

#### XIV. PHYSICAL EDUCATION:

1. *Function*—The functions of this department are: first, to promote health; second, to develop grace and self-expression; and, third, to give material so that teachers may conduct play activities for their children; and, fourth, to supply material for programs.
2. *Organization*—Every student in the Junior College is required to take four terms out of six in Physical Education or two-thirds of the time in residence.

Training to teachers of the subject is accomplished by the work done in class and the practical working out of the methods and ideas in the Training School under supervision.

#### XV. EXTENSION:

1. *Function*—The function of the Extension Department is fully described in the word "extension." The work carried on within the walls of the College is, in the functioning of the Extension Department, carried out into the state. This work falls into two main groups:
  - a. Academic training;
  - b. Professional training (covering mental tests and educational measurements).
2. *Organization*—To accomplish function (a), academic training, we have classes organized in various parts of the state. These classes are under the direction (1) of members of the faculty; (2) regularly appointed extension instructors who must have the training and experience that would justify their employment in the College as regular teachers of the subjects in which they give instruction; and (3) group leaders who conduct the work of classes under the supervision of the department offering the course and the Extension Department. In addition to these methods of instruction, we offer academic courses by correspondence. The instructor offering a course outlines this course in fifteen study units, each unit constituting what is the equivalent of a week's work in residence. These units are sent to the student as follows: when he registers three units are sent with instructions to prepare the work required in the first unit and mail to the department and then proceed with the work of the second unit. When the first unit is corrected by the department offering the course it is returned to the student and with it the fourth study unit. In this manner the student always has work on hand and has the benefit of the criticisms of his instructor as he proceeds with his course.

To accomplish function (b), professional training, the department is organizing classes that meet once a month for two purposes: first, they consider the work that is expected of them by their supervisory officer or officers for the next month; and, second, they take some course that is intended to give them an outlook on the large field of education. This course is often the State Reading Circle Course. In addition to this students are encouraged to select some problem in teaching and, under the supervision of a training teacher of the College, study this problem as she finds it in the school in which she is working. This work may be in any field of teaching and is conducted as a correspondence course, the method of which has been given.

Mental measurements or testing intelligence requires the establishment of psychological clinic stations at various points in the state in co-operation with the local school authorities. One of these has been arranged for in Denver and others will be established as rapidly as funds will permit.

Testing results is a function of the survey committee of the de-

partment (consisting of members of the faculty from the departments of Education, Sociology, and Psychology, with the Director of Extension as chairman) which is conducting co-operative surveys in various school systems of the state. This survey is not limited to the application of educational tests but may go into any phase of public school study which local conditions may suggest or permit. Bulletins setting forth the findings of this committee are published from time to time.

In addition to these (which may well be termed major lines of work) the department has the direction of the Community Co-operation work. This is a plan to bring the students of the College into closer relationships with the community in which they are living as students and prepare them for such work when they become members of other communities. This work consists of teaching Sunday School classes, supervising playground work, telling stories to children, teaching citizenship classes, business and professional men's and women's classes in languages and physical training, campfire girls' classes, etc. This work may well be classed as a phase of professional training.

Colorado has many teachers who have not completed their high school courses. In co-operation with the High School Department of the Training School the Extension Department is seeking to get such persons to undertake to complete high school courses as rapidly as possible. This work is given by correspondence and is conducted in the same manner as the correspondence courses of the College.

## XVI. COUNTY SCHOOLS:

1. *Function*—The function of the County School Department is to train teachers for country schools so that the numerous characteristic difficulties of management, administration, and teaching may be met effectively; to adapt the subject-matter to the experience of country children; to apply knowledge of the sociological conditions prevailing in country sides; to assist country folks to hold their own against the artificial attractions of town and city by supplying factors for making country life adequately satisfying; and finally, to help enrich and increase the sources of good by conserving the life-blood of the nation.
2. *Organization*—
  - a. *Rural Demonstration Schools.*
    1. Four one-teacher country schools near the College are being used very successfully for training teachers for rural and village schools.
    2. There is a teacher's cottage for each school, built upon the grounds and furnished by the school district at a total cost of approximately \$1,200.
    3. The student-helper spends four weeks in these schools, lives with the regular teacher, and shares the expense of living. The cost to her is \$16 per month. Four hours' credit is given for this work,—a total of 120 hours' work.
    4. All students in their senior year who anticipate teaching in the country are required to take their first term's practice in the Training School and the second term in the Demonstration School. A student who desires to specialize in rural education may elect a second term in the Demonstration School.
    5. These schools have been in operation during the past year and a half and have provided, each year, training for 36 prospective teachers in their senior years. The student-helper is to act as an assistant or helper to the regular teacher, and to assume such regular duties of a teacher as her capabilities warrant.
    6. The school board, employing a regular teacher for a demonstration school in co-operation with the College, pays a minimum salary of \$70 per month, for nine months. No schools pay less at this time than \$75 per month.
    7. The Teachers College supplements this salary of \$70 per

month with a minimum of \$10 per month for nine months in the year, according to the necessities of the individual case. One teacher is now receiving \$15 per month from the College.

8. The Teachers College is granted in view of its supplementing the teacher's salary, the privilege of using these country schools for observation purposes and the training of teachers for the country schools of the state.
  9. *Supervision*—The Demonstration Schools are under the direction of the regular teacher, the school board, the county superintendent of schools, and the Department of County Schools. The director of the County Schools Department assumes direct and active supervision.
  10. The Departments of Agriculture, Manual Training, Music, and Domestic Science are giving weekly lessons in their respective lines in these schools in order to vitalize and motivate the usual subjects taught.
  11. Student teachers are rated at the end of four weeks' training in the Demonstration Schools by the regular teacher and the Director of County Schools, upon the following general points, each having from six to eight specific ratings:
    - a. Physical and Native Efficiency . . . . . 130 units
    - b. Measure of Instruction . . . . . 130 units
    - c. Preparatory Efficiency . . . . . 130 units
    - d. Acquired Efficiency . . . . . 110 units

The rating system tends to intensify effort and encourage a definiteness of purpose and aim which should characterize the work of the rural teacher especially.
- b. *Colorado Rural Club:*
1. *Function*—
    - a. To further the interests of present and prospective teachers in third class districts of Colorado.
    - b. To develop a leadership that will function in the lives of children and parents of rural communities.
    - c. To so direct the club activities that its members will be capable of initiating rural social progress and education through the school,—to the end that country life may be made adequately satisfying.
    - d. To keep alive the interest necessary to solve a most difficult problem in a comparatively new and untried field.
- c. *County School Exchange:*
1. *Function*—
    - a. To disseminate the activities of the department as a new field of endeavor.
    - b. To publish short articles of interest to rural teachers which are pertinent to this line of work.
    - c. To learn through correspondence with county superintendents about the best work that is being done by rural teachers in the various counties and to receive the written account of this work for publication.
- d. *Course of Study:*
1. *Description*—
    - a. Rural Seminar (Rural School Problems) . . . . . 2 hrs.
    - b. County School Methods . . . . . 3 hrs.
    - c. Administration of Rural and Village Schools . . . . . 3 hrs.
    - d. Rural Education . . . . . 3 hrs.
    - e. Rural Sociology . . . . . 3 hrs.
    - f. Rural School Curriculum and the Community . . . . . 3 hrs.
    - g. Observation (1) in West Side School . . . . . 4 hrs.
    - h. Teaching in Rural Demonstration Schools . . . . . 4 hrs.
    - i. Observation (2) in Demonstration Schools . . . . . 1 hr.
    - j. Public School Subjects.

e. *Faculty:*

1. Director of County Schools—

- a. Teaches the subjects indicated under Course of Study—  
Enrolled last year, 245.
- b. Miss Salburg, Ashton School.....38 pupils
- c. Mrs. Hunt, Hazelton School.....48 pupils
- d. Miss Riley, Bracewell School.....62 pupils
- e. Mrs. Reynolds, New Liberty School.....56 pupils

XVII. FINE ARTS:

1. *Function—*

- a. To furnish the major part of the training of those students who wish to be supervisors of art in public schools.
- b. To offer the art training needed by students who are to become regular teachers in the schools.
- c. To furnish the training needed by students specializing in departments in which a knowledge of a certain branch of art is essential, such as in the Home Economics Department.
- d. To offer courses calculated to give any student the opportunity to gain the knowledge and appreciation of art that is functional in living.
- e. To plan, direct, and supervise the teaching of the fine and applied arts in our training schools.
- f. To assist the President and any department of the College in work which involves technical knowledge or skill in the field of this department.
- g. To take part in faculty and student activities in the manner that is regular and professional for College teachers and professors.
- h. To be as useful as possible to the city and state and to uphold national ideals.

2. *Organization—*

- a. The courses offered are practically all directly related to the public school room. A course in Supervisor's Methods is offered and should come late in the student's course. Adequate senior and graduate college courses are offered. Good supervisors cannot be trained with less than four years of major work unless the student has had extensive previous training. The work is graduated according to courses, on a synthetic plan based on technicalities, which will be explained upon request.

The Senior and Graduate courses permit of increasing freedom in research and original work, conference courses being offered.

In order that the future supervisor may see the relation of his work to certain other fields a close correlation with the Household Arts Department has been established by interchange of professors, interdepartmental credit, and teachers' conferences. This condition should prevail in a more extensive manner, reaching into other departments.

- b. Since the student who is to be a general teacher cannot hope to be widely skilled in art work he is offered two kinds of courses, as follows:
  - 1. The main principles of public school art, to give the student a knowledge of what school art ought to be, so that correct ideals may be held up before the children in the school when the student later becomes a teacher, whether or not actual demonstrations can be given. As much practice is given as time will permit.
  - c. A course is offered meeting the needs of the students in Household Arts, and the science departments.
  - d. Courses in the history of the arts and in Art Appreciation, are offered.
  - e. In some institutions of this character, one instructor is responsible for the training school work alone while one or more others teach

- in the college classes only. In this department each professor functions in both departments in order to insure co-operation.
- f. The co-operation of the Art Department can be made of value to almost every other department.
  - g. No special organization exists for the general co-operative activities.
  - h. Exhibitions to be imported, writing for publications, addressing organizations, are some of the means of gaining a wider influence.

#### XVIII. FINE ARTS:

##### 1. *Function*—

- a. The courses are planned primarily to meet the needs of students wishing to teach drawing in the public schools.
- b. To give the student a background in order that she may fully appreciate the Fine and Applied Arts.
- c. To give the student every opportunity to develop her powers of observation, originality, imagination, and expression.
- d. To give to those who are not specializing in drawing some conception of the usefulness of drawing in the grades.

##### 2. *Organization*—Special Courses and General Courses.

#### XIX. LIBRARY:

##### 1. *Function*—

- a. To see to the proper selection of books, pamphlets, and other forms of literature, and to make requisition for same to be purchased.
- b. To apportion the same through the different sections of the library as needs and funds permit.
- c. To properly check in from invoices, to accession, classify, label, catalog, and otherwise prepare the above for the use of the readers.
- d. To keep proper record of all books and materials belonging to the library and to show their institutional history.
- e. To check out and keep a complete record of books and other materials loaned to readers and to see that same are returned at the proper time.
- f. To aid readers in the use of the above and in the use of the various indexes, catalogs, etc., as commonly found in a library.
- g. To properly classify and to keep a record of all stereopticon slides belonging to the institution and to check same to individuals as required.
- h. To gather, arrange, and classify pictures, plans, maps, etc., and to keep same for use as required.
- i. To have care of the electrotypes belonging to the institution and to keep a proper record of the same.
- j. To maintain a quiet and orderly room for the purpose of reading and study.
- k. To provide books for all non-resident students of the College and to mail same to them as requested and to keep a proper record of all such students with their addresses, books forwarded, rental charges, etc.
- l. To make bibliographies, reading lists, etc., on special subjects as time and circumstances permit.
- m. To aid teachers and students in the selection of books, the use of publishers' lists, and to answer inquiries often received by mail from teachers, superintendents, club workers and others regarding books, prices, publishers, etc.
- n. To receive through the mail all periodicals, newspapers, circulars, etc., addressed to the library, to keep a check list of the same and record all as received.
- o. To prepare magazines, pamphlets, bulletins, etc., for the bindery and to provide for the re-binding of used books, and to prepare for shelves when returned.
- p. To maintain and operate a juvenile library in the Training School and to keep same open at convenient hours during the school day.

- q. To conduct a book room for the sale of all textbooks used in the College and High School and to repurchase the same subject to certain conditions.
- r. To take a complete inventory on all books and equipment as often as requisite,—generally once a year.
- s. To teach a College class in library methods four hours per week and a High School class one hour.
- t. To attend to other duties too numerous to mention that devolve upon a librarian.

2. *Organization*—

- a. The librarian and four assistants are employed.
- b. The library is open seventy-three hours per week.  
7:30 A. M. to 9:00 P. M., Monday to Thursday, inclusive.  
7:30 A. M. to 6:00 P. M., Friday.  
8:30 A. M. to 5:00 P. M., Saturdays and Holidays.  
and open through vacation and holidays with but few exceptions.
- c. The juvenile library is kept open a definite time, three hours per day for each school day.
- d. An attendant is in charge of the bookroom at least two hours per day with additional time at the opening and close of the terms.
- e. The time of each assistant is adjusted so that the greatest number are on duty at the most necessary times so far as it is possible, each being on duty forty-two and a half hours per week during college sessions and a proportionate time during vacations.
- f. Provision is made for the use of the material gathered by a proper supply of book stacks, tables and other equipment, for the proper handling of the books and the various records to be made.

XX. DEAN OF WOMEN:

- 1. *Function*—(a) The Department of the Dean of Women is organized for the purpose of guiding the women of the student body in matters pertaining to behavior, health, and the maintenance of good living conditions while at college.
- 2. *Organization*—The Dean of Women is counsellor at any time for the women of the student body. She may be called upon either personally or by telephone, at all hours of the day or night. Her judgment is allowed to stand, in most cases which pertain to the women of the student body. In the event of a serious matter being brought up for consideration, one which affects very greatly the morals or character or future standing of the student involved, the Dean of Women acts invariably only with the advice of the President of the College.

The assistant to the Dean of Women takes charge of the rooming and boarding accommodations for the women students. She personally inspects the rooms offered for rent, and reports to the Dean of Women. The boarding houses and clubs are also looked into and reported upon at intervals, by the assistant to the Dean of Women.

Much stress is laid upon the proper placing of needy women students in positions where they may earn all or a part of their expenses. Work by the hour is solicited for these girls, and a file and record kept of places to be had by the hour, with addresses; and corresponding to this record of girls who desire such work. A very successful system has been evolved.

The assistant to the Dean of Women is also official secretary for the Y. W. C. A. and Newman Club. This position helps to bind the greater number of girls in the College into a friendly group, and ties up the work of these religious organizations with the activities of the office of the Dean of Women.

The rules and regulations of the College, as found necessary to fit existing needs, are made at the suggestion of the Dean of Women, and always with the approval of the President of the College.

## XXI. DEAN OF WOMEN (ASSISTANT):

1. *Function*—To advise young girls away from home.
2. *Organization*—
  - Adviser.
  - Calling committee.
  - Meetings.
  - Class advisers.

### Training—High School

#### FACULTY STATEMENTS OF DEPARTMENTAL FUNCTIONS AND ORGANIZATION

1. *Function*—The primary function of the High School Department is to train that group of teachers who expect to enter the field of secondary education. The way in which this purpose is being realized is best expressed, perhaps, in a report submitted to the President last spring and approved by him.

This report, among others, was recently sent to all the members of the faculty. The essential features of the report are incorporated in certain courses of study which are found in last year's catalogue. (See pp. 62, 63.)

The Industrial High School acts also as a feeder for Teachers College. This is a secondary, though important function. Last year's catalogue contains names of ninety-four graduates of our own high school who were resident students of Teachers College during the three winter quarters. This number is considerably increased by non-resident and summer school students.

I believe that our High School Department meets the needs of the young people who expect to enter the profession of teaching, more perfectly than any other high school in the state. The growth of the school is rather a convincing evidence of this fact. The enrollment in 1913-14 was 156; in 1916-17, 389. The latter number includes the summer school students but does not count any student twice. The enrollment for the winter term of 1917-18 is thus far 304. If the summer enrollment should be added the total passes substantially beyond the 400 mark.

2. *Organization*—The question of organization is fully given in the high school bulletin, a copy of which is herewith attached. (See pp. 14-22, inclusive.) The only course here given which has not been realized in part is the Short Course.

## II. HISTORY:

1. *Function*—To develop responsible ideals of citizenship through the study of social evolution.
2. *Organization*—
  - History I: Survey of the great movements of antiquity for beginners.
  - History II: Detailed specialized work in English History.
  - History III: Survey of Europe from 1815, presenting emergence of modern problems and modern governments.
  - History IV: Survey of Industrial History as background for social disturbances between capital and labor.

## III. ENGLISH:

1. *Function*—
  - a. To teach the students to speak and write *correct* and, when possible, *effective* English.
  - b. To develop imaginative sympathy, admiration, aspiration, and to stimulate a love for the right kind of reading.
2. *Organization*—The organization of the English work is based on its two-fold function. We have distinguished between the more practical courses and those which have literary or esthetic values. We feel that these two aspects of English are equally important, and try to give the same emphasis to each. We have placed these courses, as you will see below, according to the needs, interests, or maturity of the students.



#### IV. MATHEMATICS:

1. *Function*—The function of Mathematics in the high school is both theoretical and practical.
  1. Theoretically it is to train an appreciation of the science of Mathematics as carefully selected reading trains an appreciation of art in literature.
  2. It is also to develop powers of analysis, abstraction, and interpretation of symbols.
  3. It is to prepare the way for higher mathematics.
  4. And most important of all is that it is to give the student a *practical working knowledge* of the fundamental elements of Mathematics.
  5. To train practice teachers.
2. *Organization*—Classes in Mathematics are so organized that pupils not only receive drill in book work but are given practice in dealing with actual problems. The first part of the work is largely theoretical although practical problems are brought in wherever possible. After the fundamental principles are clearly developed the work is extended to take up "Applied Mathematics." That is the students work out practical problems for themselves, and by so doing get more than a mere formal drill in memory.

Practice teachers observe and assist and are trained to take classes in Mathematics and make them something more than formal, routine, memory drills.

#### V. MODERN FOREIGN LANGUAGES:

1. *Function*—The function of the Department of Foreign Languages of the High School is to teach students to read, understand and speak the particular language studied. By means of the study to give a fuller appreciation of the life and thought of the people speaking the language. To give practice teachers the opportunity to observe and later teach under supervision of the training teacher.
2. *Organization*—To accomplish the above function the following classes are taught at present: German I, German II, and Spanish I.

#### VI. ORAL ENGLISH:

1. *Function*—The function of the work in Oral English in the High School is to establish in the students good speech habits, to give them an appreciation of literature and a keener conception of it by means of oral interpretation.
2. *Organization*—To accomplish that function the following courses are offered this year:
  - Public Speaking (3 terms).
  - Shakespeare (2 terms).
  - Senior Class Play (Intensive study of one play and the reading of several) (1 term).
  - Oral Composition—English II (1 term).
  - History of English and American Literature—English II (1 term).
  - Modern Plays—English II (1 term).

#### VII. ENGLISH:

1. *Function*—
  - a. To have the children gain the distinctive values of oral and written composition.

Organization of material to accomplish this function:

  - a. Grammar
  - b. Oral and Written Composition
  - c. Public Speaking
2. *Organization*—To give the children such a taste for literature and such a knowledge of it that they will crave the better sort.

Organization of material to accomplish this function:

- a. English and American Literature
- b. Plays
- c. Novel
- d. Short Story
- e. Essay
- f. Lyric Poetry.

#### VIII. COMMERCIAL ARTS:

1. *Function*—To train efficient stenographers and typists, and to give them a knowledge of general office work and business methods.
2. *Organization*—  
A two-year course in Gregg Shorthand.  
A two-year course in Typewriting.

#### Training—Elementary School

#### FACULTY STATEMENTS OF DEPARTMENTAL FUNCTIONS AND ORGANIZATION

##### I.

1. *Function*—The function of the Training School is to train young people in the art of teaching. This should be at the heart of the institution. I take it that the ultimate aim of each department in this institution is to contribute something to the teaching power of those who go out from its portals.

While the Training School constitutes but one department out of many, all aiming at the same end, it holds the unique position of being most closely related to each department.

Some departments contribute content or subject matter in their courses. Other departments contribute methods and principles of teaching as well as content.

In the Training School content and children are brought together under the direction of certain methods and teaching principles that have been accepted and approved by the best educational thinkers of the day. Here both content and teaching principles are judged by the reaction of children.

Here standards for judging classroom instruction should be worked out and applied.

This is the educational laboratory where young people learn, through practice, the art of teaching children how to study.

2. *Organization*—The organization consists of:
  1. A typical elementary school system composed of one elementary school unit, including kindergarten and the eight elementary grades.
  2. Nine training teachers.
  3. The heads of the College departments.
  4. Director of the Training School.
  5. President of the Teachers College.

##### II.

1. *Function*—The function of the kindergarten is to train teachers in the principles and practices of Kindergarten, to give primary teachers an understanding of the work of the Kindergarten, and to demonstrate the value of Kindergarten experience for children.
2. *Organization*—Courses in the different subjects of Kindergarten are given first, then a course in the organization and relationship of these different subjects is given in the second year, and an application and test of these principles made in teaching the children.

##### III.

1. *Function*—The function of the Primary teacher in a training school is to prepare primary teachers.
2. *Organization*—This work is organized to give observation half the time and actual practice teaching half the time to students in training.

Consultation periods are arranged for every day after the regular school hours, as well as Saturday afternoons.

#### IV.

1. *Function*—The function of the Training School is (1) the training of teachers, (2) the serving as laboratory for trying out new methods and theories, (3) the instruction of children.

2. *Organization*—The organization for accomplishing this consists of a training teacher for the kindergarten and each of the eight grades and an assistant for each training teacher. The assistants spend two hours a day in their respective rooms.

The training teacher has charge of the children in her room, and has the training of the student teachers who do their practice teaching in her room, excepting those who teach the special subjects.

These student teachers write plans for the lessons which they are to teach, and the plans are corrected by the critic teacher before they are used.

The training teacher spends about one-half her time teaching for the students, and the other half of the school day is spent in observing and criticizing the student teachers.

There is a principal of the school who has the final word to say in all matters regarding the training school. He, with heads of departments, is endeavoring to make a new course of study for the Training School.

Training teachers have no part in planning or teaching special subjects.

#### V.

1. *Function*—The function of the Training School is (1) to train teachers, (2) to teach children, (3) to lead the community and state in new educational methods, (4) to provide a laboratory where educational experts may experiment.

2. *Organization*—The Training School is organized into a kindergarten and eight grades, with a training teacher for each grade. The work of the grade is outlined and directed by the training teachers and approved by heads of departments. Practice teachers work under close supervision.

#### VI.

1. *Function*—The function of the Training School is: (1) to build up and maintain an advanced Twentieth century public school, modern in every respect and worthy of a great educational clinic, (2) to train teachers for the elementary schools of our country.

2. *Organization*—The organization to accomplish this function consists of:

1. The Department of Public Schools as stated above under (1).
2. The Department of Observation.
3. The Department of Student Teaching.

#### VII.

1. *Function*—The function of a training school it appears should be that of a leader in advanced educational thought and practice; therefore, its purpose would be threefold: (1) An experimental school, (2) a model school, (3) and a practice school. It seems then that the chief function is to test theory or theories of the most modern thinking and the ability to teach with *sustained effort* and *insight* on the part of college students.

2. *Organization*—The catalog states that students are required to teach two terms five hours each—credit hours per term four hours. The year book also states that specific courses having to do with special departments of teaching, Primary, Intermediate and Grammar grades—such as concrete method courses designed especially to lead to efficiency in classroom instruction in the Training School shall be required of all students. At present Training School I is the only course really held to along these catalogued requirements as far as methods are concerned.

#### VIII.

1. *Function*—The business of a teachers' college, it seems to me, is to pre-

pare teachers of high ideals, of wide knowledge of educational problems and progress, and of keen professional interest to teach with the greatest possible efficiency.

The function of a training school, I take it, is (1) to give practical training for such efficiency of service; (2) to raise the student's standards of what can be actually accomplished in the development of the child's mind and character in an up-to-date school; (3) to test the practicability of the best educational theory. An ideal training school is therefore three schools in one,—a practice school, a model school or school for observation, and an experimental school.

2. *Organization*—In general, the training school requires of every student one period of actual teaching and observation for two terms, and often provides a third term of such work. It holds itself open to the working out of problems suggested by the departments of the college or by the training teachers subject to the approval of the director.

The work in each room is organized with especial attention to the carrying out of the first and second of these aims by a program which is in itself an effort to realize, in part, the third or experimental aim. This program in its ideal development, aims to give each student practice teaching every day; observation every day; criticism of teaching, and conference on plans every day. This ideal has been impossible to realize in my room. It has been more nearly reached in the fourth grade, and I believe the committee will find the program in that grade worthy of their consideration as presenting the nearest approach to the ideal set up. This program further aims to enlarge the teaching experience by changing the subject taught by each teacher from four to five times during a term; such a "sliding program," as it is called, giving a student an opportunity for observation of the most important school subjects, and some ideas regarding the presentation of the same, so as to secure teaching, up-to-the-standard of a given training teacher; and to confer with them at definite, stated times. I refer you to the Superintendent's "Directions to Critic Teachers" for any further information you desire of the organization of the work in the Training School.

## IX.

1. *Function*—To train teachers for the elementary schools.
2. *Organization*—The Training School is under the direction of the Director of the Training School. The Training School is composed of eight grades. Each grade is under the direct supervision of a critic teacher. In most of the grades the pupils are divided into two sections, the one reciting while the other studies. This is done in order to give the critic teacher an opportunity to do part of the teaching while the student teacher observes this teaching and to give the critic teacher an opportunity to give close supervision while the student teacher is teaching.

## DISCUSSION

The major difficulties faced in the attempt to evaluate material of the sort just quoted have been suggested already. Even if there had been no faults in procedure, however, it would still be impossible to classify such data with sufficient certainty to make conclusions quite undebatable. For example, one could not arrive at perfectly sure judgments as between the facile statements that are only verbally satisfactory and others, less polished, that are perhaps worth considerably more than face value. Context often seemed sufficient to decide, but not always. Unequal personal knowledge of the teachers and their attitudes may have led unconsciously to some inequalities in the evaluation of what seemed to be on the whole rather inapprehensive responses to some inquiries. And, of course, the standards set up by the analyst are always open to improvement. The conclusions reached and set forth in this discussion, however, may safely claim the values of suggestion.

Perhaps one ought not expect a more useful statement of departmental functions than that a given department is to *prepare teachers to teach the work of that department*. Perhaps the absence in any case of statements of

specific ends toward which instruction is directed ought not to be taken to imply absence of awareness of such ends. But there is surely warrant for the assumption of characteristic and effective differences between the functions of teachers' colleges and liberal arts colleges. And if such differences exist presumably they should receive recognition from teachers in a teachers' college. Presumably teachers in such schools should be aware of anything characteristic of the responsibilities of their work. Schools for teachers ordinarily rank themselves as "professional" schools, and thereby imply characteristic or peculiar or differentiating responsibilities. It would seem fair, therefore, to conclude that failure to exhibit either in statements of function or of organization some awareness of the nature of such characteristic responsibilities is evidence of lack of professional consciousness; and, of course, a professional school in which such unconsciousness was found to be prevalent could not in any reasonable sense be said to be organized; its purposes could not be generally effective.

Accordingly, it was expected that if the faculty of the school possessed a clear conception of the differentiating function of schools for teachers the statements they would make of the functions of their departments would show more or less specific awareness of the differentiating purposes and characteristic responsibilities of such schools; and that their statements of departmental organization could hardly avoid recognition of structural needs,—something in way of *planned means of serving their purposes under the existing conditions*. In evaluating each response of a teacher his full returns were read,—in order that full credit might be given for everything relevant to each inquiry. If, in view of all this, the expectation above stated was fair, it may be said that the returns indicate pretty clearly that in this school at best the recognition of anything peculiar or characteristic or differentiating in the responsibilities of schools for teachers is unduly *localized*,—i. e., is the possession of too few of the faculty. From a member of the faculty a close analysis of the responses would clearly be inappropriate. The following analysis, however, is by no means close, and remains impersonal and detached!

First, its reader is reminded that the intention of this general questionnaire was to arrive at some notion of the amount of faculty unity of purpose and effort. Unity of this sort is the result of organization on some level or other; and the lack of considerable unity of this sort is evidence of the lack of organization.

Second, the criteria applied to the responses have already been suggested. They may be made somewhat more definite. Roughly they were (1) in the statements of departmental function, *whether there was any recognition of the supplementary relation of schools for teachers to the public schools and of the major implications of this relation*,—recognition of anything in way of a *differentiating function of schools for teachers as over against liberal arts colleges*. With this should go recognition of the *resistant or obstructive operation of such factors as tradition, custom, use and wont, and the like in either public school or school for teachers or both; and more or less explicit indications of awareness of the social purposes of public school education, and of such characteristic deficits and unsuccesses in public school activities as might be removed by specific instruction in this or that field*. (2) In the statements of departmental organization, *whether there was some account or indication of conscious planning to meet the characteristic purposes of schools for teachers, to offset known deficits in public school work, for example; or in the absence of this, some recognition of the need of establishing activities to ascertain the most useful emphasis in the scope of the department's work*.

The two should go together, of course. Division of ends and means is disorganization.

A thoroughly adequate response would cover a clear definition of the situation in terms of (a) the College's function in relation to the public schools; (b) the social purposes of the public schools and their deficits, unsuccesses, etc., and (c) anything obstructive in either college or public school,—in way of tradition, custom, use and wont. But much less highly conscious responses than this might still indicate a very favorable condition,—considering the sources from which teachers for normal schools and teachers' colleges are drawn, and the shifting personnel of the typical faculties of schools for teachers. It should

be kept in mind, however, that no such complete response as above indicated was expected. All that was sought was just any awareness or indication of awareness of the characteristic purposes of schools for teachers, and of the desirability of definite plans to make the purposes effective.

In scoring the returns on departmental functions, the standard was separated into its elements and the responses were classified as follows:

### DEPARTMENTAL FUNCTION

Each of the responses was examined with reference to (1) whether it indicated recognition of the differentiating function of teachers' colleges; and whether it defined the departments' function in terms of (a) the characteristic purposes of teachers' colleges and (b) the needs or deficits of the public schools. And (2) whether it indicated recognition of the presence and obstructive operation of such factors as tradition, custom, use and wont in public school or teachers' college or both. The close analytical study of the responses with reference to the first test led to classifying them into six groups distinguished as follows:

1. (a) Explicit and comprehensive statement of the differentiating functions of teachers' colleges; (b) Complete and specific analysis of departmental function in terms of the characteristic purposes of teachers' colleges and the needs and deficits of the public schools.
2. (a) Clear, implicit assumption of differentiating function for teachers' colleges; (b) Fairly complete analysis of departmental function with considerable recognition both of the characteristic purposes of teachers' colleges and of the typical needs and deficits of the public schools.
3. (a) Explicit but general, incomplete or undetailed recognition of differentiating functions for teachers' colleges; (b) Incomplete or fragmentary analysis of departmental functions, with only suggestions of either departmental adjustment to the characteristic purposes of teachers' colleges or typical needs and deficits in the work of the public schools.
4. (a) Implicit assumption of warrant or justification of the department; (b) clear suggestion of unsatisfactory conditions to be met,—implying recognition of some characteristic functions of teachers' colleges in relation to the public schools.
5. (a) Implicit assumption of warrant or justification for the department; (b) vague suggestion of unsatisfactory conditions to be met,—implying perhaps a feeling that there may be characteristic functions for teachers' colleges.
6. (a) No indication of awareness of differentiating functions for teachers' colleges or of anything unsatisfactory in the situation.

In making this classification the material covered in the item on organization was always taken into account wherever it bore directly on the topic, and the other responses of the teacher were searched for relevant material.

Similarly, analytical study of the responses with reference to the second test led to their classification into four groups,—as follows:

1. Explicit recognition of the obstructive operation of "historical effectives" in both public schools and schools for teachers.
2. Implicit but fairly clear recognition of such factors.
3. Implicit and quite vague indications of awareness of such operative factors.
4. No recognition of anything in way of established structures of practices that operate more or less obstructively.

By abbreviating these descriptions the results of the analysis may be presented in the following table:

TABLE I

Criteria	Responses Classified	Distribution of Teachers	Per Cent. of Faculty
A. Definition of departmental function in terms of the supplementary relation of Teachers Colleges to the public schools. Anything characteristic in the responsibilities of Teachers Colleges,—awareness of the social purposes of the public school, their typical deficits and unsuccesses, etc.	1. (a) Explicit statement of differentiating purpose of T. C. (b) Complete specific analysis of departments' functions in terms of College's purposes.	3	5
	2. (a) Clear implicit assumption of differentiating functions of T. C. (b) Fairly complete analysis in these terms.	3	5
	3. (a) Explicit but general and incomplete recognition of differentiating functions of T. C. (b) Incomplete or fragmentary analysis of department's functions.	4	7
	4. (a) Implicit assumption that the work of the department is justified. (b) nevertheless, clear implication of recognition of some differentiating functions for Teachers Colleges.	5	8
	5. (a) Implicit assumption of justification for the existence to department prevalence of worn formulae, apparently formal. (b) Only quite vague implication that there may be differentiating functions for Teachers Colleges.	11	19
	6. (a) No indication of awareness of differentiating functions for Teachers Colleges or of anything unsatisfactory in the situation.	31	54
B. Recognition of the presence and frequently obstructive operation of such factors as custom, tradition, use and wont, in either public school or T. C. or both.	1. Explicit recognition of the obstructive operation of "historical effectives" in both public school and school for teachers.	3	5
	2. Implicit but fairly clear recognition of such factors.	6	10
	3. Implicit but quite vague indications of awareness of such operative factors.	9	15
	4. No recognition of anything in way of established structures or practices that operate more or less obstructively.	39	68

Four responses classified in this table should be omitted. For example the professional responsibilities of *teachers* are not so clearly involved or essential in the work of the department of bookbinding, printing, library, and Dean of Women as in the other departments. The omission of these will not appreciably change the result indicated.

Possibly, also, the responses of a few departmental teachers in the secondary training school should have been omitted because instead of defining the function and describing the organization of the training school they responded with reference to the field in which their teaching is done. Instead of omitting them they were evaluated as if they were teachers in the College departments involved; but in so doing, however, the fact was not overlooked that they were apparently not aware of the primary function of the secondary school in which they work: *viz.*, training for secondary school teachers.

#### DEPARTMENTAL ORGANIZATION

A similar analysis was made with reference to the matter of departmental organization. Each of the responses to the inquiry about departmental organi-

zation to realize declared departmental functions was examined with reference to (1) whether any account or indication was given of conscious planning to accomplish purposes stated, to offset deficits, etc., and (2) in the absence of this, whether there was recognition of the need of activities to ascertain the proper emphases of the department's work or to correct wrong emphases.

TABLE II

Criteria Applied	Responses Classified	Number of Teachers	Per Cent. of Faculty
1. Some account or indication of existent plans for accomplishing the characteristic purposes of Teachers Colleges through the department meeting needs, offsetting deficits, etc., or in the absence of plans or established structures of the sort, recognition of the need of activities to ascertain the proper emphases of the department's work, to correct wrong emphases, etc.	1. Explicit statement or clear indication of plans or practices definitely related to the differentiating purposes of Teachers Colleges and the corresponding departmental functions.	4	7
	2. Statement or indication of plans pretty incomplete or else mainly implicit.	10	17
	3. Statement of plans or practices full enough but lacking in suggestions of conscious relation of the department to the differentiating purposes of Teachers Colleges.	9	15
	4. Little or no indication of plans of any sort frequently mere enumeration of teachers or of courses. Sometimes mere statement of formal divisions of work in the department usually not supported, sometimes contradicted.	34	59
	Five college teachers with varying emphasis or conviction mentioned the need of research upon school problems. In the elementary training school, four especially speak of the training school as a "laboratory," a place of "experiment" or "test of theory," and the like.		

Having, though very roughly, analyzed the statements of departmental function and organization the general impression left by close reading of these returns may be set down.

1. There are quite wide variations in outlook and point of view,—often, of course, in matters more or less indifferent, but also often in essentials. One might say, of course, that these may indicate variations in interest, in time spent in answering, in readiness to express, in ability to compose, etc. But it would hardly be assumed that this is their main significance. Even within departments there are wide variations in apparent points of view. The reader may judge what weight should be attached to these. Unity is not important except in essentials.
2. It is obvious enough, at all events, that if the prefatory assumptions (pp. 12-16) are valid, and if the foregoing statements of departmental functions may fairly be accepted as evidence, there is in the faculty of this school nothing like a diffused or widely distributed consciousness of the supplementary relation of the College to the public schools. There are statements that formally affirm the common purpose of all departments; but close at hand are other statements that specifically describe with approval, the division of "academic" from "professional" purposes, the concern of some departments solely with *content*, and of others with both *content and principles of teaching*, etc. The idea of leadership is occasionally affirmed, but usually without suggestion of what might be involved in it.
3. One could roughly make a group of departments in which apparently no



distinction is perceived between the work of teachers in a teachers' college and teachers in a Liberal Arts college,—as if properly enough under different names the two customarily do the same thing. (For example, see groups 5 and 6 under *a*, p. . . . .) In this group the statement of functions seems to assume that there is no special procedure; either of selecting material or of improving attitudes and procedure; the material, apparently, has been satisfactorily evaluated or justified by experience, and the work of teachers is simply to prevent it. Apparently there is nothing disquieting in the fact that in various instances the material has been presented before,—in the public schools. *Reteaching* would seem to require explanation or justification,—which might be found in a difference in point of view, something suggesting characteristic responsibilities and difficulties of teachers, recognition of incomplete success of the public schools, changes to be sought, and the like. In certain departments, if not in all, it would seem imperative to know the characteristic weaknesses of public school instruction,—as a clue to the framing of more relevant and useful courses of study; but there appears to be little recognition of a problem of this sort. The statements of organization (which it was thought would call forth something on this point) very frequently imply recognition of the need of ascertaining the *nature*, extent, and *causes* of unsucess in the public school use of the school subjects. One finds occasionally (implicit only) the suggestion that students in a school for teachers may not all or most be preparing to be teachers, but may merely need “academic training.” This, of course, implies two sets of objectives and modes of procedure; but the need of framing *teachers' courses in all the school subjects* receives very little explicit recognition. Recognition of the need of fostering changes in the public school use of the school subjects is too seldom even implied. In short, there is too much in the statements of departmental function that suggests that subjects are ends; that the proper goal of all the students that come before a given teacher is the same kind and amount of knowledge that the teacher possesses.

On the other hand, one could make a group of departments in which the professional attitude is exhibited in considerable degree. (For example, see groups 1, 2 and 3 under *a*, p. . . . .) It is reassuring to see that these have representatives in all the general divisions of the College. In this sense the professional attitude or consciousness might be said to be somewhat widely distributed through the College. It does not, however, dispel the definite impression of *localization of the professional spirit*. This is not good. In a school exclusively for teachers, if anywhere, one might fairly expect a wide diffusion of professional consciousness. The excerpts indicate clearly that it is considerably isolated. Unity of effort could not under the circumstances be very great.

4. The responses to the request for statements of departmental organization to accomplish declared purposes are pretty generally vague. Hints of co-operative effort do occur; and there is now and then a suggestion that more organization exists than is described. This would be expected, of course. The idea of organization may not have been clear; there is little to be read upon it, and outside sociology classes there is almost no discussion of it. Nevertheless, it seems fair to expect that if ends were clear at least to heads of departments the means employed to reach them would be somewhat in evidence, though not necessarily clearly in consciousness throughout any department. Structures or activities would presumably be established to meet characteristic problems, and responses to this inquiry ought to reveal something of the purposefulness of departmental effort.
5. To evaluate the situation thus revealed one needs to press the analysis further. The first question to ask after having discovered that the faculty of a school might be classified into two groups—one “conservative” or “stand-pat” and the other “progressive;”—is obviously *where are the teachers located?* Even a very small number of thoroughly modern and dynamic teachers may provide occasion for greatest hopefulness *if they occupy the strategic positions in the school*; while even

a larger number than reveal themselves in the foregoing statements of departmental function and organization would, if distributed at random, give no great warrant for optimism. The strategic positions are those occupied by heads of departments, by chairmen of the faculty committees that deal with the most vital concerns of the College, and by administrative officials. Finally, of course, the effectiveness of these depends upon the president, who, by virtue of his power to initiate and direct is the most important member of the faculty. No one will think that his is a simple problem,—that the deploying of faculty members for greatest usefulness is uncomplicated. Nevertheless, the second question is necessarily, what steps the president has taken to unify the faculty with reference to the problems and responsibilities of a school for teachers. Upon this a number of quite relevant things can already be said. The reconstruction of faculty committees (q. v. . . . . .) and the initiating of such important activities as those of the committees on *Courses of Study*, *Research*, and *Survey* could hardly help bringing the faculty to bear upon their common problems as members of a school for teachers. They in this case tended directly toward the creating of a corporate consciousness. Aside from these activities which the President vigorously and consistently stimulated, should be mentioned the President's manifest disposition to use the faculty meeting for purposes of deliberation over the important problems of the College, and his successive steps toward the democratization of administration. All who are at all open-minded must have been quite aware of these promising omens.

With this very general discussion we pass to the next task,—that of presenting the results of the inquiry about the functions and interrelations of the courses offered in the College.

#### DISCUSSION OF FACULTY STATEMENTS OF THE FUNCTION AND INTERRELATIONS OF COURSES

This discussion also may be prefaced by quotation of the topic it deals with: "Make a complete but concise statement (a) of the function of each of your courses, and (b) of the interrelations of your courses."

1. It will be remembered that this assignment (3 a and b) was supplementary to the inquiry about departmental functions and organization. For the sake of concreteness, it was hoped that the response to this topic might also be printed in full. But when the material was assembled it was clear that it would not be feasible. It involved, for instance, printing over 400 descriptions of courses and statements of functions, as well as the numerous statements of the interrelations of courses. It could have been shortened somewhat by omitting duplicate statements,—which, however, were sometimes most illuminating, since they frequently showed the lack of unity within departments. In the greater number of cases, indeed, the material given in response to this topic reveals nothing more of the justification or interrelations of courses than the Year Book's unilluminated descriptions provide. But the very fact that in response to the specific request for statements of the functions and relations of courses (following the specific request for statements of the functions and organization of departments) so much opaque material should be offered constitutes the most revelatory data possible for the purpose of an inquiry into faculty consciousness of ends and means. To print it all for the reader, however, would be to demonstrate *ad nauseam* the lack of faculty unity of purpose and effort for a common end. To place in pairs the most unconscious and the most highly conscious formulations of statements of the functions and interrelations of courses would be the logical method of exposition; but for obvious reasons such selection is not possible. The best that can be done under the circumstances is merely to present in general and impersonal terms the impression left by a close study of this section of the returns.

This method of treating such material affords perhaps the second

- good illustration we have provided of the disadvantages or inconveniences of a "self-survey." To offset these, however, is easily within the power of the school, since the full material is at hand and assembled for convenient study.
2. The general effect of the statements of the functions and interrelations of courses is only to accentuate sharply the impression given by reading the statements of departmental function and organization. Insofar as it is fair to base conclusions on such data one may say that it appears that the faculty is not a unit in purpose or conception of the functions of schools for teachers; and the various divisions of the work do not as a rule appear to be at all consciously correlated for a common end. Even within departments it is not highly unified. As with the statements, of departmental function and organization two unequal groups could be made, one exhibiting throughout very little conception of the supplementary relation of schools for teachers to the public schools, very little conception of characteristic responsibilities for normal schools and teachers' colleges; and the other in varying degree exhibiting a promising awareness of the characteristic responsibilities of schools for the preparation of teachers.
  3. In the first group, the function of courses is ordinarily stated merely in terms of *what is done by the teachers*, without attempt at justification, or explanation of why the course in question should be included in the work of a school existing exclusively for the preparation of teachers to realize the social purposes of public education. The material taught is apparently accepted uncritically as needing no justification. Even if it did not need justification, however, such responses could not be taken to indicate a satisfactory condition. Such justification as occasionally appears incidentally is usually that the course is "a preparation for more advanced study in the field,"—presumably for its own sake in cases where nothing is less likely than it would be applied to the uses of life; occasionally it is specifically "to give culture." Even the obvious (though incomplete) justification of advancing margins of knowledge in the case of teachers who might be preparing for departmental work in the public schools hardly appears explicitly; and there is no recognition of "teaching" problems in the secondary schools. In this large group there is practically no reference to the public school situation to which presumably the work of a teachers' college should be consciously related. Apparently the work taught is viewed largely as an end in itself. The assumption seems to be made that though the time be short, still the best use to make of it is to start as if it were abundant,—because it would be good for everyone to know the whole field as intimately as the college teacher does. There is, in short, little to suggest the existence of the professional spirit, and less to hint at its actual operation; the modern social point of view has apparently not touched the teachers in this group. So far as these statements show, the responsibility of a teachers college are apparently not viewed as making demands upon it for adjustments different from those customarily made in liberal arts colleges. The need of "teachers'" courses in every subject taught in the secondary schools does not get recognition. The supplementary relation of schools for teachers to the public schools is not apprehended.
  4. In the other group, as before, sometimes very explicitly and in detail, and in numerous cases by implication, there is abundant evidence of sensitive awareness of the requirements of the public school situation into which graduates are to pass. A good many courses have been shaped with a high degree of consciousness of public school deficiencies in the use of particularly important subject matter. Though the analysis upon which such courses rest is obviously often *a priori*, still in the absence of inductive studies such an attitude is definitely more promising than the other,—especially when, as is sometimes the case, the need of inductive studies is explicitly recognized. Evidence of departmental isolation, however, is about as good in this as in the other group. Departmental offerings seriously overlap in several cases; and

within a given department considerable repetition of topics can easily be found. The expansion of departmental work is sometimes more conspicuous than the studied effort to meet public school needs. Duplication of courses and departmental isolation are both excellent indications of the lack of a corporate consciousness in the school. While there is obviously a good deal of forward-facing effort in various departments, there is clearly not a consensus or unanimity. Professionalism is only sporadic.

5. In this general situation the critic must find his grounds for cheerful or other forecasts. As before, the first question to ask after having reached the conclusions above set down is *whether the strategic positions are occupied by the teachers who show most awareness of the nature of the responsibilities of teacher-training; and then, what steps have been taken by the President to unify the faculty with reference to the responsibilities of a professional school for teachers.* If it is found that the distribution of teachers is strategic with reference to the realizing of the ends of the College, then the small number of these teachers is no warrant for discouragement; if not, then even a much larger number of "professionals" than have revealed themselves in the foregoing returns would be no warrant for congratulation.

So far as reliable conclusions can be reached from such casual data as these thus far examined, it is clear that the faculty of the State Teachers College is not highly unified with reference to the characteristic purposes of teachers' colleges. We turn now to analysis of the returns that set forth the barriers most felt by the teachers.

### BARRIERS TO DEPARTMENTAL EFFICIENCY

*"What are the chief barriers to realizing your department's functions? What are the chief barriers to realizing the functions of the courses offered in your department?"*

It was expected that this and the inquiry in regard to the most important problems of the College would go far toward disclosing the chief "sore spots" in the organization of the College. Incidentally the amount of unity of point of view, it was thought, would be suggested.

The following rough summary gives a glimpse of the matters which seem to concern the twenty-two heads of departments most.

TABLE III

Barriers Mentioned	No. of Teachers	Percentage
1. Lack of equipment and room.....	14	63%
2. Lack of co-ordination of departments; competition	10	40%
3. Lack of recognition of the College's function.....	4	18%
4. Low initial equipment of students.....	4	18%
5. Inconsecutive courses; too free election.....	3	13%
6. No time for laboratory or research work.....	4	18%
7. Lack of connection with public school teachers...	3	13%
8. Too heavy teaching schedule.....	3	13%
9. Shifting personnel in department.....	3	13%
10. Inadequate time allotment for courses.....	2	9%
11. Small classes.....	1	4%
12. Immaturity of students.....	2	9%
13. Too many elective courses.....	1	4%
14. Division of teacher's work between High School and College.....	1	4%
15. Lack of dormitories.....	1	4%
16. Lack of medical advisers.....	1	4%
17. Lack of cafeteria.....	1	4%
18. Lack of administrative recognition of peculiar conditions.....	1	4%
19. Irregular dismissal of classes by teachers.....	1	4%
20. No Senior College requirement in department...	1	4%

The following digests of statements made by heads of departments concerning barriers to departmental effectiveness will help to give concreteness to the discussion that follows. Each item represents one teacher.

1. The importance of a department has always been and still is judged

- mainly by the number of students enrolled in it (under a highly elective system). Hence, competition for students has lowered the standards of work in all departments and has prevented the school from working out the best course of study that could be made. The best way to get students is to manage to have your courses required for graduation,—whether the function of the college calls for it or not. This situation is made worse by the students' lack of knowledge of their needs, which is a result partly of poor teaching in the public schools.
2. Student teachers are "placed" in the training school with little reference to what courses they have taken in the College.
  3. The student who remembers having had a course in a subject in elementary or high school feels that another course in the subject is not justified when 190 courses are before him to select from. Often he has acquired a distaste for the subject,—as a result of poor teaching. New titles attract. He makes up his course from the quarter program-slip rather than from a study of the Year Book; and the help of the faculty advisers is not sought.
  4. Inconsecutiveness of courses elected by the students is the chief barrier. It is added to the failure of elementary and secondary schools to establish serviceable habits of study.
  5. The lack of understanding, on the part of the other departments, of the relation which their work has to the work of this department joins with the lack of a functional attitude on the part of other teachers in this department, and the failure of the College to set proper graduation requirements with regard to the subject matter of this department.
  6. Insufficient time allotment to accomplish the purpose for which the course given by this department is required. The abstruseness of the subject and the immaturity of the student are both overlooked, so that to a considerable extent the effort of the department is wasted, and the lack of inter-departmental organization maintains the condition.
  7. Classes in required subjects are too large to admit of effective instruction; and the courses taken by the students make the work inconsecutive.
  8. The inadequate time allotment for the immature Junior College students and the absence of any requirement of work in the department for Senior College students is the chief barrier. The elective basis is not adequate.
  9. Technical courses demand technical equipment, and we lack this.
  10. Perhaps the chief barrier is the lack of close and sympathetic relations between the members of the department. This is largely the fault of the head of the department.
  11. Lack of appreciation by other departments of the value of the work of this department.
  12. A too heavy teaching schedule joins with the lack of appreciation by the community of the value of the work of this department, to prevent the fullest realization of the function of the department.
  13. The difficulty of securing and holding competent teachers hampers the department both in working out a policy and putting it into operation. Low pay and lack of freedom to carry out policies are the chief barriers.
  14. There are three chief barriers: lack of departmental organization, lack of unity of effort, and lack of room and equipment.
  15. Lack of appreciation by other departments of the value of the work of this department, and the consequent discouragement of students from further work in it. Small classes are a result.
  16. Lack of appreciation of the administrative difficulties involved in dividing the work of a teacher between high school and College courses.

To these may be added statements made by other teachers in the departments.

1. The shortness of the term and the extent of the material to be covered makes the work necessarily superficial and of doubtful effectiveness.
2. The amount of time required in this field is so little that the work amounts only to a superficial summary.
3. One of the chief barriers is the lack of organization within the departments. Little is known of the material presented in courses offered in the departments by teachers not belonging to this department.
4. The faculty is not as a whole focused upon the educational problems of the school. There is a conspicuous lack of an active functional attitude.
5. The faculty is not a unit in its attitude toward a considerable number of the most important results of modern educational thought,—even in matters upon which there can hardly be two acceptable attitudes.
6. The overcrowding of required courses is a serious obstruction to the efficiency of class work. It definitely prevents forming the kinds of judgments about students that are needed either to rank the students or to assist the placing bureaus. Hence our grades are badly distributed.
7. The character of the preparation afforded to our students in their public school work,—their conspicuous lack of knowledge of the world of affairs,—makes a great deal of elementary work necessary and further shortens the time allotment in required courses. Beyond this, they have apparently been accustomed to rote work and memorization, so that interest in active inquiry is somewhat atrophied. Much patient class work is needed to coax them back into some degree of self-reliance.
8. Insufficient teaching force and lack of room give almost impossible conditions for effective work. For example, in one room of twenty students, five are in the most elementary course, five in the second course, two in the third course, three in the fourth course, two in the fifth course, and three in the sixth course.
9. Mine being double or laboratory periods, create a problem of scheduling the courses of students who must meet the general College requirements in various subjects. No attention is given to this; so College students electing courses in this department must do their second hour of work at any free hour they have. Thus in a given hour there may be several students finishing up work begun in some other period.

## DISCUSSION

By way of introduction to the discussion, it may be announced that greater faculty unanimity of thought occurs in the responses to this than to any other inquiry made in the general questionnaire; and that at the same time the lack of organization of the College appears with unusual definiteness.

Two fundamental deficits are implicitly made very clear in the many specific statements of the heads of departments concerning the barriers to departmental efficiency.

1. The lack of a common or unifying point of view among the teachers of the College; or in other words, the absence of what might be called *corporate consciousness of the distinctive or differentiating purposes of schools for teachers.*
2. The ineffectiveness of such co-ordinating machinery as has been established.

In the absence of the primary requisite of organization (clear and well-distributed consciousness of purpose) it would not be expected that diverse activities would be correlated with a high degree of consciousness.

The lack of a common unifying point of view among heads of departments prevents any systematic analysis of what the distinctive purposes of the school and the characteristic deficits in the educational situation require in way of courses or curricula. Reconstruction or readjustment, any focussing on the characteristic problems of the school, is constantly checked and hampered by the feeling of rivalry and the necessity, under the circumstances, of each man's

striving to hold present gains and maneuvering for extensions. This is a condition of long standing. There is a consequent isolation of departments and an over-individualization of teachers, which leads to active, overt competition for students and the automatic perversion of the faculty advisory system. Consequently the courses in students' programs are frequently inconsecutive, and general requirements are made grudgingly without considering the importance of requiring enough to accomplish the ends of requiring anything at all.

In short, the outstanding characteristic that appears in these analyses is that of departmental isolation, intensified by a loose elective system and the absence of a very conscious machinery for co-ordinating the work of departments or teachers within departments. This, of course, is a result of the lack of a fairly clear definition of the supplementary function of the school (its relation to the public elementary and secondary schools) and the consequent absence of provisions for unifying the faculty or focussing them upon their peculiar responsibilities and problems. The school is at least not closely organized for the purposes of a college for teachers. It has apparently not considered very attentively either the initial attainments of its student body or the initial detachment of its teachers,—who inevitably come to it with the unconscious points of view and biases of their specialization and have an immediate need of unification for the distinctive purposes of a vocational school for the preparation of teachers. The over-crowding of required courses, which in the Junior College are filled by immature, inexperienced students, ignores the requirements of effective instruction and indicates further the absence of recognition of the characteristic or differentiating functions of schools for teachers.

The tabulations of responses from the other teachers may be introduced and dismissed with the mere statement that though new "*sore spots*" are revealed the general situation displayed in the statements made by the heads of departments is only accentuated. Lack of organization is patent.

TABLE IV  
Thirty-Three Other Teachers

Barriers	No. of Teachers	Percentage
1. Lack of equipment and rooms.....	13	39%
2. Inadequate time allotment for courses.....	6	18%
3. Classes too large.....	4	12%
4. Lack of co-ordination of work of teachers in the department .....	4	12%
5. Lack of recognition of the function of the College. Disunity .....	3	9%
6. Lack of laboratory work.....	2	6%
7. Need of more teachers.....	2	6%
8. Initial lack of equipment in the students.....	2	6%
9. Inconsecutive courses in students' programs.....	2	6%
10. Overlapping of departments in course offerings. Duplication .....	1	3%
11. Lack of connection with public school leaders....	1	3%
12. Too heavy teaching schedule.....	1	3%
13. Poor text books.....	1	3%
14. Inequalities of students at entrance.....	1	3%
15. Too much clerical work.....	1	3%
16. Two years inadequate for preparation of teachers	1	3%

#### Agreement on Barriers

Agreement in regard to the barriers to departmental efficiency is not conspicuous as between heads of departments and other teachers in the departments. Placing side by side the eight topics from each group which are mentioned by as many as three teachers, the situation is fairly clear.

TABLE V

Heads of Departments	No. of Teachers Replying	Other Teachers (not including Training School Teachers)	No. of Teachers	Total Per Cent. of Faculty
1. Lack of equipment and room.	14	1. Lack of equipment and room.	13	49%
2. Lack of co-ordination between departments.	10	2. Inadequate time allotment.	6	
3. Lack of recognition of college's function.	4	3. Classes too large.	4	
4. Low initial equipment of students.	4	4. Lack of intra-departmental co-ordination of teachers.	4	
5. Inconsecutiveness of courses of students.	4	5. Lack of recognition of College's functions (see 3 in other group).	3	14%
6. Lack of time for laboratory and research work.	4	6. Lack of time for laboratory and research work.	2	10%
7. Lack of connection with public school teachers.	3	7. Need of more teachers.	2	10%
8. Too heavy teaching schedule.	3	8. Low initial equipment of students. (See 4 in other group.)	2	10%

The matters agreed upon are of unequal significance for an inquiry into organization (or the lack of it). The most generally felt barrier would appear from the foregoing comparison to be the lack of equipment and room, upon which twenty-seven agree; but it is seldom mentioned first by anybody. The most significant agreement, from the point of view of organization, is in regard to the lack of recognition of the peculiar functions of the College, upon which seven write. Next come the lack of time for laboratory and research work and the low initial equipment of students, upon which six agree.

Next we report the barriers listed by the training teachers of the elementary school.

TABLE VI

Elementary Training School Teachers (9 in All)

Barriers	No. of Teachers
1. Too heavy load.....	6
2. Inadequate rooms and equipment.....	4
3. Too many student teachers.....	3
4. Indefinite and conflicting instructions.....	2
5. Lack of recognition of function.....	1
6. Two years inadequate.....	1
7. Over-emphasis on measurable results.....	1
8. No time for study.....	2
9. Lack of organization. Inconsecutive, non-cumulative work in subjects .....	2
10. No course of study.....	2
11. No co-ordination of College study and training school teaching..	2
12. Inadequate recognition of the peculiar conditions existing.....	1

CHANGES IN DEPARTMENTS IN TWO YEARS PRECEDING 1917-18

*"List all the changes made in the last two years in either the organization of your department, or in the emphases within the established activities of the department (including new courses framed, old courses abandoned or changed), stating in each case the reasons for the changes and the method of accomplishing the changes (e. g., whether by co-operative effort or otherwise)."*

This topic was expected to throw light on the matter of intra-departmental



unity as well as on inter-departmental connections. Changes would be expected. The reasons for making specific changes would, it was expected, be illuminating; the method of accomplishing changes would be still more so; and the source of even slight changes might have a bearing.

It is convenient to examine the responses of heads of departments first and after that the responses of the other members of the faculty. The returns of teachers in the Elementary Training School are left to the sub-committee on Training School. So also would be the returns of the teachers in the Secondary Training School, had the teachers (other than the principal) not replied from the point of view of departmental teachers of this or that subject rather than as members of a training school. The following tabulations present the essential data of the returns to item 5.

New Courses Created in Two Years Preceding 1917-18  
Heads of Departments (22 in all)

TABLE VII

No. of Courses	Dept.	No. of Teachers in Dept.	Reasons for New Courses	Inception of New Courses	Method of Establishing New Courses
3	Chemistry	1	Needed by another Dept.	Head of other department.	Agreement with head of department; announcement in Year Book.
2	Physics	1	Emphasis of College on Junior College work.	The teacher's own initiative.	Announcement in Year Book.
4	Mathematics	3	Emphasis of college on Senior Graduate College.	The teacher's own initiative.	Announcement in Year Book.
4	History	1	Needed by modern teachers.	(1) Amer. Acad. of Polit. and Soc. Sci. (2) Superintendent's criticisms. (3) Requests of students; and (4) the teacher's evolution of needs.	Conference with President; announcement in the Year Book.
4	Oral Eng.	2	To allow more specialization.	The teacher's own initiative.	Announcement in the Year Book.
9	Biology	2	In general, better training for teachers; two requested by another Dept.	The teacher's own initiative plus one request from another Dept.	Announcement in the Year Book.
4	Sociology	2	To meet European war situation; to meet new developments in field; to meet student needs. To give new members of Dept. opportunity to develop courses.	Partly result of Dept.'s conference over the question of the courses most needed.	Conference of two members with Dept. heads in Biology, Education and History; announcement in the Year Book.
2	Ind. Arts	4	To meet demand for graduate courses.	The teacher's own initiative.	Announcement in the Year Book.
1	Com. Schools	1	Needed by rural teachers.	The teacher's own initiative.	Announcement in the Year Book.
3	Fine Arts	2	To allow more specialization; recognition of public school need.	The teacher's own initiative.	Announcement in the Year Book.
1	H. S. Training	9	Needed by students.	Suggested by President.	Conference with President; announcement in the Year Book.
2	Psych.	2	Needed by teachers.	The teacher's own initiative.	Announcement in the Year Book.
3	Phys. Ed.	2	To encourage men students.	The teacher's own initiative.	Announcement in the Year Book.
1	Library	1	To teach use of.	The teacher's own initiative.	Recommended by course of study committee.

New Courses Created in Two Years Preceding 1917-18  
Other Teachers (33 in all)

TABLE VIII

No.	Dept.	No. of Teachers	Reason for Changing Courses	Source of Idea of Change	Method of Procedure in Change
1	Com. Arts	3	To meet city school requirements of teachers.	Head of Dept.	No response; presumably mere change.
1	Education	3	To meet need of modern teachers better.	Conference of Dept. members.	No response; presumably mere change.
5	Sociology	2	Response to material by students. War conditions requiring recognition.	Mainly independent; occasional conference with Head of Dept.	Redescription of courses for Year Book.
1	Fine Arts	2	To give time for necessary new course; old course shortened.	No response; presumably the teacher's initiative.	No response; presumably mere change.
2	Home Econ.	3	Merging of related material in 2 courses more economical.	No response; presumably the teacher's initiative.	No response; presumably mere change.
1	Hist. (H. S.)	1	In the interest of students.	Departmental initiative apparently.	No response; presumably by announcement in the Year Book.
3	Eng. (H. S.)	3	No reason suggested.	Departmental initiative apparently.	No response; presumably by announcement in the Year Book.
1	For. Lang. (H. S.)	1	No reason suggested.	Departmental initiative apparently.	No response; presumably by announcement in the Year Book.
2	Eng. (H. S.)	3	No reason suggested.	Departmental initiative apparently.	No response; presumably by announcement in the Year Book.
2	Eng. (H. S.)	3	No reason suggested.	Departmental initiative apparently.	No response; presumably by announcement in the Year Book.

Courses Dropped in Two Years Preceding 1917-18  
Heads (22 in all)

TABLE IX

No.	Dept.	No. in Dept.	Reasons	Source of Idea	Method
2	Physics	1	No demand.	Own initiative; failure to fill.	Merely dropped.
1	Modern Lang.	1	"Obvious reason" (war).	Own initiative.	Merely dropped.
3	Geography	1	Overlapped H. S.; no demand.	Own initiative.	Merely dropped.
1	Psychology	2	Better material.	Own initiative.	Merely dropped.
7	Sociology	2	New developments; new courses.	Own initiative.	Conference with other member.
2	Ind. Arts	4	Development of new courses.	Own initiative.	No statement; presumably merely dropped.
1	Fine Arts	2	Not suitable.		No statement; merely dropped.
1	Psych.	2	More important courses possible.	Own initiative.	Merely dropped.
12	Foreign Lang.	1	Distaste for German.	Own initiative.	Merely dropped.

Old Courses Dropped in Two Years Preceding 1917-18  
Other Teachers ((33 in all)

TABLE X

No.	Dept.	No. Teachers	Reasons for Dropping Courses	Source of Idea of Dropping	Methods of Procedure in Dropping
2	Education	3	More useful courses possible.	Departmental conference.	No response; mere elimination presumably.
2	Fine Arts	1	Lack of space and equipment.	No response; teacher's initiative apparently.	No response; mere elimination presumably.
3	Home Econ.	3	Lack of space and equipment.	No response; teacher's initiative apparently.	No response; mere elimination presumably.
2	Home Econ.	3	Lack of equipment.	No response; teacher's initiative apparently.	No response; mere elimination presumably.
1	Hist. (H. S.)	1	More useful course possible.	No response; teacher's initiative apparently.	No response; mere elimination presumably.
2	Eng. (H. S.)	3	More effective separation of aspects of work.	No response; teacher's initiative apparently.	No response; mere elimination presumably.
1	Eng. (H. S.)	3	No response; teacher's judgment apparently.	No response; teacher's initiative apparently.	No response; mere elimination presumably.

Courses Remodeled in Two Years Preceding 1917-18  
Heads of Departments (22 in all)

TABLE XI

No.	Dept.	No. in Dept.	Reasons for	Source of Idea	Method
1	Mathematics	3	Req., Course of Study Committee.	Course of Study Committee.	Merely established
5	Geography	1	Student need.	Own initiative.	Merely established
1	Oral Eng.	3	Allow specializing interest.	Own initiative.	Merely established
1	Psychology	2	Better material.	Own initiative.	Merely established
3	Sociology	2	New development. European War.	Own initiative.	Merely established
3	Fine Arts	2	Time too short to allow specializing.	Own initiative.	Merely established

Old Courses Remodeled in Two Years Preceding 1917-18  
Other Teachers (33 in all)

TABLE XII

No.	Dept.	No. of Teachers	Reasons for New Courses	Inception of New Courses	Methods of Establishing New Course
1	Com. Arts	2	City school requirements.	Head of Dept.	No response; presumably announcement in Year Book.
9	Education	3	Needed by modern teachers; to recognize present interests.	6 by head of department; 3 by other members of department.	4 by head of department without conference; 5 after conference with department teachers; after that presumably by announcement in Year Book.
5	Sociology	2	New member of Dept. permitted to develop courses.	Conference with head of Dept. concerning the needs to be met.	Purposes of course discussed and agreed upon; then formulated and handed to the Dean for announcement in Year Book.
3	Dean of W.	2	Personal needs of students.	No response; presumably in conference, with the course of study committee's approval.	No response; presumably by announcement in the Year Book.
11	Library	3	To meet the needs of students.	The teacher's own study of the situation and the course of study committee's approval.	No response; presumably by announcement in the Year Book.
2	Fine Arts	2	To meet needs of special group on request of students.	Primary teachers in the training school.	Approved by course of study committee and announced in the Year Book.
2	Woodwork	1	Requested by students.	Requested by students.	No response; presumably by announcement in the Year Book.
8	Home Econ.	3	2 fundamental to Dept.'s work; 1 needed by majors; 1 necessary for treatment of disease; the rest desirable.	Departmental initiative, except one case; conference with another Dept. in that case.	No response; presumably by announcement in the Year Book.
10	Home Econ.	3	Needed by majors in Dept., to make previous courses effective; to meet war conditions; at request of students.	Departmental initiative, apparently.	No response; presumably by announcement in the Year Book.

Classification of Other Changes  
Heads of Departments (22 in all)

TABLE XIII

Nature of Changes Made	Departments Affected	Reasons for Changes	Methods of Effecting Change
1. Separation of departments formerly combined.	Chemistry from Physics	None given.	President's decision.
	Home Econ. from Practical Arts.	None given.	President's decision.
	H. S. Dept. of Com. Arts from College Com. Arts.	None given.	No statement.
2. Decreasing credit values of courses.	Mathematics.	None given.	No statement.
	Educ. Psychol.	None given.	No statement.
	Fine Arts.	Time needed for another course.	No statement.
	Kindergarten.	Time needed for another course.	No statement.
3. Changing length of courses.	Commercial Arts.	None given.	No statement.
	High School Course.	Agreement with President.	Announcement in calalog.
4. Changing the nature of requirements.	Mod. For. Lang.	Get rid of mere samples of course; economize energy.	No statement
	H. S. Practice Teaching.	Better training.	Approval of President.
	Kindergarten.	More teaching needed.	No statement.
5. Reorganization of	Biology.	More professional spirit emphasis on College.	No statement.
	Kindergarten.	More teaching.	No statement.
5. Division of responsibilities within departments.	Biology.	No statement.	No statement.
	Phys. Ed.	No statement.	No statement.
	Dean of Women.	Economize energy.	No statement.
	Sociology.	Clearer definition of courses.	No statement.

## Classification of Other Changes

Other Teachers (33 in all)

TABLE XIV

Nature of Changes Made	Departments Affected	Reasons for Change	Method of Effecting Change
Separation of departments formerly combined.	Home Econ. from Practical Arts.	No statement.	No statement.
	H. S. Com. Arts from College Com. Arts.	No statement.	No statement.
Decreasing credit value of courses.	Physical Ed.	No statement.	No Statement.
Change in nature of Course Requirements.	H. S. English.	Clearer definition of courses.	No statement.
	H. S. For. Lang.	No statement.	No statement.
	H. S. Practice.	No statement.	No statement.
Reorganization of Dept.	Music.	Closer supervision of practice teaching.	No statement.
Division of responsibilities in department.	Phy. Ed.	No statement.	No statement.
	Assist. to Dean of Women.	Economy of Energy.	No statement.
Changing grade of practice pupils taught.	Bookbinding.	Never explained to teacher affected.	No statement.

### DISCUSSION

The rough classification of data in the preceding tables yields at once certain "pure crude fact." For example, of 94 new courses mentioned, 82 are distinct,—only 12 duplications being made in the enumerations. Heads of departments enumerate 43 new courses, and the other teachers 51. Of 43 courses dropped, 6 are listed by departmental teachers in the Secondary Training School. No duplications occur. In the two years mentioned, the College (or the Year Book) shows a net gain of 57 courses. Of 24 courses remodelled in the same period, 14 are listed by heads of departments, and 10 by other members of the faculty,—eliminating a few courses listed by Elementary and Secondary Training Schools. Again, there are no duplications.

This general situation is interesting. Departmental heads do not (except in two instances) list the new courses framed by other members of their department; similarly (except in two instances) the other teachers hold strictly to the account of their own activities. A very high degree of individual independence is exhibited. One might say that here, at least, academic freedom is fairly complete. But the topic calls explicitly for "*all changes made in the department in the past two years, including new courses, courses dropped, remodeled, etc.*" The question arises whether perhaps the two groups are so independent that they do not know of each other's activities. Unreasonable as this might appear, it is probably true in too large a measure. Insofar as it is true what is exhibited is not only freedom but such kind and amount of it as might properly be called disorganization. The same independence or detachment of activity is illustrated in the responses to the request for a statement of the method of accomplishing changes. For example, how are new courses established? Of 29 teachers answering, all but 7 either explicitly or implicitly describe the process as simply "announcement in the Year Book." Of the 7 exceptions, two conferred with the President before offering the description of the course for the Year Book; two conferred with other members of the department concerned; two had the approval of the Course of Study Committee first; and one agreed with the department for whose students the course was created. One department head set up four new courses without conference with the other members of the department and they were established



apparently by mere announcement in the *Year Book*. In the majority of cases, when an individual or a department thinks a change desirable, apparently it is made and put into effect in the simplest possible fashion, though opposite ideas of what the purpose of the College is exist. For example, one teacher drops three advanced courses because the College is emphasizing Junior College work, and another adds four advanced courses because the College is emphasizing Senior and Graduate College courses.

In the various statements of reasons for changes made, only a few suggest inter-departmental co-operation, and there is a conspicuous lack of intra-departmental co-operation. In a few cases new courses are created by a department at the request of another department; but for the most part departments are apparently quite detached; and within departments new courses do not seem to be as a rule the result of conferences between members of the departments. Many apparently excellent reasons for changes appear in the statements; but sometimes they contradict each other, and no safeguard against changes that negative each other appears. It was expected that reasons for changes (if the faculty were unified in purpose and effort) might be stated with at least implicit reference to the characteristic or differentiating purposes of teachers' colleges. Only seldom, however, and then only vaguely, do they imply such consciousness; for example, new courses framed at the request of students do respond to the College's recognition of the "elective principle." What is conspicuously lacking, however, is evidence of the operation of activities to correlate departmental effort,—or even consciousness on the part of the faculty of the existence of such activities. The course of study committee, whose purpose was to rationalize and co-ordinate changes in curricula, is mentioned only a few times, and then only vaguely. Doubtless it is much more effective than the responses indicate; but doubtless, also, the faculty as a whole is not highly conscious either of the need of such co-ordination or of the work of the committee except as a somewhat mischievous check upon independent activities.

In short, the examination of the responses to the fifth inquiry gives results that confirm the conclusions drawn from the data yielded in the first and third items, and raises a strong presumption in favor of the conclusion that lack of unity either of purpose or effort is an intra- as well as an inter-departmental characteristic.

To the inquiry as to what the faculty regarded as the changes most needed in the College we now turn.

#### NEEDED CHANGES REPORTED BY 22 HEADS OF DEPARTMENTS

*"List all the changes which in your opinion should be made in the organization of your department and in the emphases within the established activities of your department."*

It was expected that if unity of purpose were considerable, changes would have more or less specific reference to the ends of the College that are subscribed to by the departments.

Thirty-six topics cover the changes suggested by this group of teachers. Taking the responses at their face value one must conclude that the most important changes lie in the direction of departmental expansion. Seven heads of departments ask for sixteen new teachers. To one who knows the enrollment of the school and something of the distribution of students over the departments, however, qualifications would be possible even where reasons are not given that can be evaluated without such knowledge. The reasons given in two cases reflect real need, which even under the pressure of short funds might still claim serious consideration. In another case, the request for additional teachers was contingent upon the achievement of another change,—*viz.*, the increasing of course requirements in the department. The reasons given for this change seemed sound, granting that funds exist for the support of additional teachers. In the other four cases the desire for additional teachers clearly reflects not the pressure of students but the desire for departmental growth,—a laudable enough desire if conditions warrant it rather than other changes.

The next commonest change sought is simply the classification of more of this or that department's courses as *general* requirements of graduates. Six teachers ask for this, with more or less justification. If these changes were acceded to, the present requirements of the College would be increased by twelve courses, and the period for which teachers can be held would still remain two years for the most part, and the elective principle would have to pass.

Three teachers ask for dormitories for women students. Four make no response; two speak of the need of much greater emphasis on the teaching of the common school subjects in College; four speak of the need of more equipment; two of the need of more room; two of the desirability of more laboratory work in their departments; and two of the need of new courses in their department.

The rest of the desired changes represent one teacher each and are as follows:

1. Working out curricula with more attention to the value of continuity of study.
2. Placing more emphasis on method of instruction in College courses.
3. Equalizing the pay of training teachers in the rural demonstration schools with the pay of training teachers in the College Elementary School.
4. Organizing the training school on the 6-4-2 plan.
5. Ceasing to offer instruction in bookbinding to Elementary School pupils.
6. Placing emphasis on the third and fourth year work of the College.
7. Making more opportunity for supervision of the work in the Training School.
8. Freeing students in "special" departments from the general or required "professional" studies.
9. Changing graduation requirements with reference to English so as to protect the public schools against teachers who can not speak and write correctly.
10. Eliminating duplications of instruction in related departments.
11. Requiring syllabi of all College courses to be framed and made open to inspection.
12. Establishing a cafeteria.
13. Employing a medical adviser for the women students.
14. Seeing that when subject matter is required enough is required to realize the purposes for which the course is established.
15. More attention to seminar and research work in the Senior and Graduate College.
16. More attention in extension work to helping the least well-equipped groups of public school teachers.
17. Sex instruction for women students.
18. Printing in the Year Book the descriptions of the courses offered for third and fourth year students.

Half of these "needed changes" are quite significant—or would be if the conditions to which they refer are actually not receiving considerable attention. For example, items 1, 2, 7, 10, 13, 15, and 18 deal with matters of general import to the College. To evaluate all of them, however, would require following half of them up with a complete analysis of the conditions that obtain. Items 10, 13, 14, and 18 alone clearly recommend themselves. Item 8 is a fine illustration of departmental isolation and unconsciousness. It makes no distinction between (say) a biologist, a chemist, a cook, a carpenter, etc., and a teacher of the subject matter in question in the public schools. Unity of purpose and effort does not impress the reader of these recommendations. Their value as clues to unsatisfactory conditions is considerable. The first of these, however, is simply the lack of faculty unity of purpose and effort.

## NEEDED CHANGES REPORTED BY 33 OTHER TEACHERS

Forty-five topics cover the changes suggested by the second group of teachers. Twenty of these were contributed by the training teachers of the Elementary School,—among whom there is apparently more unanimity in regard to *needed changes* than in any other department in the College. They appear in every group of more than two teachers concerned in any topic. They constitute four of the seven who ask for more help; of the three others two are departmental teachers in the high school, and only one is in the group of College teachers. In the next largest group six teachers are represented. They are all training teachers in the Elementary School, uniting upon the desirability of a less strenuous daily program, more time to study, better service to the children. The reasons are apparently excellent, whether regarded from the selfish point of view of individuals or the altruistic point of view of conservators of the interests of young children. Three training teachers make the next largest group. They join in explanation of the desirability of a reorganization of *practice teaching*, and more or less definitely point out what seem to them plans superior to those in operation. Three complain of the amount of time absorbed in making reports. Two complain of the necessity of making sudden changes and plead for previous explanation, preferably in writing,—which would seem to be reasonable. Two complain of the inequality between the amount of work done in the classes for an hour of credit as over against the amount done in the Training School. Two desire more experimental work. Two ask for special supervision from the College. Two ask for a heavier teaching requirement for graduate students.

The following additional changes are suggested by the Elementary Training School teachers. Each represents a single teacher, but all except three of the points are suggested by one teacher (*viz.*, 1, 6, and 8).

1. More children and more room.
2. More teaching by the training teachers.
3. New and modern textbooks.
4. A printed course of study showing the sequence of work from the kindergarten through the eighth grade.
5. More flexible promotion for bright children.
6. The restriction of student observation to observation of training teachers.
7. More individual help for student teachers.
8. A better lunch room for the children.

An appeal to general principles is rather frequently made by the Training School teachers, and apparently with excellent reasons. The essence of the difficulty, however, is hardly touched by anybody: *viz.*, *the large number of graduates and the inadequate number of children in the Elementary School*. The problem of adjusting the equities of the children and the student teachers may not be capable of satisfactory solution under the conditions that exist. The emphases actually given may be deliberately adopted in the attempt to meet the legal requirement of practice teaching, and may be the best that could be planned; or they may not rest upon an analysis of the situation. The first list of needed changes (suggested by three teachers) are mostly pretty significant in any event. It would be impossible to justify an organization of observation which left student teachers to observe each other's teaching, for example; and bright children should, of course, not be paced by slower children. But the deliberate analysis and evaluation of the Training School situation is the function of the sub-committee on the Training School. The function of this section of the report is merely to collect data relevant to the question of what unity of purpose and effort exists throughout the school. On this point it can only be said that there is a very general feeling of things askew, and a very general absence of satisfactory analysis of the complex factors involved. Only one teacher takes a thoroughly open and rather comprehensive view of the situation. Of the rest only one teacher makes any considerable contribution to the searcher after pivotal concerns.

The other teachers (*i. e.*, not Training School teachers or heads of departments) suggest the following changes:

1. Securing correlation between related departments.
2. Making the principals of the High School and the Elementary School *ex-officio* members of the Department of Education and scheduling their courses in the Department of Education, as a means of reducing duplication.
3. Reducing the number of courses in the department, so as to have larger classes.
4. Reducing the amount of history of education to a very minimum and eliminating courses which experience suggests are superfluous.
5. Scheduling advanced courses less frequently,—some of them only every other year.
6. Making provision for research.
7. Increasing the length of the survey courses in literature.
8. Elimination of High School extension work.
9. Restricting practice teaching in the High School to fourth year College students specializing for the work of the department concerned.
10. Reorganizing the High School and the Elementary School on the 6-4-2 plan.
11. Reorganizing second year High School Latin,—eliminating Caesar for simpler material.
12. Reorganizing first and second year High School mathematics,—combining algebra and geometry.
13. Adding two years of French and a second year of Spanish.
14. Making a closer correlation of High School courses in Home Economics with the College courses later to be available to High School graduates.
15. Correlating High School courses with College courses.
16. Lengthening the music period in the Elementary School to 20 or 30 minutes.
17. Bringing Household Arts and Household Science into the same building.
18. Relating Household Arts more closely to Fine Arts.
19. Dormitory for out-of-town High School students.
20. Married woman for High School preceptress.
21. More personal contact with the students of the College.
22. More time for supervision of Training School classes.
23. A secretary of the High School to do the clerical work.
24. More equipment illustrating business practice in the classes in accounting.
25. More courses in Physical Education.
26. Opportunity for all students in Home Economics to use the Model Cottage.
27. Providing of noon lunch for students by the Home Economic department.
28. Fewer changes in the curricula,—a more stable program.

Of this list of needed changes, only three represent more than one teacher. Reasons are seldom given or suggested. The general impression of the reader is that of considerable alertness on the part of individuals to conditions bearing immediately on their own work, but of considerably restricted vision of the relation of the department to the school as a whole. No occasion has yet appeared to change the conclusion that the faculty is not unified or co-ordinated.

We turn next to the faculty's statement of inter-departmental co-operation.

## DIRECT STATEMENTS OF INTER-DEPARTMENTAL CO-OPERATION

"To what extent do the activities of your department co-operate with the activities of other departments? To what extent should they co-operate?"

### Heads of Departments

Four College departments mention co-operative relations with the training schools. Three other College departments mention their willingness to co-operate with the training schools,—in terms, however, that suggest doubt of welcome should they proffer their services. One department describes past co-operation which the "new organization of practice teaching renders impossible," but looks toward giving aid in making courses of study for the Elementary School. One remarks regretfully that there are no relations with the Training School except in way of making suggestions on the course of study.

The members of the Psychology Department describe very complete and useful services rendered to the Training School,—in way of examining children and studying "problem cases." The training teachers do not mention this co-operation, which is probably the most thorough-going relation maintained between College and Elementary School. It may be, therefore, that co-operative relations are actually greater than the accounts suggest. So far as the responses show, however, the Training School is pretty thoroughly isolated from the other departments of the College.

Turning to the relations between the "teaching" departments, it is at once clear that they also are isolated, or have only very meager relations. One department mentions happy relations with five other departments; but the description makes it clear that the co-operation is not so much in curricular as in extra-curricular activities. Only one department speaks of co-operating with the English department in its effort to improve the quality of oral and written English. The same department describes significant correlations worked out with three other departments. Several regret their inability to get recognition of the need of co-operative relations with allied departments. Two speak of co-operating "on request"; and three describe a type of co-operation that might be called *exigentia*. Six make no response; and one says that there is no conscious co-operation except in two cases.

### Other Teachers

The responses from this group are similarly meager. One department mentions co-operative relations with seven other departments. What the relations are is not explained. The commonest co-operation mentioned is simply that certain courses required by a given department are offered by another department: *e. g.*, Bacteriology, a required course in Home Economics, is offered by the Biology department. This is probably what is meant by the occasional statement that a department co-operates "on request." One department reports directing students to useful courses in other departments, and mentions observation of Training School work as a privilege granted by the Training School. The statement of another teacher that inter-departmental co-operation is mainly incidental or accidental probably covers the situation fairly well.

### Training School Teachers

The teachers in the secondary school make on the whole the most meager report. Only one seems to appreciate the possible interrelations of effort and to make use of the opportunity.

The Elementary School teachers have less to report on this topic than on any other. It seems probable that theirs is too full, crowded, and hurried an existence to make it possible for them to seek co-operation.

## THE MOST IMPORTANT PROBLEMS OF THE COLLEGE

It was thought that in the deliberate formulation of the most important problems of the school data would be assembled that would sufficiently supplement the response above reported to make conclusions fairly reliable. Though the first three sets of responses revealed no very general recognition of professional responsibilities among the faculty, and not a very encouraging amount

of conscious organization or correlation of effort, still, it might be that (as was occasionally suggested) the faculty was actually more highly unified than was shown in the statements of departmental function and organization, the statements of the functions and interrelations of courses, and the statements of important changes made. If there were considerable agreement in regard to the major problems of the school, it would indicate unity. Whether the unity so revealed were upon the level of modern thought in regard to the work of preparing teachers might be the next question.

It is convenient again to group the responses under "Heads of Departments" and "Other Teachers." A rough classification of the 175 problems enumerated is made in each case for the sake of seeing how they are distributed. In most cases each item represents *one* teacher.

*"List what seem to you the most important problems of the College." Responses of Twenty-two Heads of Departments.*

1. Establishing undoubted college rank; improving the quality of work; developing senior and graduate college courses.
  - a. The strengthening of the Senior and Graduate Colleges in order that our school may constantly take higher rank among the teachers' colleges of America.
  - b. The raising of our standards, the stiffening of our courses so that the Teachers College may win and hold the confidence of the educators of America.
  - c. Reorganizing the Senior College, and the curriculum in relation to the Senior College.
  - d. Examination of the status and work of the Graduate College.
  - e. Establishing our relationship with other colleges and universities.
  - f. The problem of educational standards,—a problem which the policy of the management is facing, as the appointment of a strong Survey Committee witnesses.
  - g. Removing the cause for the attitude of universities toward normal schools and teachers' colleges.
  - h. Encouraging graduate work.
  - i. Setting our educational standards high enough so that they may equal or lead those of the most progressive teachers' colleges in the country. Every teacher should feel the responsibility of keeping his own standards up and where slackers are found in this respect there should be changes made.
  - j. Removing the cause for the attitude of universities toward normal schools and teachers' colleges.
2. Securing more men students.
  - a. The problem of securing more men students.
  - b. The development of our athletics along sane and constructive lines in order that our institution may be made more attractive to men.
  - c. How to secure more men and train them to be school principals and superintendents.
  - d. The expansion of the Manual Training Department as an opening for more men in the teaching profession.
  - e. The most important educational problem now faced is, in my estimation, the getting of more men; courses that will draw men here must be established. One such course could be mechanical engineering; another, a course in foundry practice for automobile work; a third, a course in pharmacy, which could be added to the chemical department; a fourth, a complete course in architecture.
  - f. Advertising our departments for men more widely. The average high school boy knows nothing of our College.
  - g. Establishing more scholarships for men.
  - h. First, I consider the problem of bringing more men into this in-

stitution and into the teaching profession as the most important problem of the school.

3. Working out a program of educational organization.
  - a. Working out our educational organization.
  - b. Forecast of an educational plan for the College for the near future at least; then making a building plan to house the educational plan.
  - c. Educational reorganization of the College in keeping with the function of a real Teachers' College.
  - d. Working out a better organization of the educational activities of the school, so that they may all push more effectively toward the attainment of a common goal.
  - e. This implies a clear statement of the organization of the College and the division of the school into sufficiently complete units so that they may work as units.
  - f. Orientation along the lines indicated by the chairman of the Survey Committee is, in my judgment, the most pressing need of the institution.
  - g. Definition of the *aim* of this College.
  - h. Formulating a clear statement of the needs and demands of a college of this type.
  - i. Either laying a special emphasis placed upon grade and rural education for the predominating two-year students or else making an effort to induce the students to remain four years for secondary education.
4. Correlating or co-ordinating the various departments.
  - a. Substitution of the principle of co-operation for that of rivalry between departments and individual instructors.
  - b. Get more co-operation between various departments. Now it reminds me of the co-operation between a group of lawyers and doctors in an office building.
  - c. The subordination of individual interests for the good of the whole school.
5. Providing for research upon the problems of the school.
  - a. Provision (time, opportunity, and equipment) for experimentation, research, and writing to be conducted by a *few* members of the faculty who are inclined toward that work and educationally equipped for it.

Full teaching time (16 to 24 hours a week, according to the nature of the subject) for all who have no administrative or research work to do.

Hearty recognition of the fact that one type of work (teaching, administrative, research, writing) is just as honorable and requires just as much talent (even if slightly different in kind) as any other.
  - b. Establishing research in various departments in order that we may know what has been tried successfully, giving an opportunity for further new experimentation.
  - c. It seems to me a teachers' college is an institution for experimentation and research or it is nothing. This implies that our teaching should not be patterned after that of other institutions but should be progressive and do the most advanced types of teacher-training and practice teaching.

The course of study should grow as the result of serious experimentation and research.

The great fault with all schools of our type is that we look to universities for textbooks and for research studies in all lines. Practically all the worth while studies seem to have been done by people outside of teachers' colleges and normal schools. These

problems should rightfully belong to a training school department of a great teachers' training school. Such studies cannot be made unless the work can be so arranged that individuals will have enough free time to seriously study problems.

All such work should be started with the idea of adding something worth while to the sum total of valuable information for the teaching profession.

We are past the day in education when an individual's opinion alone is worth anything.

Evidence presented must be scientifically gathered, analyzed and sifted, and conclusions drawn based on such evidence.

6. Establishing vital relations with the public schools.
  - a. Articulating our work here with the school work in the state. A leader should not be a laggard; but a leader a mile ahead cannot be seen through the fog by his followers.
  - b. Providing more extensive field work to get acquainted with the needs of the state and what is just as important, to get the state to know we exist.
  - c. Bringing the College nearer to life as it is in the field where the products of our College instruction struggle with the problem as it is.
7. Definition of the function of the training school and working out of the problems of "practice teachers."
  - a. Facing the problem of the training of teachers. I mean this judgment in a specific sense; the training-school problem. The Training School is our laboratory; nothing else can be quite so pertinent to our declared function as to make it effectual. The problem of maintaining the degree of flexibility and the experimental viewpoint essential to a school of its type, while at the same time providing ample careful training for our growing body of student teachers, is a serious one. I should deplore an evasion of the problem by a resort to the more or less formal system prevailing in our public schools.
  - b. How to make "practice teaching" of the greatest possible value to the student.
8. Shaping courses with reference to the world situation created by the war.
  - a. The problem of the immediate relation of the college to the present world situation and to the great questions of social and individual reconstruction that must follow the war. I believe that no department which has suffered recently because of new social demands should be permitted to diminish its strength; that such a department should rather modify its activities in the light of changed social conditions, keeping its full quota of instructors and finding new types of service for its equipment.
  - b. The formulation of a program by which to develop the most desirable citizenship for the period that is to follow the war, with a view to meeting the new conditions that will be faced by America. Some of the phases of this broad question in which this institution may function directly are indicated below.
    - (a) Integrity and efficiency in manufacturing. Accuracy and thoroughness in all our work in Practical Arts must accordingly prevail. The demand of the consumer for articles that are well designed and well made must be encouraged.
    - (b) Appreciation by all of the Fine Arts and Athletics as an antidote to harmful amusements.
    - (c) Teach active and not passive loyalty to government. This calls for student control or student government.
  - c. The readjusting of courses to meet the needs of the war situation.



9. Democratizing the student body.
  - a. Encouraging a more democratic spirit in our student body.
  - b. Developing a finer type of school spirit.
10. Making provision for training in service for the faculty,—research being one measure.
  - a. The training of the college's teachers in service by organizing research work.
  - b. The development of a method of genetic and functional teaching that will be as thorough in subject matter and discipline as it is training for initiative and originality.
  - c. The facilities for efficient practice teaching are exceedingly low. A comparison of Judd and Parker's standard with our practice makes necessity for some early and radical changes in this department, in the way of increased facilities, very urgent.
11. Securing continuity in the elective programs of students.
  - a. The value of continuity in courses should be held before the students; not "choppy courses." After taking one course in a department, the student generally feels that he must go on to explore.
  - b. More students should come into contact with the department to get the point of view, most recent, in study and teaching the subjects. This applies to all departments.
12. Provision for the preparation of rural school teachers.
  - a. Laying a greater emphasis upon the preparation of rural teachers. In this connection I think the demonstration school has marked significance. It is a means whereby Teachers College can get hold of many *rural* communities.
  - b. Deliberately planning to supply a corps of properly trained teachers for our existing country schools.
13. The expansion of the Extension Department.
  - a. Expanding the Extension Department.
  - b. The Extension Department is in great need of additional help for purpose of supervision. The details which indicate the necessity for this assistance in the department have been submitted to the President.
14. Keeping in touch with the Alumni.
  - a. Revivifying the Alumni Association.
  - b. The establishment of an Alumni Bureau for the purpose of following up the graduates in their professional work. This would help us to determine the kind of work which it is most necessary for us to accomplish.
15. Correlating training schools with college departments.
  - a. Second in order comes the problem of bringing the training schools into more definite touch with the college.
  - b. Recognition by the training school and high school of the necessity for some preparation in the college for teaching the special subjects.
16. Making functional definition of college responsibility for college instruction.
  - a. Demanding that each course be taught by a specialist and not by some instructor who happens to have a small number of classes.
17. Setting up a program of educational publication.
  - a. Increasing the number of worthwhile publications on educational problems.
18. Finding means of touching the work of pivotal members among the public school teachers.
  - a. Avoiding the loss of the progressiveness of our instruction by inducing students who have the authority to initiate changes to attend our school.

19. Building dormitories for all women students, and one dormitory for men students.
  - a. Provide dormitories for all the women students and one dormitory for men. This will insure better housing, better control of students and cheaper board and room.
20. Unifying the faculty's requirements in class work.
  - a. Unifying standards of study requirements for outside preparation in all classes. Some classes require little or no preparation while others insist upon two or three hours outside preparation for each day's recitation. This, it seems to me, should be limited so that there is some unity of standard.
21. Eliminating duplication of instruction.
  - a. Eliminating duplication of instruction.
22. Laying more emphasis on political economy.
  - a. Undoubtedly, in view of the present interest in government, greater emphasis should be given to political science.
23. Getting recognition for professional preparation from the high schools of the state.
  - a. How to get professionally trained teachers into the high schools of the state.
24. Putting modern knowledge of individual differences into effect throughout the school.
  - a. Recognizing *individual differences* from the *Kindergarten* to the *Graduate College*.
25. Regulating the responsibilities and power of faculty committees.
  - a. Defining the responsibility and power of faculty committees and councils.
26. Professionalizing the college's placing bureau.
  - a. The professionalizing of the teachers' bureau.
27. Establishing psychological clinics through the state.
  - a. The establishing and maintaining of psychological clinic stations at strategic points in the state is a very great need right now. As agricultural colleges test the soils and teach farmers to test the soils in which they plant their seed, so should teachers' colleges test the mentality and teach teachers to test the mentality of children whom they teach. Much time is spent and energy wasted because of the absence of knowledge on the part of parents and teachers concerning the mentality of children they are teaching. A service, the limits of whose value to the state it would be difficult to over-estimate, can be rendered if the institution proceeds at once to establish these clinics and place them at the service of the educational forces of the state.
28. Providing systematic recruiting.
  - a. The enlargement of our field activities. We are falling behind other educational institutions of the state in this respect. We need strong men in all parts of Colorado, in order that the work of Teachers College may be better known and its privileges better understood. The growth of the college is dependent upon this vital contact with the state.
29. Expanding the high school as a feeder for the college.
  - a. The vitalization and development of the undergraduate school as a feeder for the senior and graduate colleges.

#### DISCUSSION

Heads of departments enumerate 77 problems,—an average of 3.5 to the teacher. The contributions vary in number from 0 to 9; four teachers make no response. One explains: "This is entirely outside my jurisdiction.

I have not had occasion to study requirements (needs?) outside my own department, and for that reason do not feel that I can offer anything in way of suggestion that would concern other departments of the school as a whole." The others made no explanation.

The grouping of the responses by teachers, or even by departments, would be the most illuminating first step. It would be too illuminating, in fact; so a rough grouping of problems is given, which leaves the contributors anonymous.

Attention may properly be called, however, to the fact that twenty-nine topics are required even for so rough a classification as the one made. The first topic might be subdivided into three; but even as it stands, it represents only ten teachers. The second topic also might well be subdivided according to the reasons suggested; but even as it stands it represents only eight teachers; one of these contributed to the first topic. The third topic represents nine teachers, of whom one contributed to the second topic. The fourth topic represents three teachers, two of whom appear for the first time, and the other of whom appeared in both items two and three. The fifth item represents three teachers, two of whom make here their first appearance; the other appeared before in two, three and four. The sixth item represents two teachers, both of whom have appeared before,—one being the repeater above described several times; the other appeared in item two.

The importance of the unity discovered in these responses depends upon the importance of the matters agreed upon. But it is significant that no selection that may be made of the most important problems enumerated will involve more than ten teachers. Individualism and detachment are the outstanding characteristics of the responses of the heads of departments. Perhaps the most important problems of the college yet enumerated; but at all events awareness of them is conspicuously localized. Differences in value are conspicuous within the larger groups. For example, to want to reach more men because they are likely to hold the key positions in the public schools is a more promising attitude than the mere feeling that men are *per se* desirable; and the desire for men at any cost (even at the cost of developing trade courses) is naive for its innocence both of the characteristic functions of the college and of the operative socio-economic factors that select women rather than men for the public schools. Similarly, the important need suggested in items 3 varies considerably through the stated problems.

### RESPONSES OF THIRTY-THREE OTHER TEACHERS

1. Giving immediate and thoroughgoing attention to the training school problem.
  - a. Providing adequate opportunity for training the student teachers.
  - b. Developing a training school which will better serve both children and student teachers.
  - c. The rapidly increasing number of practice teachers with the relatively small number of pupils in the training school.
  - d. I think one of the most important problems facing the college today is the training of the practice teacher.
  - e. The problem of practice teaching seems to me to be the greatest one now. There should be more schools, more rooms, more teachers, more equipment and more teaching for each student.
  - f. The college has but one problem,—the production of better teachers.
  - g. How to train teachers so they are actually fitted to fill positions wherever they may go, but also so they will succeed in raising the standards of any school into which they may go; for it seems to me this is the best way in the world to improve the schools of Colorado.
  - h. The direction of the training school according to the best *training school* methods.
  - i. Correlating observation and methods to precede teaching.
  - j. Reorganization of training school in regard to student teaching.

- k. It seems to me that the college is existing through the fact and need of the training school. Necessarily one of the big problems then is the working out of a satisfyingly broad yet definite plan for its growth.
  - l. Are there any problems more vital to a teachers' college than those of the training school?
  - m. Are we working for the best interests of this school and its students in making the training school a typical up-to-date public school?
  - n. Are we giving the kind of training that our students need to make them efficient teachers?
  - o. The training of teachers. How much observation should they have? How much actual teaching?
2. Working out a thoroughly conscious educational organization for the college.
- a. Formulating clearly the aim of the training school.
  - b. Working out in detail a program for the realization of this aim.
  - c. To work out an *educational organization* of the college's activities that will entitle it to be regarded as a thoroughly *conscious* institution.
  - d. To focus the educational activities of the college upon its most pressing educational problems. This must be done if we are to deserve the position of educational leadership of the state. We do not possess it; but we can. The way is perfectly clear. It will involve:
    - 1. Professionalizing the academic studies of the college and getting *teachers' courses* in every school subject.
    - 2. Securing from every department of the college the much-needed research work upon (1) the *extent*, (2) the *nature*, and (3) the *causes* of public school failures in the teaching of the school subjects.
    - 3. Establishing, as a part of our educational organization, dynamic educational relations with the State Superintendent's office,—so as to improve the character of the educational data gathered and the usefulness of the annual report; and also establishing relations for the same purpose with the city and county superintendents of the state.
  - e. To work over our *organization for government* so as to make it less arbitrary. College students ought not to be governed as children.
3. Raising scholarship standards and establishing unquestionable bases of relationship with other schools.
- a. Raising scholarship.
  - b. The question of advanced standing and credit for outside work.
  - c. Standardizing of work so that no objections can be raised by other institutions to accepting our work at face value.
  - d. There should be a uniform system of credits worked out in our school and one recognized by all other schools.
  - e. Establishing the credit of the institution with other states and institutions.
  - f. General recognition of State Teachers College as a full, "A Grade College" with a four-year course. (What can be done toward winning such recognition?)
  - g. In my opinion the greatest educational problem which confronts the State Teachers College is the *bringing up* of the *standards* of the *curriculum* to the excellence of the educational opportunities, and of the work demanded of faculty and students, so that we may take and maintain our place among institutions of higher education in America.
  - h. Establishing a standard system of credits exchangeable with accredited schools and a standard basis for obtaining the same.

4. Correlating college departments and training schools.
  - a. Getting closer co-operation between college and the training school.
  - b. A closer relation of the elementary training school and the high school to the other department of the college.
  - c. Establishing close relations between the college and the training school.
  - d. The relation of the courses of study in the training school and high school to the other department.
  - e. I think that there should be a closer relationship between the training school and college.
5. Securing inter-departmental coordination.
  - a. Securing stronger co-operation among the several departments.
  - b. Correlation of all subject-matter in the college.
  - c. Making out a closer correlation of the various departments of the school; greater interest in the school as a whole on the part of faculty members.
  - d. Greater harmony and closer co-operation between the various departments, schools and activities of the college.
  - e. The proper selection of required courses and their correlation with courses in special departments.
  - f. College subjects should be more correlated.
6. Recruiting more men.
  - a. To induce more men to attend the college and more boys the high school.
  - b. Studying methods of securing men for the institution who are capable of filling small principalships and superintendencies in Colorado. More time, attention and money need to be devoted to securing these men from the high schools of the state. It would pay the institution and the state to have one man as a high school visitor for the college. So long as the various faculty members have it to do, this work is poorly done.
  - c. We should devise ways of attracting and getting more men.
  - d. If it were not for the fact that most thinkers and writers say that men are not interested in the teaching profession I would say: "Courses of study that would be attractive to men." Men *are* taking up school work in its various phases. Columbia University secures this and is furnishing the men for the responsible positions in Educational Supervision and Administration. And if "Colorado State Teachers College is to the West what Teachers College, Columbia University, is to the East," then the University of Colorado must not continue to place more men from her school in most city high schools of our state than Colorado Teachers College. In my line of work, and it is so in most others, they say "Send us a man." How long will they come to us with this concerted appeal if we do not satisfy them? Courses of study that will attract men.
  - e. I do not feel qualified to answer this question. However, I venture the assertion that at least one large problem facing the institution is the *obtaining of men students*. I believe, too, that this problem is part of a mighty question of industrial training, of vitalizing education, which this and all other schools are facing even now, and which will be practically a life and death matter with them in the mighty industrial upheaval, or readjustment, following close upon the heels of the great war.
  - f. From my point of view the most important educational problem now facing the college is that of getting into the college sufficient men to supply the demand for men in the teaching profession. During my four years' service in the college, I have known of a great many young men who would have attended Teachers College had the college been able to give them the training they desired and at the

same time a great many positions could have been filled had we been prepared to give the training desired by these same young men who did not attend this college.

7. Establishing more vital relations to the public schools.
  - a. Running the college according to demands, needs and customs of Colorado and its people,—always living up to these.
  - b. To solve the above problem it will be necessary to do a number of things: To make effective the skill and experience of every teacher in the institution toward solving the training and high school problems. Every teacher in the institution should be required at the expense of the school to spend from one to two weeks every year visiting the representative schools of the state in order to see at first hand what is being done in his field and what problems are confronting his department. The director of the training school should visit other schools much more frequently. There should be frequent conferences between the training school head and the other teachers in the college.
  - c. To use members of the faculty to go out in the state and assist school boards, superintendents, teachers or supervisors if they ask for that service. To let them know that such service is available.
  - d. Laying plans to supply the teaching positions of Colorado with teachers from this institution. The confidence of the superintendents of the state in the institution must be secured. More attention to our recommendations and greater effort on the part of the Employment Bureau are necessary.
  - e. Establishing as a part of our educational organization dynamic educational relations with the State Superintendent's office—so as to improve the character of the educational data gathered and the usefulness of the annual report; and also establishing relations for the same purpose with the city and county superintendents of the state.
  - f. To perfect our extension service,—as the very best handle whereby to take hold of the important problem of securing the indispensable co-operation of public school men in our attempt to improve the service of the public schools to the children of the state. We have been aloof from them and have had little or no part in their problems—which is stupid, considering the part they play in the business of the college and the extent to which they may and can be brought to co-operate with us in changing antiquated aims and practices. We must involve them in our stream of effort. (This is closely connected with (3) above). The extension department needs the alert co-operation of every academic department of the college in *using the results* of its school surveys.
8. Making the training schools serve the purposes of educational leadership in the public schools.
  - a. To make our training schools (elementary and high) dynamic in the state. So far as I can discover, neither of them has as yet sensibly affected public school procedure, aims or *values* in the state. But they *should*. To do this involves at least:
    1. Publishing from each school a very *complete* and *modern* "Teachers Handbook of Practice" which should be possessed by every graduate of the college henceforward, and which should be so *concrete* that it would pass into general use in the state.
    2. Publishing from each school a *minutely* detailed *curriculum* carrying with each subject full references to the best literature,—analytical references to topics. This too should be possessed by each graduate henceforward.
    3. Adding to the high school faculty some men. They should be men of public-school experience *plus* graduation from the *best university departments of secondary education* in the United States. At present (not because our high school teachers are mainly women, perhaps) our high school is without influence upon the

public high schools of the state. We take no part in the councils of secondary education here or elsewhere. Yet we should. And we *can*. It is only a problem of facing conditions squarely and making the necessary provisions to meet them successfully.

4. Enlarging the size of the training school—to at least double its present capacity. A *training school* exists for meeting practical needs of student teachers.
  5. If we can not enlarge the training school, then our problem of meeting the needs of student teachers for practice can not be met here, and we should frankly face that situation by going on the *model school* basis and give over attempting to give practice.
  6. If we can enlarge the training school we should do that generously and create also a *model school* for observation and demonstration.
9. Securing faculty unity in regard to problems of method.
- a. Is the argument true that all educational principles being the same, the teacher who teaches two or three subjects satisfactorily during the course of the year will be able to apply those principles to other subjects; or is the argument that all educational principles being the same, the teacher will have them fixed in her mind by teaching four or five subjects each term, to be accepted? This is being worked on experimentally now.
  - b. What part shall we give to appreciation in the teaching of literature? Shall we insist that nothing be given to the child which he cannot dig out for himself? Are we to measure all school work by pupil activity? What do we mean by pupil activity? What do we mean by initiative on the part of the child?
  - c. Educational methods for special fields.
10. Making the needed recognition of research work.
- a. More time given to training teachers for study and research. Should the training teachers be driven every minute of the day by red tape and details?
  - b. How can these young people be prepared for such work in the training school without dwarfing their general cultural and professional development?
  - c. Securing from every department of the college the much-needed research work upon (1) the *extent*, (2) the *nature*, and (3) the *causes* of public school failures in the teaching of the school subjects.
11. Focussing the faculty upon their most pressing educational responsibilities.
- a. To focus the educational activities of the college upon its most pressing educational problems. This must be done if we are to deserve the position of educational leadership of the state. We do not possess it; but we can. The way is perfectly clear. It will involve:
    1. Professionalizing the academic studies of the college and getting *teachers' courses* in every school subject.
    2. Securing from every department of the college the much-needed research work upon (1) the *extent*, (2) the *nature*, and (3) the *causes* of public school failures in the teaching of the school subjects.
    3. Establishing as a part of our educational organization dynamic educational relations with the State Superintendent's office—so as to improve the character of the educational data gathered and the usefulness of the annual report; and also establishing relations for the same purpose with the city and county superintendents of the state.
12. Working out a more purposeful publication program.
- a. To publish bulletins on courses of study, methods of teaching, information on equipment, and any other information that the school can furnish which will improve public school teaching.
  - b. Publishing from each school a *very complete* and *modern* "Teachers

Handbook of Practice" which should be possessed by every graduate of the college henceforward, and which should be so *concrete* that it would pass into general use in the state.

- c. Publishing from each school a *minutely* detailed *curriculum* carrying with each subject full references to the best literature—analytical references to *topics*. This too should be possessed by each graduate henceforward.
13. Reorganization of the high school.
  - a. Consideration of the Junior High School question.
  - b. The rapid growth of the high school without enough room.
14. Reconstructing college curricula.
  - a. Making changes in the curriculum.
  - b. Definite and full outlining of the course of study.
15. Establishing educational leadership in the state.
  - a. Securing leadership of educational theory and practice in state.
  - b. Getting close co-operation between college and the training school.
  - c. Regulating organizations.
16. Regulating student organizations.
  - a. Regulating organizations.
  - b. Making out a closer correlation of the various departments of the school; greater interest in the school as a whole on the part of faculty members.
17. Preparing rural school teachers.
  - a. Stimulating and increasing the facilities of the rural school department.
  - b. Recognizing the largest group in the student body to be that of the junior college, training for work in the elementary and rural schools to be the one affecting the largest group of students.
18. Emphasizing senior and graduate college work.
  - a. The tendency to a four-year course.
  - b. We should emphasize more the senior and graduate college.
19. Effective deploying of the faculty.
  - a. Making out a closer correlation of the various departments of the school; greater interest in the school as a whole on the part of faculty members.
  - b. To utilize fully the entire talent of the faculty in all important decisions affecting the college.
20. Working out a more rational (less arbitrary) government.
  - a. To work over our *organization for government* so as to make it less arbitrary. College students ought not to be governed as children.
21. Unifying the faculty for the purposes of a teachers college.
  - a. To unify the faculty with the educational life of the school in regard to the *function* of the college and of each of its activities, the faculty ought to be of *one mind*. This can not be accomplished incidentally. It can be accomplished by organization of activities directed to that end.
22. Changing the present grading system.
  - a. A system of grading that will be recognized by other colleges and universities.
23. Applying our Psychology Department to the organization of our training schools.
  - a. To apply our Department of Psychology to our own school problems more fully.
24. Defining the function of the training schools.
  - a. Formulating clearly the aim of the training school.
25. Recognition (in course) or war-produced conditions.
  - a. Adjusting courses to meet war conditions.



26. Reconstructing the two-year curricula.
  - a. The problem of the two-year course.
27. Keeping in touch with the Alumni.
  - a. Organizing the Alumni of Colorado State Teachers College. The institution must keep in touch with its graduates if it is to accomplish what is its function to accomplish.
28. Enlarging the offerings of the science department with reference to public school work.
  - a. To provide a *botany* and a *physiology* section for our science department; and in the building plan for the college house them all in a building of (say) the size of the Guggenheim building.
29. Making museum material available for training school use.
  - a. To make the museum material more available for the training school.
30. Providing a room for each department head.
  - a. To provide a room for each department head.
31. Studying the social problems of the student.
  - a. Meeting social problems of the students.
32. Providing ample recreation for students.
  - a. Amusements—kind—amount.
33. Offering courses to prepare men for trades.
  - a. Adding types of training such as foundry work, forge work, machine-shop work, and concrete work so as to fill up the ranks of skilled mechanics and workmen in many lines left open by the world war.

Including the four nominal heads of departments above mentioned thirty-three teachers are represented in this group of problems. Ninety-two problems are stated. Seven teachers made no response. A few frankly referred the question to the heads of their departments, to whom, it is considered, such matters properly belong. Most of the seven, however, merely make no response. Thirty-three topics are needed to cover the problems stated. There is, as before, considerable overlapping; for example, two teachers contribute the nine problems mentioned in group two. In group three one of the teachers contributing to item two reappears. In the fourth group one of the teachers contributing to the third group reappears, but the others are all new. In the fifth group three teachers repeat and three are new, and so on.

TABLE XV

## Summary of Faculty Agreement on Problems

The Problems Contributed by	Heads of Depts.	Per Cent. of Heads	Other Teachers	Per Cent. of Others	Total Teachers	Per Cent. of Faculty
1. The Training School Problems.....	2	9%	15	45%	17	31%
2. Raising standards of college work.....	9	40%	8	24%	17	31%
3. Improving educational organization.....	9	40%	6	18%	15	27%
4. Securing more men.....	8	36%	6	18%	14	25%
5. Co-ordinating college departments.....	3	13%	6	18%	9	15%
6. Improving connections with the public schools.....	3	13%	6	18%	9	16%
7. Training in service for college teachers.....	4	18%	3	9%	7	12%
8. Correlation of training school with college departments.....	2	9%	4	12%	6	10%
9. Recognition of war conditions by courses.....	3	13%	1	3%	4	7%
10. Establishing program of educational publications.....	1	4%	3	9%	4	7%
11. Establishing touch with alumni.....	2	9%	1	3%	3	5%
12. Preparation of rural teachers.....	2	9%	1	3%	3	5%

## DISCUSSION —

The table suggests greater unity than exists. For example, in the first group of problems seventeen teachers are represented; but eleven of them are training teachers in the two training schools,—two in the secondary school. Of the rest, two are heads of college departments, and the other two are teachers in two other college departments. In short, four college “teaching” departments are represented. In the second group of problems, six heads of college departments, four training school teachers (three in the secondary school), and three other teachers appear. In the third group of problems four heads of departments, one elementary training school teacher, and two other teachers appear.

Thirty-nine teachers contribute to the twelve groups of problems shown in Table . . . . One teacher is represented in six of the groups (in one group six times, and more than once in several). Three other teachers appear in five of the groups, two others appear in four, two others in three and twelve others in two. Nineteen contribute to only one group of problems. The chief contributions come from eight teachers,—and most of them from six.

If, to the twelve groups of problems shown in Table XV, nine other groups be added, all the problems involving as many as two teachers will have been covered. Four are contributed by heads of departments and five by other teachers, as follows. The number of teachers is indicated after each description.

### Heads of Departments

13. Laying emphasis on the teaching of the public school subjects (2).
14. Securing continuity in students' programs (2).
15. Extending extension service (2).
16. Establishing touch with the Alumni (2).

### Other Teachers

17. Focussing the faculty on the school's problems (3).
18. Reorganizing the high school (3).
19. Reconstructing the college curriculum (2).
20. Seeking educational leadership (2).
21. Regulating students' organizations (2).

The rest of the problems represent unduplicated contributions. They follow.

### Heads of Departments

22. The socialization of instruction.
23. Increasing the amount of professional work in the college.
24. Avoiding the substituting of non-specialist teachers in courses in which efficiency would require a specially prepared teacher.
25. Touching the public school teachers who have power to make needed changes.
26. Securing dormitories.
27. Unifying the requirements for outside study.
28. Eliminating duplication.
29. Laying more emphasis on political economy.
30. Placing professionally trained high school teachers.
31. Making recognition of individual differences throughout the school.
32. Regulating the power and responsibilities of faculty committees.
33. Professionalizing the Placing Bureau.
34. Establishing psychological clinics throughout the state.
35. Systematizing the work of recruiting students.
36. Expanding the secondary school as a college feeder.

### —Other Teachers

37. Laying emphasis in senior and graduate college work.
38. Studying the problem of effective use of the faculty.
39. Working out a less arbitrary student government.
40. Unifying the faculty for the characteristic purposes of the Teachers College.
41. Changing the present grading system for one more widely recognized.
42. Employing the psychology department to the organizing of the training schools.
43. Defining the function of the training schools.
44. Reconstructing the two-year curricula.
45. Adding more science courses.
46. Making museum material available for class use.
47. Providing a room for each department head.
48. Studying the social problems of the students.
49. Giving attention to the need of recreation.
50. Creating trade courses.

### THE FACULTY COMMITTEES

An inquiry into the matter of educational organization could not well overlook the groups of faculty members appointed by the President to carry on various activities connected with the operation of the college. The importance of an examination of the distribution of faculty committees over the field of the characteristic problems of a teachers' college may not be at once apparent. It is clear that the significance of committee work depends heavily upon what other extra classroom activities are carried on by the faculty. Committee work is only one phase of educational organization. The absence or bareness or routine formality of committee work in any case might only mean that there is greater activity elsewhere. Standards of instruction, for example, may be set up or built up and maintained through supervision and discussion. The president of the school may himself perform this work; or if the usual departmental organization obtain, more or less of this work may be delegated to department heads. The more general problems involved may be weighed in faculty meetings or in departmental conferences, and unity of purpose and effort may be thus established.

If, however, there are problems of course-making and the shaping of curricula; of the economic scheduling of work; of conserving the health of students; of discovering and capitalizing exceptional students; of establishing fruitful relations with the public school system; of correlating departments; of changing traditional educational structures; of getting better school statistics; of discovering and meeting public school deficiencies; of training in service for the college teachers, and so on; and if there is any usable talent in the faculty,—then, it is likely that in a fairly democratic administration at least, faculty committees will be set up to share the work.

The examination of the work of such committees affords an immediate glimpse of the probable purposefulness of organization and of the administrative grasp of the situation as a whole. If for example, faculty unity of purpose is important and the absence of a sufficient degree of it is recognized, one might expect to find in the list of faculty committees some evidence, at least, of concern about particular conditions in the economy of the school, if not of attempts to secure unity. If knowledge of the actual conditions in the public schools, and of the typical results of public school work is essential to a proper adjustment of courses, etc., one might hope to learn from the list of faculty committees something of how the need is met. Finding no committees of the faculty bearing on such needs one might then turn to the extension department in a further search.

At all events, such committees as exist must be for *some* purpose; and the list of faculty committees would show something of the range and

nature of the *recognized* extra-classroom activities of the faculty, and perhaps something of the fields and levels of operation of the school.

The setting up of committees of the faculty to deal with howsoever important activities would not, of course, ensure any relevant attainment. A very bare and incomplete list of faculty committees covering only the occasional concerns of social and disciplinary tasks and the most formal routine of administration, *might* go hand in hand with the most purposeful organization for the most difficult and important of the characteristic problems of schools for teachers,—especially if the school were quite small. In view, however, both of the shifting or impermanent personnel of schools for teachers and of the comparatively small proportion of professionally prepared teachers available for the “academic subjects,” it would suggest *the absence of an active sense of the supplementary relation of schools for teachers to the public schools and of the characteristic or differentiating purposes which set the peculiar problems of schools for teachers*. The suspicion would be raised that the work of the school might be formal, and that organization though tight might be visionless because purposes were not obviously clear.

It is equally clear that a beautifully complete list of committee activities might be made and amount to nothing; or that it might be made and so operated as to divert the energies of its most valuable teachers from the essential work of the classrooms. Nevertheless, the recognition of conditions calling for extra-classroom study by the faculty, and of the values to be had from co-operative effort in such work, is more promising than the absence of such recognition. Attainment through committees, however, depends upon several factors. For example, it depends first of all upon the clearness and persistence of the purposes underlying the setting up of committees for particular ends. It depends upon selecting the proper personnel for the committees,—especially for the chairmanships. And finally, it depends upon setting up provisions which will furnish effective motives for activity by the committees. Committee work must be made possible, for instance, and compatible with other responsibilities. If possible, it should be made desirable; but at all events it must be made important enough to be *done*. This is the work of the President. There are various ways of doing it.

The first inquiry is simply, what committees exist? The Year Book for 1917-18 gives the following list:

1. Committee on Entrance.
2. Committee on Advanced Standing.
3. Teachers' Bureau.
4. Committee on Women's Welfare.
5. Committee on Men's Welfare.
6. Press Bureau Committee.
7. Committee on Official Publications.
8. Committee on Physical Education.
9. Committee on Faculty Club.
10. Committee on Public Exercises.
11. Committee on Chapel Specials.
12. Committee on Student Programs.
13. Alumni Committee.
14. Committee on Student Receptions.
15. Arts-Crafts Committee.
16. Committee on Educational Progress.
17. Research Committee.
18. Vocational Committee.
19. Committee on Woman's Building.
20. Museum Committee.
21. Committee on Scholarships.
22. Committee on Lyceum.

23. Committee on Courses of Study.
24. Committee on Y. M. C. A.
25. Committee on Y. W. C. A.
26. Committee on Class Officers.
27. The Survey Committee.

Of this list of faculty committees, ten are new,—*i. e.*, they do not appear in the Year-Book of 1916-17. They are the following:

1. The Committee on Students' Programs.
2. The Committee on Scholarships.
3. The Committee on the Faculty Club.
4. The Committee on Chapel Specials.
5. The Committee on Lyceum.
6. The Committee on Y. W. C. A.
7. The Committee on Y. M. C. A.
8. The Committee on Class Officers.
9. The Committee on Courses of Study.
10. The Survey Committee.

On the whole the new list of faculty committees is more compact than that of 1916-17 and preceding years. The chief change of policy that appears to casual inspection is the centralizing of functions and the decentralizing of authority,—or rather *the wider use of the faculty*. For example, in the former list are five committees apparently sharing the function of making courses. The Junior College Committee dealt with the two-year curricula; the Senior College Committee dealt with the two additional years of work leading to the A. B. degree; the Graduate College Committee dealt with the courses of graduate students; the Extension and Summer School Committee dealt with non-resident and summer school courses; and above all these, apparently, was the executive committee, presumably receiving and making such changes as it saw fit in the work of the other committees. These were all consolidated in one *Committee on the Courses of Study*. Of the new committees added, some might be significant either for progress or perhaps the opposite.

The first point of interest in the list of established committee activities is simply its possible relations to the conditions existing in the school—and of course to the characteristic purposes and typical problems of schools for teachers. The list suggests obvious gaps in the provisions made to focus the faculty. But the titles indicate that some seventeen of the committees might deal with matters quite important in the economy of the school. The complaint about the inconsecutiveness of students' work might be met by the *Students' Program Committee* and the *Committee of Students' Advisers*. The recognized lack of unity of purpose and effort in the faculty, the lack of correlation between departments, the great individual freedom to originate and abandon courses, etc., might be somewhat met by the *Committee on Courses of Study*. It could hardly work without making clear definitions of the differentiating responsibilities of schools for teachers; and it could hardly evaluate the situation at all without discovering the duplication of instruction which exists in the school. Its conscientious operation might lead to provisions bearing more directly on the departmental isolation discovered. The *Research Committee* would, if its function were defined with reference to the differentiating responsibilities of schools for teachers, and if provisions were made to secure continuous activity, be almost certain to sharpen the definitions of function and the conceptions of pressing tasks,—and so it would be somewhat a unifying activity. Beyond this, however, it could hardly help bearing upon the need of dynamic relations with the public schools; and along with it the committee on *Official Publications* could perhaps be part of a program to bear upon the needs of teachers; while the *Committee on the Faculty Club* and the *Committee on Educational Progress* might to some extent be unifying agencies. The committees on *Student Welfare* and the committee on *Physical Education* might perhaps bear purposefully on the important problem of conserving the

health of students, which ordinarily receives little sincere attention, and might look toward establishing the long needed medical supervision of the students; and so on. The Survey Committee would necessarily be a unifying activity.

On the other hand the existence of a faculty committee on *Class Officers* suggests that the student body might be faculty-ridden,—unduly dominated in what should be their own affairs. Along with the list of rules governing the students' disposition of their time, it raises the question of the modernity of government in the school. And the *Committee on Lyceum* raises also an interesting question,—whether perhaps lyceum courses, like chautauquas, do not belong to the earlier period of community isolation and of undeveloped educational resources of higher schools. At all events such questions merit some effort toward explanation.

Since the functions of the committees are not defined, it is necessary to explore them further. The second inquiry is obviously, *What do the committees do?*

If the list of faculty committees *is actually part of an educational organization*, it will always be possible to get some definite and pertinent information in regard to the work done by the committees. For example, the functions of the committees will have been defined by somebody, and from these definitions some idea of the importance of the responsibilities can be had. Functions would have reference to problems, of course. Something of probable relationship between functions would be suggested. In view of the shifting personnel of schools for teachers it would be thought necessary to keep records of committee work which among other things would facilitate the adjustment of new committee members. Method of procedure would get formulated, and guiding principles would gradually become clear, and so on.

As a clue to what the committees of the faculty do in this school, the following questionnaire was framed and sent to the chairman of each of the faculty committees with a definite date set for closing the returns.

#### Questionnaire of Faculty Committees

Kindly provide the Survey Committee with

1. A precise formulation of the function of your committee.
2. A full statement of its established relation, if any, to other committees of the faculty and to other activities of the college.
3. A list of the relations not established but which in your opinion should be established between your committee and other committees or other activities of the college.
4. A clear statement and illustration of the nature of your committee's problems.
5. A careful description of the organization whereby it is enabled to bear successfully upon these problems.
6. A concise formulation of the guiding principles of your committee.
7. A clear statement of the reasons which in your opinion justify the college in continuing or abandoning your committee.

The Survey Committee was especially concerned to have responses from the nine or ten committees whose work might be of considerable importance in the economy of the school; for example—

1. The Students' Program Committee.
2. The Committee on the Courses of Study.
3. The Research Committee.
4. The Committee of Students' Advisers.
5. The Committee on Women's Welfare.
6. The Physical Education Committee.
7. The Entrance Committee.
8. The Advanced Standing Committee.
9. The Committee on Official Publications.
10. The Alumni Committee.

In addition to these the committee desired the statements that might be made by the *Lyceum Committee*, the *Committee on Class Officers*, and the *Committee on Chapel Specials*. The latter might suggest the conception held of the function of the General Assembly.

Twenty-two responses were received from the twenty-seven chairmen. Unfortunately the committees on *Class Officers*, *Chapel Specials*, *Physical Education*, and *Women's Welfare* did not respond.

Since the bulk of the returns is small the more significant ones are printed in full, each under the title of the committee concerned.

## I. RESEARCH COMMITTEE

### 1. "*Formulation of Function.*"

The function of the research committee has never been very specifically defined. The committee was established in the year 1910-11 with the following assigned function: "Organization of research work in the institution, its promotion, etc." Since the inception of the committee there has been no restatement of function. This year, however, the committee discussed the matter of function and agreed tentatively on the following:

- a. To encourage the members of the faculty to undertake the investigation of problems in which teacher-training schools are vitally interested. The problems are essentially three-fold in character as follows:
  1. Histori-educational.
  2. Socio-educational.
  3. Psycho-educational.
- b. To undertake the solution of any educational problem which is either new, disputed, or inadequately known.
- c. To co-operate in doing research work with the public school authorities of the state, especially with the Department of Public Instruction, for the purpose of securing data on questions under investigation and the opportunity for original studies to authorized investigators.
- d. To recommend for publication as research bulletins reports of original investigations.

### 2. "*Full Statement of Established Relations to other Committees and Activities of the College.*"

No such relations have ever been officially established, but the committee in its work has assumed them to exist. For example, on account of dissatisfaction in the training school with its number work, the committee made a brief survey of the work in addition and followed this up with an original study of the subject. Between this and other committees, however, I am not aware that any reciprocal services have been rendered.

### 3. "*List of Relations Which in Your Opinion Should Be Established.*"

The research committee should serve other committees and other activities of the school by,

- a. Inviting other committees and those interested in other activities of the college to refer the problems which hamper their work to the research committee for solution provided they fall within the function of the committee.
- b. Conferring with those interested in other activities in regard to problems whose solution might prove helpful.
- c. Encouraging those interested in other activities to undertake (with the assistance of the research committee if desired) the solution of their problems.

Other committees and departments of the school should render aid to the research committee by,

- a. Giving opportunity for working out problems in their respective fields of activity.



- b. Responding to requests for surveys or statements of conditions in their fields of endeavor.
  - c. Making note of and presenting to the research committee any significant educational problem which has come under their observation.
4. *"Statement and Illustration of Nature of Committee's Problems."*
- a. Securing administrative recognition for research work. Thus far practically no provision has been made for the time required to put the committee's program of work into effect.
  - b. Its problems embrace all of those unsolved educational problems in which teacher-training schools were vitally interested. (For illustrations see point 7: also point 5, b, 10.)
  - c. Encouraging a faculty to do research work, which is too largely composed of members who have had little or no training in making original investigations.
  - d. Elimination of the attitude that the research committee should not undertake the solution of problems which arise in the other educational activities of the college; or, effecting a willing cooperation between the research committee and those engaged in other activities.
5. *"Description of Organization for Solution of Problems."*

I shall treat this point under two main headings: 1. The plan which the committee followed prior to 1917-18 for the purpose of performing its function. 2. The committee's present plan for solution of the problems enumerated under point 4.

- a. Plan prior to 1917-18.

As the committee has not kept any permanent records, I am unable to describe its organization before I was made chairman of the committee in 1914-15. At this time the committee assumed the function of undertaking the solution of those educational problems upon which the college or other institutions of the state sought information which was not at hand.

The committee endeavored to perform this function in the following way:

- 1. By having meetings at the call of the chairman for the purpose of,
  - a. The presentation and discussion of research problems.
  - b. The selection of problems by the members of the committee.
  - c. The discussion of reports on progress made by the members of the committee.
- 2. The approval of proposed investigations by the president of the college.

No more ambitious program was undertaken by the committee, because no extra time was allowed for the work.

- b. Present proposed plan of coping with the problems enumerated under point 4.
  - 1. To secure more adequate administrative provision for the committee's work by presenting to the president of the college for his consideration a report covering the following main points:
    - a. Necessity of making research work one of the most important functions of the college.
    - b. Functions of the research committee.
    - c. Organization of the committee.
    - d. Principal obstacles to research work.
  - 2. A revision of the committee's organization. The following organization has been proposed and adopted by the committee:
    - 1. The membership of the committee shall be limited to five.
    - 2. No person shall be eligible to membership in the committee who has not made and published the results of at least one original investigation.

3. No person shall be made chairman of the committee who has not made and published the results of at least two original investigations.
4. No person shall be a member of the committee who has been absent from any of its meetings without sufficient cause as determined by the other members of the committee.
5. No person shall be a member of the committee who is not actively engaged in some research work or who fails to make, at least once a year, a report of progress which is satisfactory to the committee.
6. The president of the college shall appoint or authorize the chairman of the committee to appoint one of the members of the committee to confer with the State Department of Public Instruction in regard to ways and means for cooperation in making needed investigations.
7. Each member of the committee shall interview two or more members of the faculty in regard to possible research problems in their respective departments. As the professional departments are well represented on the committee, preference shall be given to the academic departments.
8. Members of the faculty may have the assistance of the research committee in working out important educational problems. To attain this end, they are invited to report (orally or in writing as the nature of the problem may require) to the committee on the progress of their work.
9. With the approval of the principals of the training schools (elementary and high) or the teachers of classes which may be involved, and the president of the college, pupils and students may be used as subjects for carrying on investigations.
10. Problems arising in any of the departments of the college or in any of its committees may be presented to the research committee for solution, provided they fall within the functions of the committee.

For example, many problems arise in the *Course of Study Committee* which should be presented to the *Research Committee* for solution. Among them may be mentioned, the needs of the school communities which most of our graduates serve; the worst shortcomings of our graduates; the relative difficulty of the several professional and academic subjects for most of the students.

The commercial arts department may be unable to accommodate all of the students who apply for admission, without having any means of selecting the most promising students for the work. Under such conditions it should call upon the research committee to devise tests or standards for making a wise selection.

The training school department may be unable to tell whether the synthetic or whole word method of teaching writing is best for beginners; or whether one method is best for some and the other for others. It might wish to know the order of difficulty of the combinations in addition or multiplication. In the solution of all of these problems, the research committee should be of assistance.

11. Provision shall be made for a prompt response to recommendations for publication.
12. At the discretion of the president of the college and upon the recommendation of the committee, the teaching hours shall be reduced to twelve as a minimum for those doing research work of sufficient importance to teacher-training schools.
13. If the pursuit of research work requires it, the college shall make provision for defraying the expenses of the same.

14. The secretary of the committee shall keep a type-written record of the minutes of every meeting of the committee.

15. The committee shall meet while the school is in session on Tuesday at 3:30 P. M. at the call of the chairman.

6. "*Formulation of Guiding Principles.*"

Only those principles are given here which have not already appeared under the headings of function and organization.

- a. Other things being equal, those problems shall be given the preference which are believed to be most significant for the college.
- b. No investigation shall be published in which the methods of modern science have not been strictly adhered to.
- c. Reports on investigations shall be received by the committee in strict confidence.
- d. No member of the committee shall be obliged to undertake the investigation of a problem which is foreign to his interest.
- e. No more than two of the members of the faculty shall work jointly on a single problem.

7. "*Reasons for Continuing or Abandoning the Committee.*"

In order to promote educational progress, educational institutions must undertake the solution of the many unsolved problems in the field of education. These problems occur primarily in the historical, sociological, and psychological aspects of education. The historical problems arise from a poor and inadequate account of the origin and of the progressive steps in the development of the teaching of the school subjects and of school organization and administration. The best progress in the teaching of the several school subjects and in school organization and administration cannot be made without knowledge of their origin and past progress.

The sociological problems arise primarily from a vague and uncertain statement of the aims and values of education and instruction. Other things being equal, the more clearly the goal of education and instruction can be seen the better it can be realized. Education must remain inefficient so long as professed educators authorize the teaching of materials found in text-books which were written by men who in selecting their subject-matter were guided mainly by the standards of personal interest, formal discipline, and the needs of the past. Original studies in present sociological conditions and needs are indispensable to a clarification of the aims and purposes of education.

The psychological problems arise chiefly from an inadequate knowledge of the nature of children, their capacities, their differences, the nature of their development, and the method of treatment essential to realizing the aims of education in the best possible way.

- b. The wholesome effect of research work upon the faculty:—Nothing in the whole circle of school activities has a more quickening effect upon the members of the faculty of an educational institution than the solution of educational problems. Successful research work gives the investigator enthusiasm for work, a feeling of power, and a keen interest in and knowledge of the problems peculiar to his field of endeavor. It also gives him standards for the correct evaluation of the investigations and writings of others. *Well organized and directed research work is probably the best means at the disposal of a college president for training his faculty in service.*
- c. The effect of research work upon the rank of the college:—The institution which does not produce original work can never hope to attain a standing among other institutions and educated men. An institution which does no more than present the thoughts of others and follow the educational trails blazed by others may become large but never great. Apart from general educational problems, there

are those which are peculiar to each institution. As these will never be solved by other institutions they must, without research work, remain permanent barriers to progress.

## II. COMMITTEE ON COURSE OF STUDY

### 1. *Need of This Committee on Course of Study.*

The program of studies, the number and arrangement of curricula, and the various courses offered, are unmistakably indices of the standing of any institution. If the courses of study are not progressive, then the institution shows lack of progress. Not only are curricula needed which prepare teachers for the various teaching positions, but it is just as highly important that courses be formulated with the idea of "*definitely and sharply meeting actual ascertained conditions.*" Since these conditions are continually changing, the courses and curricula of the institution must also be changed. Even if all the necessary data were at hand to formulate a perfect course of study today, there would still be need of a new course tomorrow.

It is of course useless to say that all the desired data are available; neither are all conditions favorable for making a perfect course of study. As data are secured and conditions become more favorable, the *Committee on Courses of Study* changes requirements. The fact that all Normal Schools and Teachers' Colleges are making their most rapid changes now, and that teachers need more than ever to get the social point of view in order that they may meet the requirements of the new social order, it is imperative that the *Committee on Courses of Study* work overtime, if it expects to keep Colorado State Teacher's College on the map with a progressive program of studies, with up-to-date curricula which will meet the needs of all teachers preparing for a vital teaching profession.

There is, then, a very real demand for a *Committee on Courses of Study*, provided it realizes the true function of such a committee in such an institution as Colorado State Teacher's College, and proceeds to modern principles of curriculum making.

### 2. *The Function of the Committee on Courses of Study.*

The function of this committee is to formulate changes in the constituted curricula of this institution, to institute new curricula when there is demand, and to advise the discontinuance of any curricula which have become obsolete as a preparation for teachers of this state or section; to suggest new courses, and syllabi of either new or old courses if in the opinion of the committee, changed conditions justify. The Extension Department, with the offering of some two hundred and twenty-five courses, affords the committee one of its largest fields of usefulness along this line. It is highly important that the courses offered by correspondence not only be worth while but that they be the best that can be offered in that field by this institution. But without pressure being continually applied by some individual or committee, the courses offered in the Extension Department may be at least not wholly worthy of this Teachers College.

### 3. *Obstacles to the Work of Committee on Course of Study.*

There are many obstacles in the way of the committee's wisely carrying out its functions, among which might be named:

- a. Lack of well-defined guiding principles in the minds of the entire personnel of the committee.
- b. Lack of data with regard to needs of the state for the various types of position, number of graduates from the various curricula of this institution, together with the type of positions they secure, so as to intelligently plan required courses and curricula.
- c. Lack of much needed intelligent cooperation with other faculty committees. If this correlation of the work of the various committees were observed, there would not be such a dearth of data.

For instance, the research committee might furnish data concerning the greatest needs of the state so far as teaching positions

are concerned. It may be that if the *Committee on Courses of Study* were made to feel the serious shortage in well-trained rural teachers, it would recommend to the President of the college that the *County Schools* curriculum and department be materially improved and extended. There is a serious need of close cooperation with Director of Extension as proper courses are developed and offered in that Department.

There is need of cooperation with the *War Council* so that each course may be made to reflect, to some extent at least, the social conditions as they exist because of the war.

There is needed by this *Committee on Courses of Study*, the information which the committee on the placing of teachers might give. Such data as the number of graduates from the various courses, the sort of positions secured, etc., are very much worth while to the *Committee on Courses of Study*.

The duties of the *Committee on Duplications* and those of the *Committee on Courses of Study* are interrelated.

The *Survey Committee* will have some facts which will be valuable in assisting the committee on *Courses of Study* in arriving at a sane basis for reorganizing certain curricula and courses, perhaps.

The *Committees on Text Books and Library Material* should be advised that the most efficient presentation of many courses offered in the institution is getting interfered with because the most valuable and most recent literature on that subject may be at the bindery, or more probably in the library store room packed for binding. The school should have access to any material within ten days after it is desired by any faculty member for class work. Particularly is this delay in securing material detrimental to Extension courses. When a student is required to wait two or three weeks for material the interest in the course is dead.

- d. Lack of means of placing the work of the committee before the teachers and school men of the country. Since the annual catalogue is not read, some other agency such as bulletins which give concretely the information needed concerning our courses, should be published.
- e. Lack of a thoroughly unified faculty. *It is impossible to get an adequate response from faculty members on any question regardless of its importance.* To a very important question in regard to needed changes in the curricula of the institution, less than fifteen members of the faculty responded. So long as this condition exists, the *Committee on Courses of Study* cannot hope for a realization of its functions, even though it plans a progressive program of studies. Their work is of little avail without the cooperation of a progressive faculty.

In order that the above difficulties may be overcome to as great a degree as possible the guiding principles shall be reviewed and changed if such change seems advisable, at the beginning of each year, and the type of organization essential for carrying forward progressive curricula effected.

#### 4. *Guiding Principles in Curricula Making.*

"The general principles that are to guide course makers in Teachers' Colleges must be found in (1) the aims of education, (2) the definition of the function of teachers colleges in the field of education, and (3) the limiting factors of the historical situations in which they operate.

The aim of education "is to *CAPITALIZE INDIVIDUAL CAPACITY FOR SOCIAL PURPOSES.*"

"The function of a Teachers College is *TO PUT TEACHERS IN THE WAY OF CAPITALIZING INDIVIDUAL CAPACITY FOR SOCIAL PURPOSES.* More specifically a Teachers' College is to enable teachers

both to discharge acceptably their usual duties in the public schools and at the same time to cooperate intelligently with the spirit and in the technique of modern education."

In regard to the limiting factors of the historical situations, one might remark that "a course for teachers which was so modern as to ignore custom, tradition, and the like, would also be so detached from conditions in the field as to be ignored by practical school men. The way of progress is evolution rather than revolution. It is by progressive forward-facing adjustment to existing conditions, aims, materials, organizations, practices."

Only with definite principles before a committee on course of study can a Teachers' College hope "to insure to society, teachers who will be able to provide a citizenry competent to meet its impending problems efficiently." In short, the *Committee on Courses of Study* must have definitely in mind "what social needs are most pressing, what opportunities exist in public schools for making knowledge of these conditions dynamic." (These quotations are from *Guiding Principles for the Committee on Course of Study*, by E. D. Randolph.) And it must then frame the program of studies with curricula and courses which will imbue every prospective teacher, so far as possible, with this same respect—even reverence—for social conditions.

The following three general principles formulated by Mr. Randolph were adopted:

1. That, since schools for teachers have certain general and characteristic responsibilities that differentiate their work from that of liberal arts colleges they must require of all graduates a core of *common studies*, the "*professional studies of schools for teachers*," which represent the *professional responsibilities* common to all *public school teachers*.
  2. That since each well-marked teaching position represents in addition to these *common* (or *professional*) *responsibilities a group of specific responsibilities peculiar to the grade of the work and the age of the pupils, additional requirements covering these specific responsibilities should be added*,—giving a number of differentiated curricula corresponding to the typical school positions.
  3. That beyond these two sets of requirements the elective principle should be applied.
5. *Organization of the Committee on Courses of Study.*

In order that the best results may be attained, the following organization of the committee seems essential:

The committee shall be composed of at least seven members with representatives from the departments of Extension, Education, Psychology, and Training Schools. Furthermore, it is advisable to have the following faculty committees represented on the Committee on Course of Study: Research, Advanced Standing, Duplications, Official Publications, Teachers' Bureau.

There should always be a majority of the committee who have been members of the committee at least one year, if it is possible to secure such majority from the faculty.

It is advisable that the chairman of the committee should have had at least two years' experience on the committee.

There shall be a secretary who shall keep a careful record of the work of the committee.

In order that the work of the committee may be carried forward more expeditiously, the following sub-committees are appointed for the year 1918-19:

Text books and syllabi for courses, Heilman, Smith, Randolph; Extension, Randolph, Smith, Wright; Research, Heilman, Hotchkiss; War Council, needed changes due to changed social conditions, such as the war, Smith, Barker; Teachers' Bureau, Cross, Bell; Duplications, Hotchkiss,

Bell; Survey, Randolph, Cross, Heilman, Smith, Hotchkiss, Wright; Library, use of current magazines, Barker, Randolph, Smith; Bulletins on Course of Study and Revision of Courses as printed in present catalogue, Cross, Randolph, Wright.

### III. COMMITTEE ON STUDENTS' ADVISERS

#### *Functions.*

1. To offset the students' inability to understand the Year Book by giving assistance in making out programs acceptable to the College.
2. To distribute the students as evenly as possible each quarter over the required courses of the College.
3. To protect the students' interests by so far as possible *starting* them with a program that will be stimulating.
4. To collect and classify data for the use of the College,—concerning the operation of its machinery.

#### *Relation to Other Committees.*

The Committee has been only three months in operation, and as it had to start without a chance for a preliminary canvass of its problems it has as yet had none but chance opportunities to direct its own work.

A few generalizations from this blind experience may be made however.

1. This committee must be organically related to the *Committee on Students' Programs*,—by which some of the most important problems of the *Student Advisers' Committee* are discovered.
2. It must also have relations with the *Committee on Advanced Standing*,—because advice to students who are part way through the college without ever having been in it before must not be given blindly.
3. It should have relations with the committee that composes the Year Book.

#### *Nature of the Committee's Problems.*

1. To get the Student Advisers to study the Year Book.
2. To dispose of the idea that college requirements are inflexible and must be enforced regardless of the students' interests.
3. To indicate the need of an organization for distributing students for their own better advantage and the more economical administration of the curricula.

#### *Organization of the Committee.*

A committee can not have an *organization* until it has something to organize for,—i. e., until it knows *what its problems* are. The Committee was formed at the beginning of this year and had to begin its work without a meeting. Some of its problems are clear: e. g.

a. Obviously those who advise students should understand the Year Book.

1. For such situations as this, we apparently need a *Study Organization*,—or a quiz class.

We can obviously improve somewhat the distribution of students over the courses offered each term.

2. For such problems as this we need to adopt a provisional routine, checking the distribution of students and notifying advisers of full hours, etc.

#### *Guiding Principles of the Committee.*

A committee can not have much in way of formulated principles until it has listed all its important problems and has perfected its organization. It can only set up a general aim provisionally.

1. To distribute students each quarter as evenly as possible over the required courses.
2. To prevent over-crowding of required courses in the fall and winter

quarters. It would be better to have classes of thirty throughout the year than heavy classes for two quarters and very light ones a third quarter.

#### *Reasons for Continuing the Committee.*

1. Students apparently do not find the Year Book usable. Until more psychology is applied to the composing of the Year Book it will be necessary to have help provided for the student who is just entering the school. The *Year Book* is like a text book. It is organized for convenient reference for those who presumably have a grasp of the whole field. It does not, however, represent the organization that is best for the learner, who knows nothing of the field. If the Year Book is for prospective students, its problem is quite different from the problem of making a ready reference book for the college officials.
2. There needs to be some group of people connected with the work of operating enrollment in classes who can collect concrete instances of the kind of difficulties that are met, and classify them for the use of the college in perfecting its machinery.
3. A part of the duty of every educational institution is to give training to its teachers. This committee represents one of the phases of training that teachers need as well as a fair opportunity to give it.

#### IV. STUDENTS' PROGRAM COMMITTEE

##### *Function.*

This committee as it has thus far operated is really a committee on Students' Standing,—which because of its knowledge of the work of students is in a position to discharge certain other necessary functions of the college.

1. To protect the college standards against the credit seeker by checking up the work of the student in his classes here, or his past record as a student. Extra hours of work are not granted to students who can present no evidence of the right to have more. Ability to do high grade work is the basic test of right.
2. To protect the exceptional student against the arbitrary operation of a generally useful rule limiting the amount of work that can be taken per quarter. No college has a right to hobble its exceptional students by barring all short cuts to graduation.
3. To assist the students who enter the college in mid-career (through advanced standing) to adjust to the college's requirements most economically.
4. To collect and classify data for the use of the college in perfecting its machinery.

##### *Relation to Other Committees.*

The present chairman has been in position only three months. He found no evidence of committee organization or formulation of problems or statement of relations or expression of principles. Heavy class work and still heavier committee work have prevented him from working out completely the proper organization of this particular committee.

1. This committee must first of all have an organic relation to the *Student Advisers' Committee*,—because the problems of the latter are in fact best discovered by the *Committee on Students' Programs*. The failures of the student advisers become apparent to the *Committee on Students' Programs*.
2. It should have the same relation as the *Committee of Student Advisers* to the *Committee on Advanced Standing* and the *Committee on Entrance* for the same reasons, q. v.
3. Both this committee and the committee of *Students' Advisers* should



at stated intervals present a report to the *Faculty in Council*,—but only upon matters which *joint response* of the faculty is desirable.

4. Both of these committees should on occasion meet with the *Committees on Advanced Standing and Entrance* to discuss the effective interrelations of their work.

#### *The Nature of the Committee's Problems.*

The problems of the committee arise from several sources.

1. The student adviser's imperfect acquaintance with the Year Book.
  - a. Miss \_\_\_\_\_, with advanced standing shortening her course, reached the second quarter without knowing that she had any required work to do.
  - b. Miss \_\_\_\_\_ was given a term in Spanish "to fill up her program," and was not told that she must have a year's Spanish to get credit for *any* Spanish. Since there is no statement to that effect in the Year Book this may be counted a fault of the college as a whole rather than of the adviser.
2. The student adviser's loose conscience in regard to the interests of the student.
  - a. It is the adviser's first duty to protect the interests of the student. To assign a term of Spanish to a student who doesn't intend to take more Spanish is to be remiss; to regard the college requirements as inflexible,—to be enforced regardless of the student's interests,—in also to be remiss.
3. Lack of relationship between this and the committees on *Advanced Standing and Entrance*.
  - a. Miss \_\_\_\_\_ reports having repeated here a course in Psychology which she took as a senior in the Decatur, Illinois, High School. This is wrong and unnecessary.
  - b. Miss \_\_\_\_\_ reports having repeated a course here in Household Arts which she took in the Colorado Springs High School. This is wrong and unnecessary.
  - c. Another student reports having repeated here a course in geography which she took in the high school at Colorado Springs. This is wrong and unnecessary.
  - d. Miss \_\_\_\_\_ reported finding it necessary to *repeat* a course taken here, in order to complete her physical education requirements. This is wrong and unnecessary.

#### *The Committee's Organization.*

1. The chairman receives in advance of registration, the written applications of the students who wish to take more than the regular number of hours of work.
2. In committee meeting these are discussed and the obvious cases are passed on by agreement, the request being O. K.'d and retained by the chairman. The doubtful cases are parcelled out and investigated, and if found satisfactory are O. K.'d by the committee member, who then returns this to the chairman. If not found satisfactory the data are placed on the paper and it is returned to the chairman, who refuses the request.
3. A list of all who are granted extra work is kept and at mid-quarter is investigated by the committee members.
4. The organization of the committee for cooperation with the *Student Advisers'*, *Advanced Standing*, and *Entrance Committees* has not been discussed, but is probably the most important phase of the committee's organization. But a committee can not have an organization until it has a rather complete classification of *its problems*. It could not have this until it has been in operation awhile.
5. Students' applications for excess hours should be made *at least a week* before registration.

### *The Committee's Guiding Principles.*

A committee can not have much in way of formulated principles until it has listed or classified all its significant problems and has established its relationships with other committees. It can only set up rough and provisional rules.

1. To make the students' record in class work done here the test of his ability to do more than the usual number of hours of work.
2. To accept in lieu of this high marks from standard institutions from which advanced standing has been granted.
3. Sometimes to accept in lieu of either of these evidence of ability shown in responsible positions held in school work.
4. To check up before mid-quarter all students who are carrying over sixteen hours of work and to reduce this amount for all who are found to be earning less than marks of B.

### *Why the Committee Should Be Continued.*

1. Exceptional or superior students need protection against *general* rules.
2. The Dean usually has enough detail work to do without the burden of investigating the standing of students. If he has not, he might do the work of this committee.
3. The collecting of concrete data concerning the operation of the college's machinery is a business we pursue altogether too little.

## V. COMMITTEE ON ENTRANCE

### *Function.*

1. The determination of all questions relative to college entrance.
2. Since the Principal of the High School, the Dean of the College, and an additional member of the faculty constitute the committee, it is essential that there should be the closest cooperation between the *College Entrance Committee* and the *Advanced Standing Committee*. In fact both the function of admitting to college and of determining advanced standing were formerly performed by a single committee.
3. It is not necessary, in the judgment of the chairman of the College Entrance Committee, that said committee should be in close touch with any other committee of the faculty or activities of the college other than the administrative head, and the *Advanced Standing Committee*.

It is important, however, that the *College Entrance Committee* should be thoroughly informed about educational conditions in Colorado and other states, in order that it may evaluate justly the work that has been done by those students who have broken educational careers.

4. The committee is constantly dealing with individuals who for one cause or another have failed to complete their high school course, but who desire nevertheless to enter college.

The first step in the solution of these individual problems is for the Principal of the High School to confer with the Dean of the College, or for the Dean of the College to bring to the Principal of the High School persons who cannot show a diploma or a certificate of graduation from an acceptable high school. If the case presents any difficulties, a committee meeting is called and the judgment of the committee as a whole decides the case.

5. Little formal organization is necessary in carrying forward the work of the *College Entrance Committee*. The important thing is that the committee should be subject to call when difficult cases are to be decided.
- 6-7. These questions are best answered by an extract from a report to the President on the general problem of college entrance.

The report in question was made before the *Committee on College Entrance* came into existence. It is inserted here because it throws light upon the plan of cooperation which has been worked out by the

committee, and states clearly the principles upon which the committee's activities are based.

A report of the Advanced Standing Committee to the President is also presented in this connection inasmuch as the two first paragraphs deal with the problem of college entrance and state the conclusions of the *Advanced Standing Committee* on that subject.

#### EXTRACT FROM REPORT MADE TO DR. CRABBE ON COLLEGE ENTRANCE

I believe that there should be "special" students in Teachers' College, but I am sure that Teachers' College and not the desires of those who apply for admission should determine the status of each individual who enters. If this is not done the standards of the college can not be maintained, and the function of the Ungraded School for adults can not be conserved.

I believe also (and there is no personal feeling in this matter), that the man who is responsible for the classification of all high school students and has acted during the past two years as chairman of the *Advanced Standing Committee* in the college should have a voice in determining who shall be admitted to college.

The judgment of the Principal of the High School should not be final. It should be approved by the Dean of the College and the President of the College if need be, and when at fault it should be set aside, but I do feel deeply that there should be a simple, business-like, and just method provided whereby special and trial promotions to college are made and students should never be allowed to slip into college merely because they want to do so.

The plan of admitting persons who are not high school graduates to college, which is outlined below, will in the judgment of the writer, protect the standards of Teachers' College, prevent any abuse of power by the Principal of the High School, give flexibility and unity to the promotion machinery of the institution and make secure the interests of experienced teachers who may desire to enroll in Teachers' College. Furthermore, the plan can be made clear in the catalogue by use of a sentence or two. The plan is as follows:

1. That the preliminary recommendation be made by the Principal of the High School Department.
2. That this tentative recommendation be approved by the Dean of the College.
3. That the Principal of the High School present to the Dean of the College not later than the end of the first week of each school term a list of all experienced teachers who have been assigned to the Ungraded School for Adults together with a brief statement of their previous training, teaching experience, and personality.
4. That the Dean of the College may transfer, with the approval of the President, any person who in his judgment should be enrolled as a special student in the college, from this list to the regular college roll, provided that the Principal of the High School be given written notice.
5. That the President of the College at the beginning of each term shall make clear the method of admitting special students to the college.
6. That a definite and concise statement giving the method of admitting special students to the college be printed in the Summer Quarter bulletin and the Year Book.
7. That all persons who try to slip into the college without fulfilling the entrance requirements, except those who are admitted as special students in the regular way, be transferred at once to the High School Department.

#### ADMISSION AND ADVANCED STANDING

1. That admission to Colorado Teachers' College be granted to those who present a certificate of graduation showing the completion of fifteen units in an acceptable high school.
2. Mature students not high school graduates applying for admission may

- be assigned to the Ungraded School for Adults. As soon as they have completed the equivalent of fifteen high school units or show the learning power which such completion gives, they may be given a certificate of graduation and admitted to the college.
3. Credits for admission and advanced standing are granted only for actual work done in normal schools, colleges, and universities which maintain standards on a level with our own, except in such cases as are noted below.
  4. Students who receive advanced standing are held for all required subjects (Junior or Senior College) which have not already been passed. They must also satisfy the requirements set by the head of the department in which they are majoring.
  5. Credits may be granted for private lessons in music, art, language, business courses, penmanship, etc., or for courses in such subjects in private or special schools not of collegiate rank only upon a recommendation after careful examination by the heads of departments giving such work in the college. Whenever thus recommended the work must be certified as similar to and as a substitute for certain specified courses which such departments offer or recognize as a part of the training of a teacher in that particular field.
  6. Recognition of what is usually termed "life experience," such as travel, housekeeping, experience in a profession or trade, private reading club work, etc., etc., is given only in connection with the usual credit granted for teaching.
  7. The total credit for teaching granted in Junior, Senior, or Graduate College, shall not exceed fifteen hours. Additional credit for extended and successful supervision of teaching up to a maximum of ten hours may be granted.

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Chairman Sub-Committee on College Entrance.

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Chairman Advanced Standing Committee.

## VI. COMMITTEE ON ADVANCED STANDING

1. This committee evaluates the credits offered by students transferring from other colleges and schools.
2. It works independently of other committees except that it asks the *Committee on Entrance* to handle credits which seem to fall below the requirements of this college for unconditional admission.
3. No suggestions to offer as to interrelations with other committees.
4. The committee's problem stated in 1 as Function.
5. The committee has four members. An application for advanced standing is examined by one member of the committee. He summarizes his findings and then recommends to the whole committee the amount of credit to be given. The committee then by majority vote accepts, modifies, or rejects his recommendation. The student is then notified by letter from the President's office.
6. The committee accepts credits hour for hour from schools and colleges of equal academic rank with ours. It grants credit for private lessons or courses in private schools at the valuation placed upon them by the heads of departments involved. It grants credit for teaching (not over 12 hours) and for extended successful supervision (not over 8 hours.)
7. To meet its obligations to students coming to us from other colleges the committee must be continued.

## VII. COMMITTEE ON OFFICIAL PUBLICATIONS

1. Function: To collect the material, organize it and see it thru the press for all the bulletins and official publications of the college.
2. No established relation to other committees.
3. I see no need for any such established relations.
4. See function above for a hint as to our method of procedure.
5. The committee consists of three members. The chairman assigns pieces of work to individual members and asks them to see each piece through.
6. No guiding principles except that we want the publications to be attractive in form and statement and nearly uniform in make-up.
7. So long as the college publishes a series of printed bulletins such a committee or some individual must do this work.

## VIII. COMMITTEE ON EDUCATIONAL PROGRESS

1. a. To gather data pertaining to the Educational Progress of the U. S. and the world.  
b. To report such information to the faculty when requested to do so.
2. No relation to other committees of the faculty.
3. It seems to the committee that a coordinating relationship should exist between its committee and
  - a. Committee on Courses of Study.
  - b. Research Committee.
4. a. To determine the meaning of "Educational Progress" as distinguished from mere change and experimental activities.  
b. To find accurate sources of information and to know the means by which this information was secured.
5. a. Individual members of the committee have been assigned a definite number of educational papers to review, covering all magazine publications received by the college.  
b. Reports of findings are made in meetings of the committee, discussions follow, and final disposition is made of material gathered.
6. To keep members of the faculty exposed to what is going on in the educational world, either by committee reports or by reference to sources of information.
7. a. The committee should be continued:
  1. Because individual members of the faculty are absorbed in their special lines of work and as a result may lose the broader and more general perspective of educational problems.
  2. Because the committee's function is to make a special study of its problems.

## IX. COMMITTEE ON PUBLIC EXERCISES

1. Function: To assure the suitability, obvious purpose and dignity of general public exercises offered in the college.
2. Relations: This committee, which formerly worked jointly with the *Music Committee*, has this year absorbed the latter committee. It must work with the *Calendar Committee* more or less, in the making of a calendar of events for the year. It is at present cooperating with the *War Council*, to the end of planning a suitable occasion for the installation of a service flag.
3. Devised Relations: Cooperation with the *Lyceum Committee* might be profitable.
4. Problems: The main problem is the difficulty of financial support (by the student body) of the grade of entertainment we should find profitable to bring to the students. The management of the college is very

generous in support of such enterprises; but it is the desire of both management and committee to establish a fund which will serve as guarantee for proposed entertainment of an educational nature.

5. Organization to solve such problems: Responsibility of developing different phases of entertainment has been distributed among sub-committees. I believe that when more is required of these sub-committees, through the pressure of more frequent general meetings, better results will be realized.
6. Guiding Principles: To foster public exercises that serve some purpose of inspiration, instruction or wholesome recreation for the students of the college; to unify the elements of college life and activity through such exercises.
7. Justification: Such activities as fall within the scope of the committee's functions are doubtless more unified and purposeful because directed by one committee. There is economy of effort, and greater probability of a fairly high uniformity of standard.

### X. COMMITTEE ON LYCEUM

1. The *Committee on Lyceum*, composed of eight members,—four from the college and four from the city of Greeley,—has for its function the selection, contracting for, financing, and general management of a local Lyceum.
2. There is no established relation between this committee and any other committee or activity of the college.
3. To aid in the selection of talent, we recommend the establishing of an advisory relationship between this committee and the following departments of the college.
  - a. The Department of Music.
  - b. The Department of Oral English.To stimulate student interest, to aid in the sale of tickets, and to assist in promoting general enthusiasm for this form of high class entertainment, we solicit the cooperation of the following committees:
  - a. The Young Men's Christian Association.
  - b. The Young Women's Christian Association.
  - c. The Newman Club.
4. Chief among the Committee's Problems are the following: The financing of the course, owing to the great expense involved in hiring a suitable building in which to present the course. The selection of a course broad enough in its characteristics to appeal alike to faculty, students, and the public. The dating of the various numbers to prevent conflict with other college functions.
5. The committee has adopted the plan of securing a very few of the best numbers available rather than a large number of entertainments of inferior quality. By this means, it is hoped the public desire for an *Artists' Course* might be cultivated and a more universal support secured. Though the cost of a lyceum course involves both payment for the talent and the expense of the theatre, the season tickets have been sold at the lowest possible figure and a special rate has been allowed to students.
6. The committee has no thought of using the lyceum as a means of making money, so the guiding principles will be the presentation of the very highest class talent which the community will support.
7. The *Lyceum Committee* should be continued, for it is furnishing the means of bringing to the college and to Greeley a class of entertainment which is recognized by critics as being worthy of patronage and essential to the best development of the community mind. Too much is being offered from other sources which will not warrant the sanction of the enlightened public. We believe it is a good thing for the college to enlarge its sphere to include the making of some recommendations concerning the recreation of the community of which it is a part.

## XI. COMMITTEE ON MEN'S WELFARE

1. The function of the *Committee on Men's Welfare* is to provide in every way possible for the increased pleasure, comfort, and profit of the men in the college.
2. The committee has no "established" relations to other committees.
3. This committee bears a very close relationship to the following committees: *Committee on Women's Welfare*, *Committee on Physical Education*, *Committee on Y. M. C. A.*
4. Some of the problems this committee is undertaking to solve are: to maintain an employment bureau for the men, to help men to find suitable rooming and boarding places, to provide social affairs that will bring all of the men together.
5. The committee is small and does not need any special organization to meet these problems. They are discussed in committee meeting and individual members are named to look after various matters as they arise.
6. The guiding principle of this committee is: It is the duty of the committee to do everything in its power to make the college a more attractive place for men.
7. Such a committee is needed because there is plenty of work for it to do.

Having discovered what committees there are, and what they are expected to do, the next inquiry is in regard to *What provisions are made to secure their operation?*

Where the work to be done is of an *occasional* sort and largely routine in character the pressure of the occasion is usually sufficient to ensure their activity. But a different situation is faced where the work to be done involves exploration, evaluation, original explanation, and the recommendation of changes affecting the economy of a school. Such activity requires time as well as definite purpose. If it is to be *an organic part of the school* it must first be made possible, and then *provision for cumulative efforts must be made*. After this, if the work is an organic part of the school, provisions must be made to *use the relevant results* of the committee's work. This, of course, is finally a responsibility of the President.

If there is actually a thorough-going provision to secure activity from such committees it will be revealed in teaching schedules or in pay. Extra pay for such work is a less forward-facing provision than recognition in *time or teaching-load*. Teachers should always do full work. Again, if there is actually an organization to secure committee work it will be reflected at least in committee reports. And if really important work is done, probably it will also be reflected in publications setting forth the results of the committee's work. Schools operating in a given field owe some obligation to each other, and can best discharge it by some form of publicity.

If there are regular committee reports, they will be revelatory. Either they will show activity or conformity; i. e., either they will get somewhere or they will be more or less formally alike. In the latter case (which is common) the committee is only formal; it is not organized as a part of the school, and has no real status because there is no directive nusus in way of administrative provision to operate the committee machinery; or, to carry out the figure, only parts of the machinery are at hand, and no attempt is made to assemble the tool. Whether committee reports are frequent or occur at stated intervals may depend upon the nature of the committee's work. If for some committees both are required, the omen is perhaps best of all. Stages of work should be known by all concerned; and summaries at definite intervals are almost necessary as a convenient check or assurance.

Finally, if the committees are really an organic structure of the school there will be provision made for capitalizing committee experience and achievement. The shifting of personnel makes it desirable to facilitate the adjustment of new members to the tasks of the committees as a part of the economy of the school; and the purpose of the school in establishing the committees is the practical one of using its results.

There are, in short, three questions to be raised: (1) What provisions are

there to secure committee activity? (2) What provisions are there to secure continuity of effort and cumulative results? and (3) What provisions are there to make use of the relevant results of committee work?

To some extent the reports of committee organization which the chairman submitted furnish answers to the questions. For the rest the answers may be supplied from experience. The committees dealing with occasional situations or with routine work are operated by the mere *pressure of the occasions* to meet which they were established. The committees that are assumed to carry on difficult and exacting work are, unfortunately, left also mainly to the mere pressure of occasions. The committee on *Courses of Study* and the *Research Committee* offer the best examples of important committees with none but casual provision for operation. No provision either of time or pay is made for the operation of either. Under the pressure of the administrative purpose of reshaping the curricula of the college, however, the committee on *Courses of Study* has operated almost continuously since it was established (October, 1917). Its personnel has not changed appreciably; the nature of its problems has been pretty thoroughly defined; it has worked out guiding principles, and has had considerable experience in the necessary work of unifying faculty thought about courses of study; and (though with many compromises) the results of its work have been incorporated into the curricula of the college. In short, the committee on *Courses of Study* is at present an organic part of the school; but it is quite conceivable that it may not remain so.

The *Research Committee*, however, which throughout its history (up to 1917) lacked the pressure of administrative purpose, illustrates the fact that a pretty well conceived plan of very desirable activity may be ineffective as a part of the organization of the school for promoting its characteristic purposes. Throughout most of the period of its existence it merely reflected the special interests of a succession of chairmen, all of them able but none of them conceiving the work of *research* as an organic part of the school's responsibility, and consequently none of them attempting to focus the committee (and through it the faculty) upon the immediate and persistent problems of the school. In effect the activity of the *Research Committee* was merged with the activity of the rather casual committee on *Educational Progress*, whose function was, occasionally, upon request, to report to the faculty such matters of current educational effort as seemed significant. The people affected by this activity were not very numerous. There was never any serious purpose behind the committee on *Educational Progress*, but it was as nearly an organic part of the school as the *Research Committee* was. Neither was conceived as an organic structure of the school. No records of the work of either were kept,—though both had a shifting personnel. The *Research Committee* worked or not according as its members had or lacked the time and the inclination. What they worked upon had only chance relevance to the persistent problems of the preparation of teachers; and there was of course no cumulative advantage to the school from their work. Up to the reconstituting of the committee in 1917 under the leadership of the chairman who had done most to keep it alive, a single publication issued from the committee,—*A Study in Addition*, by Dr. J. D. Heilman and Professor Frank Shultis. This was a study of comparative achievement in the teaching of addition in the Training School and the public schools. Its very clear findings, fully based on carefully gathered data, were received with such marked disfavor as effectually deterred the committee from further effort of the same practical sort. So far as can be discovered up to date (1917) only one other piece of work was ever completed by the committee. It was not printed.

In conception the *Research Committee* as reconstituted in 1917-18 is an organic structure of the school. It is theoretically, at least, restored to the possibility of great usefulness, being free to pursue any quest it may elect. But lacking administrative provision for its operation, it is still in fact somewhat outside the school organization. Among its several purposes (see pp. 94-97) is the very important one of stimulating research throughout the school upon such problems as discovering what the characteristic failures of public school instruction are in each of the school studies; what the extent of the failures is; and what the causes of the failures are. This important purpose has hardly been embarked upon yet. One tentative study of typical errors



in English in the Training School was initiated in the English department; and one quite significant search for principles underlying the courses of study in English in the Normal Schools of the United States was begun,—but never finished. For awhile it seemed that serious studies of the results of public school work in several of the school studies would be undertaken; but all were merely flashes in the pan. The college knows no more than before of the typical unsuccesses of the public schools in teaching the school studies. And of the external factors which, because they condition its success, should affect its internal activities, it knows no more than before.

The failure is not due to neglect by the committee or lack of interest by the President, but simply to the difficulty of initiating such activities in a faculty unaccustomed to make critical inquiries, and to the fact that the teaching load of the faculty is quite heavy. The President reduced teaching hours for all by about 11 per cent,—without apparently freeing much energy for original work. To some extent the expansion of extension service absorbed the leisure thus created; but the reorganization of extension service and its expansion seemed a necessary part of the program for discovering needs. The real explanation of the failure lies deeper,—in the fact that the school does not possess a corporate consciousness of the characteristic or differentiating purposes of Teachers' Colleges. This, however, is in prospect. The same explanation covers the absence of important activities bearing upon the interests of the students and the supplementary relation of the college to the public schools. Some of the more important of these will be outlined in the following paragraphs.

Two groups of *student interests* need in every school a special and dynamic organization. The functions of both are protective. The first and most important, as well as the least attended to, here and elsewhere, is the *health interest*. The second, also quite vital, has to do with the classification and supervision of students,—especially the discovering and capitalizing, promoting or advancing, of superior students. Both of these might be expected to be recognized in the extra-classroom activities of the faculty,—in committees if not elsewhere.

It was desirable therefore to examine with care the work of the faculty committees on *Physical Education* and the two committees on the *Welfare of Students* (men and women). The potentialities of such committees under a forward-facing administration are quite obvious,—partly because they have hitherto so generally received so little but *formal* recognition.

In view of the public health situation disclosed in the last few years, the importance of college organization to bear upon its own relations to the situation is now far beyond the possibility of reasonable question. The responsibility of the college covers not only the matter of new and more relevant courses of instruction, but also a few complex and highly important extra-curricular activities, part of which might be discharged by faculty committees on *Physical Education* and *Students' Welfare*. Every higher school must sooner or later both *acknowledge and honestly endeavor to meet its responsibilities not only for conserving but also for promoting or advancing the health of students. This however, is doubly an obligation on colleges for teachers, because upon their graduates rests the responsibility for conserving and advancing the health of the rising generation and of building up in it the necessary support for future improvement.* The state of health of public school teachers is no less important than the level of their knowledge of the prevalent conditions and common menaces of health. *No college for teachers can reasonably be considered fit for educational leadership if it does not recognize both the actual deficits in the health equipment brought by its students to the college, and its own moral and professional obligation to improve that equipment.*

Such responsibility would obviously cover provision for scientific investigation or diagnosis of every student in the college, for the sake both of the student and of society,—in the rising generation especially. To discharge this function would require the employing of a physician thoroughly equipped for the complete and scientific physical examination of the students. And when this is done the next requirement is simply the practical one of *utilizing the*

results of such investigation in the interests of the students,—and, through them, of society. The known tendency of higher schools (which, as a matter of traditional academicism, too frequently still have a pre-scientific attitude toward health) to adopt forms rather than *dynamic purposes*, requires that the work of health-conservation and advancement, be definitely organized to *get practical consequences from knowledge of health conditions*. Some of these are very obvious, and yet neglected. For example, the known facts of *malnutrition* of pupils in the public schools and of students in colleges point conclusively to the obligation of schools to deal with the practical problem of *removing malnutrition* in their students. Concretely, this is the obligation to provide intelligent oversight of boarding-house dietaries, and to follow up individual cases of malnutrition. Beyond this, it may be necessary in the end for colleges to provide their own tables for students. At all events, such dietetic standards as have been established should be fully recognized by higher schools. There are of course numerous possible difficulties. Funds may be lacking, for example; but a leadership school should be engaged in shaping public opinion to support efforts to *live on the present level of scientific knowledge*. Funds are not likely to be provided for those who make no effort to educate the public to present needs. Again, the failure may lie for the time being with public food vendors; but this—again is not valid excuse,—as the Westfield, Massachusetts, Normal School has abundantly shown. In the end the failure must be charged either to ignorance or the lack of good will. It is of course only the former that operates; but the results are not substantially different from what they would be if it were the latter.

Again, the known prevalence of tuberculosis, the known and easy routes of its transmission, and especially the known importance of *early diagnosis* and of a *saving regimen* would point of course to further practical needs, especially in higher schools in Colorado, and still more especially in schools for teachers. The general requirement of “physical education” (exercise!) must in all schools be qualified by the results of scientific physical examinations of the most thorough-going sort; and regardless of religious attitudes that may be pleaded by those seeking exemption, it is the *plain moral obligation of the school to protect both the student and society through the unvarying application of this program*.

In view of these clear obligations it is significant that the committee on *Physical Education* had no report to make of its functions or activities. It was, in fact, only formally in existence in 1917-18. Emphasis was placed upon athletics, which, though both men and women were concerned, proceeded frankly on the unwarranted assumption that health conditions, in Colorado and elsewhere, were so good that the provision of regular exercise was the only conservational or protective activity needed. The educational aspect of the problem was confined to the development of outdoor games, and the like. There was no health supervision. If students were sufficiently sick they consulted a physician.

In short, so far as the health interests or needs of its students are concerned the Colorado Teachers College is at present (1917-18) without plan or program. It makes none but purely formal recognition of the health needs of its own students, and not very great recognition (through courses of instruction) of the relations of its graduates to the public health situation known everywhere to exist in Colorado. The critic who, whether from malice of the reformer's zeal, might examine the school could not discover another so vulnerable point of attack as this condition of long standing. Fortunately, however, a conference has already been held over the situation and it seems likely that funds may be found, along with a genuine disposition to go cheerfully the whole length of duty in the matter. It is, however, as yet (1917-18) a vision rather than a program.

In the absence of real Physical Education activity in the college, the two committees on the *Welfare of Students*, might be expected to show concern about the health situation. The committee dealing with the *Welfare of Women* (about nine-tenths of the student body) did not report, however. The report of the committee on the *Welfare of Men* shows recognition of a number of important kinds of activity, and is well known to have been beneficent in its

influence and help. But it does not touch the health interest. Probably the companion committee is not more active or in better ways.

The other phase of welfare activity is apparently not so much the concern of the committees on welfare as of other committees; and various important student-welfare concerns are apparently not touched. To a limited extent the committees of *Student Advisers* and the committee on *Student Programs* show a protective intention,—as well as the lack of college organization. At least two other opportunities for student protection exist, without adequate recognition or organization. One of these is the *administering of the grading system*. It is devised to offer the small group of superior students a fair opportunity to capitalize their superiority, but is so loosely administered as not to reveal superior students much better than any other system. The most important reason is that it is not understood by more than a small fraction of the faculty. Another opportunity occurs in the field of student government, which is yet only formally recognized as a legitimate activity.

In closing the report on committee work it is hardly necessary to call attention to the frequent indirect evidence pointing to both the lack of college organization and the frequent illustrations of *isolated initiative* struggling toward recognition.

We turn now to a few other aspects of organization.

### THE FACULTY MEETING

The faculty meeting, like the general assembly, may serve both as an educational activity and as an administrative convenience. Probably it always serves the latter end, and seldom more than incidentally the former. Whether it should serve the educational and consciously or not perhaps depends upon how permanent the personnel of the faculty is, how much professional preparation they have had, how much supervision of instruction there is, and the like. It would be a rare school that possessed a faculty so perfectly at one in purpose as to obviate the need of an organization to increase unity.

Later sections of this report will show that the personnel of this school shifts pretty heavily; and that the amount of professional preparation is not great on the whole. The preceding analyses have probably suggested also that the amount of faculty unity of purpose and effort is not great. So, here if anywhere, we should expect to find the educational purposes of the faculty meeting somewhat in evidence. Something in way of effort to unify the faculty, a sort of training in service, is apparently needed. In schools that are not too large it would seem that the faculty meeting should be deliberative in function; that it should be devoted primarily to the discussing of important matters of policy and procedure; that, in other words, the faculty should be involved in the shaping of the educational organization of the school. To do this it would be necessary to announce the topics beforehand, so that there would be opportunity for everyone to think. Extempore discussion is usually wasteful. Mass action without individual preparation is not democratic. And the meetings would have to be held when the teachers were fresh, rather than after school as an additional two hours.

Whether the faculty is used in this fashion or not, it would seem that only the absence of need of supervision (or the most level excellence of work from both faculty and students) could enable the president to dispense with some systematic discussion of the problems of instruction.

The faculty meeting in the Colorado Teachers' College has characteristically been mainly an administrative convenience. It offered an opportunity to make announcements. Usually they could have been equally well made by a typed sheet of items. Sometimes still as in the past it is used for disciplinary purposes, the whole group enduring the veiled rebukes intended for a few sinners. It serves now also as in the past to give an opportunity for certain committee reports. The committee on *Educational Progress* usually in the past reported two or three times a year at faculty meetings. A few times the *Research Committee* has been asked for a report at faculty meeting upon some matter of general import. These, however, are about the only examples of an educational function that have occurred. New activities, now as

in the past, are usually initiated at the faculty meeting,—or rather announced. It would be fair to say that hitherto the faculty meeting has been mainly perfunctory and that so far as its functions have been illustrated in its procedure it has been only an administrative convenience. It is not yet democratic, though perhaps tending in that direction as rapidly as would be wise, all things considered.

### SUPERVISION

With teachers selected mainly on the basis of University graduation or experience, i. e., without professional preparation for the most part,—a professional school for teachers faces or should face the problem of *training in service*. For this some supervision is necessary. Even though the general point of view of the teachers be educationally sound, there are usually matters of technique that can be improved if they are thought about. The teaching process usually needs attention where the teacher has had no professional preparation. There is of course the danger that "methods hobbies" may be ridden in a professional school for teachers. But with free faculty discussion the danger is probably not great.

If supervision is dispensed with, inspection may still serve a purpose. It may even be as remote as the requiring of syllabi of prescribed courses and still be a useful check upon duplication.

Supervision in Colorado Teachers' College is limited to occasional inspection and the requirement of syllabi in correspondence work.

### STUDENT GOVERNMENT

The problems of government and discipline probably do not call for definition. Perhaps their sources are also clear enough, *except where the source is in arbitrary government*. They are met by organization of some kind. The general nature of the proper organization should be suggested by the general characteristics of the student body and the nature of their prospective responsibilities,—in short by the capacity of the students and the ends of the school. As an intellectual organization a college should seek order and appropriate activity mainly through the character and organization of its typical activities. The organization of instruction (including supervision) should be so complete that order will for the most part be secured through the constant pressure for relevant achievement,—through appropriate assignment of work and a vigorously unremitting expectancy of standard work. Accordingly, the number and character of the arbitrary rules a school enforces afford a clue to the character and efficiency of its intellectual organization. The number and character of the typical infractions of rules may indicate nothing but the ineptness of the established government. Schools usually earn their problems of government.

It is clear, however, that the setting up of an arbitrary government is likely to be an adjustment to various existing conditions. The overcrowding of classes, for instance, is an effective barrier to high standards of instruction, and can easily lead to arbitrary government. It would be better, of course, if large classes are to be permitted, to organize so as to continue to be able to form the kinds of judgments of the work of students which teachers must have. The much more frequent and greater quantity of written work which must be required for the teacher of a large class to know his students and discover their needs might be handled by the employment of proctors to assist in large classes, and the order-giving pressure for daily achievement might still be possible.

Government, however, is also an adjustment to the immaturity and social inexperience (or bad experience) of students who are for the first time removed from the oversight of their families; and in this fact probably originates most of the arbitrary government in schools of this kind. It is protective in intention, and probably in many cases also in fact. Nothing is more certain, however, than that the administering of rules governing hours, recreation, and study conditions is tremendously complicated and measurably rendered ineffective by lack of sufficient attention to the administering of the courses of study. Students upon whom through systematic supervision and vigorous class-

room instruction constant pressures for achievement are brought to bear will not long desire mid-week recreation or visiting. Weekly reports to the President or the Dean or to department heads concerning students who do not "measure up" will make it easy to chart their record, for faculty discussion; or the matter of exploration of causes may be delegated to a faculty committee. Probably, however, either the President or the Dean should handle the problem,—both of interviewing such students immediately and of effectively assisting them to make acceptable adjustments.

An organization which throws upon the Dean of Women the responsibility for administering rules regarding hours, midweek recreation, and visiting ought to be expected to be quite unsatisfactory,—because it is fundamentally a shifting of responsibility and a confusion of functions.—The tendency of the operation of such an organization is to encumber the Dean of Women with special police duties, and thus to hamper her in meeting her proper responsibilities. Inherently, the work of the Dean of Women is that of building up personal and social standards, and aiding students to attain acceptable standards. There are few schools in which young women do not need the sympathetic ministrations of a refined and cultured woman, their guide and counselor in personal problems too numerous and delicate to mention. Police duty, however tactfully performed and with however good reason, inevitably creates barriers to sympathy rather than removes them. Thus it defeats the purpose of a Dean of Women. In the meantime the purposes of the school are also measurably defeated by lack of an organization to bring the appropriate pressures constantly to bear.

The place of student government in a higher school is much more obvious than in a public school. The more mature and highly selected the student body the greater their proper part in the preservation of the organization of the school. The term, student government, is not a good one, however; its place would be more readily recognized if its actual function were described, perhaps in such a phrase as *student cooperation in school organization*. In the end it is clear enough that those must organize and govern who are responsible for the characteristic purposes of the organization. Functions the exercise of which are both educative and capable of delegation may properly be referred to students as cooperators. There is no reasonable doubt that an organization of the students could be set up which, taken in connection with a more planful organization of instruction, would maintain, without friction and a sense of injustice, such standards as are desired and sought under the present organization. Classes would have to be restricted in size and, of course, provision would have to be made for effectively checking up the work of students. For the rest, the students would probably do it better than the faculty is able to do it.

One does not have to go far to discover that government is complicated by every other phase of school work. The next aspect of organization to be treated in this report is vital to it, for example.

### THE GENERAL ASSEMBLY OR "CHAPEL"

Is the general assembly or "chapel" a part of the *educational organization* of a higher school, or is it merely a *customary break* in the day's business, which can be conveniently used for various purposes relevant or irrelevant? Is it a *planned structure* to serve important and characteristic ends of the school? Is it for the sake of the faculty, the students, or the public?

Inquiry of the faculty brings out again the characteristic diversity of attitude and lack of unanimity among those who express themselves. Apparently a larger proportion than usual are without convictions or feeling on this matter. The only source of information is the general faculty meeting discussion of "Chapel" and individual inquiries carried on by the author.

1. Some, perhaps not over five per cent, regard a college assembly with any religious feature in its exercises as a useless and objectionable relic of the days when teachers were monks. It is to them one with such reminders of medievalism as cap and gown. This, however, appears on exploration, to be merely a convenient point of attack upon an undesired institution. A general assembly without any religious aspect is not really needed, they think. It is

tiresome alike to faculty and students,—a waste of time. They would abolish it,—or at least attendance should be purely voluntary.

2. A large proportion of the faculty attack the general assembly vigorously because it frequently overlaps the following class-hour,—which as a result is in some quarters reduced by about one-fourth of its total time. It has always been so. This, of course, is a fault of administration rather than *per se* of the institution in question. Exploration of the opposition in this case reveals the fact that here too the attack is to some extent merely a convenient one. The chapel, as they view it, really serves only doubtful purposes. It wastes time even when it does not invade the following class hour. It is perfunctory and pointless. Despairing of abolishing it, they would restrict it to once or at most twice a week.

3. Others, again a considerable number, take a firm stand for “chapel” as it has always been administered. Exploration here reveals nothing except preference for the familiar way of doing. Apparently they *like* it because *they* or friends of theirs like it; perhaps because change involves readjustment. They would have it daily and of course compulsory.

4. Others, a smaller number, think a general assembly necessary in a school drawing an immature and not very closely selected student-body from a wide variety of social and cultural backgrounds. It serves important purposes of the school. Part of these prefer the assembly to have a religious feature because it helps set “tone.” Others care only for the direct educational effort which may be made in the period. Generally these agree that though nominally voluntary it should in effect be compulsory.

A better way to discover, in a typical situation, what the general assembly is, in practice, *for*, is merely to follow curiously what is done at or with the period. Such a procedure reveals considerable justification for the opposition that exists to the period. It is a period without apparent purpose or consistency. It opens usually with a Bible reading, and sometimes there is an extempore prayer. After that, too large a proportion of the time frequently goes to announcements. Some of these are important, but many are not; some concern the whole student body and many are of interest only to small groups. A single announcement may consume five minutes.

There is nearly always singing. In this there is a great deal of variety, and much that is good, except in a few important matters. Owing to the shortness of the time oftener than not only fragments of the songs are sung,—say, “The first and last stanzas.” Only the piano or the organ completes these, the audience beginning on the fourth or fifth beat as a rule, and remaining a little behind throughout. Very frequently the singing is interrupted in mid-course that the singers may be exhorted to do better. The improvement in the assembly singing is not great throughout the year, however. There is but little opportunity to improve it in chapel. A great deal of verve and freedom is exhibited, however, which in itself is often quite pleasing.

Traveling musicians and local artists often appear in chapel. In the course of a year a great deal of excellent music comes to the chapel audience.

Usually there is speaking. The plan is to have fifteen-minute talks once a week from members of the faculty who have signified their willingness to give such help. Frequently a visitor comes to chapel, however, from the town or elsewhere. He may chance to come on the day appointed for some teacher to speak to the student body. In that case he is asked to speak and the faculty member is released. If announcements have absorbed a good deal of time, the speaker, whether faculty member or visitor, “runs over” into the following period,—to the regret of the teachers whose time is being consumed “for less important matters.” The talks are upon topics chosen by the voluntary speakers. Though the talks are mainly good, they reflect for the most part only the special interests of the teachers, or the special purposes of the visitors. Inevitably in war-time the visitors frequently represent “movements” seeking support. Sometimes they represent student organizations seeking membership. Very few talks in the course of the year bear upon more or less common needs and problems of students. It is fair to say that there is no level attempt to set standards or correct misbeliefs, and the like. Sometimes one topic suggests another, and so a brief sequence is effected. But, except for the

unity given by the war, this is unusual. The students see a considerable number of the faculty "in action," which is no doubt good in its way.

Provision is also made for contributions to "chapel" from students. They "read" sometimes. Sometimes they put on short plays.

All in all, the introductory comment to the effect that the assembly period is without apparent purpose or consistency must hold. In the most favorable terms one might say that the purpose of the general assembly as reflected in its practice is perhaps to make important announcements, to give opportunity for visitors to speak to the students, and casually to give the students a fuller acquaintance with various members of the faculty. Beyond this it offers some practice in public appearance for students from classes in English, Science, Music, and the like.

It is clear that announcements are sometimes of pressing importance; that to every college will come visitors whom it would be prodigal waste of opportunity not to urge to speak; and that in a school with specialized curricula the students will not all know all the faculty unless opportunities other than class work affords are given. It is no doubt good for students to appear in public, and the student body is a convenient audience. The question is not so much whether the general assembly may properly be used for these purposes as whether these purposes are the best ones *to be guided by in organizing a general assembly*. Two of the purposes mentioned reflect conditions that are occasional in character rather than constant or abiding and the others though they reflect conditions that are constant in character are not in practice regarded as very important; both are purely voluntary, and both make way for the others. The purpose of making announcements could probably be well served by a weekly assembly, or perhaps by a week of assembly at the beginning of each quarter while programs are being adjusted; and the occasional visitor could be served by an equally occasional assembly set at an hour when there are no classes.

Are there, however, constant conditions inherent in the student body of schools like this, which justify setting aside a period to be devoted to activities planned for the better adjustment of the students to their present opportunities and approaching responsibilities?

If one keeps in mind the social purposes of schools for teachers and considers the general characteristics of the typical student body of such a school, it seems clear that there are obvious "student needs" not provided for in the courses of study, but presenting enough to be regarded as responsibilities of the school.

For example, it would not be possible to bring together six or seven hundred young people from a hundred communities in a large new state like Colorado without representing the considerable diversity of social background, cultural experience, and intellectual outlook which the complex social composition, varied topography, and specialized interests of the state provide. It would be expected that there would in the student body be considerable variations in respect to standards in a wide range of important human relationships. The tendency of many graduates to seek new communities reflects pretty definite aspirations, which though promising are not always without a certain hazard to the school. Its graduates to be effective must in addition to giving excellent instruction be able to maintain a wholesome prestige with their patrons. The Bureau of Recommendations is only one of numerous teacher-placing agencies in the state, and by no means controls the situation. These obscure factors, (youth, inexperience, social immaturity, and diversity of social background) set a problem not consciously covered by the courses of study, and perhaps too large to be met by the Dean of Women without purposeful cooperation from the rest of the college. The short period of study for which (at present wage levels) the students can be held lessens the chances that incidental orientation will in all cases be adequate. Some planned and cumulative effort to meet characteristic needs and offset typical deficiencies is called for by the conditions; and it seems that the general assembly or chapel may properly be organized to play a part in this.

From the angle of class-work no less than personal habit or social standards the bearing of backgrounds upon present work and approaching

responsibilities is obvious. At the beginning of each school year half the students are just taking the first step beyond the high school. They face the perplexities of young students in a new situation. Too large a proportion of them are accustomed to page assignments in a text book rather than to the use of a library in following up assignments. Too large a proportion of them are used to class-work dominated by the purpose of testing the previous night's work over a text book. Under pressure to get stock information very many of them have adopted memorization as a method of study. The attitude of willing drudgery is on the whole a much more conspicuous student trait than is a liking for inquiry and the disposition to use the class to clarify conceptions. In one way or another (the usual ways, of course) their minds have been stocked with the usual amount of misbelief, misinformation, etc., and the saving attitude of impersonal quest is ordinarily not well established; and so on. These factors also set a typical problem which is not so very consciously met by the college as a whole. A great deal of waste and no doubt considerable suffering accompany the process of adjustment; and beyond this a considerable number of students do a considerable amount of drifting before they "size up" the situation; a considerable number of them form erroneous judgments of the standards of the school, etc. For this situation also, it seems that a planned activity to facilitate adjustment is needed, and the general assembly seems to afford the strategic opportunity.

There are two angles from which to view the general assembly as an organic part of the school: (1) As an educational activity; and (2) As an administrative device or convenience. Each of them will be briefly discussed or defined.

1. As an educational activity *the general assembly is supplementary to the organized and sequential work of class-room instruction.* It is, all things considered, an almost indispensable part of the organization of instruction. It shares with class-room work the responsibility for unifying and orienting the student body. Using a paradox by way of definition one might say that the general assembly *is organized for incidental education.* Like class-room work its endeavor should (other things being satisfactory) be determined by characteristic needs, deficiencies and responsibilities of modern teachers. What its major efforts will actually be directed at, however, will be determined by

- a. The initial equipment of its students; and
- b. The gaps left in their adjustments by all the other activities planned to meet their needs as modern teachers.

In short, from an educational point of view, the uses of a general assembly are potentially *as varied and as numerous as the insufficiently met needs or the typical deficiencies of the students.* It is a "stop-gap" or emergency institution. Its function is to deal fruitfully with exigencies,—some of which at least are so inherent in the situation as to admit of their being forecast and deliberately prepared for, others of which are so unpredictable that they can not be planned for.

The general situation here indicated suggests the need of definite topics for at least the opening month or so of the school year, a more or less level attempt throughout the year to set standards, and perhaps for the sake of the graduating class a more or less definite set of topics near the close of the year. It is clear, however, that the beginning students need considerable help in adjustment to new conditions and standards; that exigencies should have precedence; and that a constant effort should be made to set tone and standards.

For the sake of concreteness a few illustrations may be attempted.

1. College versus high school,—certain significant contrasts:
  - a. In students,—more highly selected, older, destined for leadership.
  - b. In methods,—greater freedom; more responsibility on the student, premium on intelligence rather than on willing drudgery, less compulsion, etc.
  - c. Dangers to the immature student: the drifter may temporarily get along, but eventually misses all ports.
  - d. Text book versus library; the dangers of the text-books; its rela-



tion to knowledge,—a tool; how it may use both student and teacher rather than be used by them.

- e. How the college is organized to promote superior students, to stimulate initiative, to encourage initiative, self-reliance, etc. The ideal of class work, etc.
2. The virtues of the student: the duty to think.
    - a. Memorization versus study. The essence of study,—asking oneself relevant questions and then exhausting resources to get valid answers.
    - b. The scientific attitude: Paul's "*Seek ye the truth*," Christ's "*Become as little children*," Plato's "*Follow the quest whithersoever it leadeth*"; etc.
    - c. Belief versus knowledge. Higher schools and the work of unteaching. The nature of evidence. Morley's "The educated know when a thing is proved, the uneducated do not," Montaigne's "To know how much and what kind of evidence ought to precede belief in anything," etc.
    - d. New knowledge and progress. The necessity of readjustment on new levels, etc.
  3. New Knowledge and Progress.
    - a. The necessity of readjustment; acting on new levels.
    - b. Various problems of unsettlement.
    - c. The significance of higher education; who gets it; what selects the students of higher schools; their responsibilities to their generation.
    - d. The idea of profession,—a favored group dealing with large responsibilities: "The mastery of crises."

Such a rough and ready list of relevant topics is certain to be faulty. Emergencies should always take precedence, of course. Perhaps the first task of the general assembly would be to establish standards of attention, routine, etc., in the assembly. The "atmosphere" should of course be generally serious,—but not strained or stiff. If entertainment is provided it should be excellent of its kind. If singing is a part of the routine acceptable standards of performance should be gradually reached; and so on.

2. As an administrative device the general assembly is a strategic position for administering the student body. It serves the ends of the president (or the school) with reference to the students as the faculty meeting serves his ends with reference to the faculty. The first of these ends is the unification of the student body with reference to the intellectual organization of the school and the responsibilities of public school teachers. From the faculty meeting, from departmental conferences, from the various activities in the supervision of instruction, from the observation or experience of alert teachers, etc., comes information bearing on the general needs of the students. With a finger thus on the pulse of the school the administrator may plan to set the tone of the school's activity, to shape a fruitful public (*i. e.*, school) opinion, etc.

These matters overlap the educational ends, but only because wise administration is in the interest of educational ends. Administration is only an aspect of organization. From an administrative point of view unity of purpose is a guarantee or a condition of co-operation or efficiency. To unify the student body with the effort of the teachers is to increase the prospects of zealous work and of individual concessions in the interest of common ends in view. If students perceive the wisdom of setting up required courses, of giving courteous attention in assembly; the value of the impersonal attitude to questions in debate and of common standards of achievement in routine, etc.,—then friction is reduced everywhere.

The general assembly offers an opportunity to supplement the reconstruction work of the class-room. Wrong attitudes of students toward their work can be impersonally dealt with from the platform, and fruitful attitudes and standards substituted, thus shaping a useful student opinion. Prevalent mis-

conceptions about important matters can be corrected, etc. Conduct in regard to the common use of school equipment can be unified, and so on.

Unless there are other activities whereby the school is able to deal effectively with such general conditions as have been described, perhaps a general assembly should be regarded as a necessary part of the school's organization. And if this be agreed to, it must be admitted that the general assembly in the Colorado Teachers College is only partly effective.

### THE POSSIBILITIES OF UNCONSCIOUS FOCUSING OF EFFORT

When from such examinations as have been reported in the foregoing sections it has become somewhat apparent that there is too little conscious unity of purpose and effort in a faculty the inquiry turns to a quest for evidence that might suggest that the school is nevertheless realizing some of the benefits which are ordinarily expected from a purposeful organization to focus upon its characteristic problems. A college might conceivably, without plan or effort, still be somewhat focussed upon important concerns. Independent activity carried on by individual teachers for their own guidance or satisfaction might in this or that aspect of the college's work yield something of the benefits of corporate consciousness. The presence of a few such dynamic teachers might, without administrative recognition, leaven a whole faculty. But, of course, also it might not. Time is required to get such results casually or incidentally. So rather a long period of service for most of the teachers would be necessary to give good results. Of course progress achieved in this fashion would be largely accidental. Even the desire to employ teachers active at such work may in many cases be mere customs-imitation,—a means of "staying in the business" rather than part of a sure program for *getting ahead*. Dynamic teachers gravitate to schools where favorable conditions exist; and favorable conditions are usually the result of either conscious planning or of traditions and customs on a higher level. Of course they gravitate to the places of higher pay; but to a large extent the higher level of pay is merely an external indication of consciousness of both the values and the conditions of service.

In any event, however, such teachers of this sort as are in a school will somewhat manifest themselves. If they have freedom, they will be actively developing courses to make instructions more relevant. If not quite overloaded they will have established dynamic relations with the public school leaders in their own field of interest. They will be influencing public school work directly. Their work will probably be represented in the state course of study and possibly in city courses of study. They will, of course, be prominent in educational associations. Beyond this, or in the absence of such activities, they may be exerting influence through publications, either by the school or by educational journals. In short, there will be some focussing of the school, even though it be unconscious, on its characteristic problems. To this possibility we now turn.

The various departments of this college, though in various degrees conscious of the possible relations of their work to public school instruction, are not focussed upon the public school situation with reference to the subjects of instruction. This has already been emphasized in the discussion of the faculty statements of departmental functions and interrelations of courses. Beyond this, however, for example, the members of the faculty have only to a very limited extent contributed to the treatment of the school subjects in the State Course of Study. Those who have been invited to do so have responded, but mainly without useful explanations of variations from the usual treatment of the subject. There has not been a general expectancy of leadership established in the state which would guarantee such invitations; and, of course, non-educational factors have played a part in the situation. The initiating of an extension service was a step consciously taken toward establishing such expectancy; but the lack of funds effectively prevented its proper educational organization. It had to be self-supporting in the beginning, and consequently could not at the outset have a very definite relation to the problem of educational leadership; nor could it plan very hopefully to stimulate an alert faculty consciousness in regard to the proper relations of college

courses to the typical work of the public schools. On the other hand, there is evidence of considerable faculty consciousness of defective public school treatment of various subjects. It appears in several excellent courses which have long been worked out for public school teachers. But it is significant that the best of these have not in the past received, and do not now receive, much public school approval. The conditions of educational leadership in this respect have not been met. The reasons for variation from the usual public school treatment of a subject have not been carefully or tactfully or systematically put before the teachers of the state through the public school leaders, who alone have the power to make or promote significant changes. And desirable changes have not been duly supported by relevant data and justified in open discussion. Probably this has not been done because there has not been any significant attempt made by any one in the college to determine inductively the characteristic unsuccesses of public school instruction in any school subject as a basis for shaping its own instruction or for justifying changes and promoting improvements in public school instruction. The public schools are right enough in resisting wide innovation until the need of them is clearly established. Mere opinion should always be discounted. The burden of proof properly rests upon the advocate of change. It would be easy in various subjects to discover the typical results of public school instruction: and there is no doubt that there are important unsuccesses.

Various excellent explanations of the failure to work on such problems may be found. For example, undoubtedly it lies partly in the recency of the scientific movement in education. Partly it lies in the impermanent or shifting personnel of the faculty and in the unprofessional character of their typical preparation. Partly it lies in the operation of the same factors in the case of the school superintendents of the state. Partly it lies in the youth and inexperience of the mass of public school teachers and their short and shifting service. It lies also, however, in the loose organization of the state system of education and in the failure of the college to focus upon the characteristic or differentiating problems of schools for teachers. The shifting personnel of the faculty and the lack of professional preparation for a considerable proportion of them provide a constant condition which should be met by definite provisions to unify and focus them upon a progress for public school service.

The part taken by the several departments of the college in the programs of the State Educational Association is somewhat more encouraging with respect to the amount of participation, though not especially with respect to the kind or the distribution. There are many departments that have almost never been represented upon the programs or in the councils. Few departments have been represented in the N. E. A. The college has not especially cared to have them do more than enroll.

Similarly, the several school journals of the state do not reflect educational leadership from the college. Contributions are welcome, and are even sought,—though probably without great expectancy, and at all events without significant results. Since the college publishes no magazine on its own account (other than the usual student "souvenir" things) it might be expected that it would take an active interest in the State Educational Journals. But a chart of the contributions from members of the faculty of the Teachers College to the Colorado School Journal (the organ of the Colorado Teachers' Association) would show conspicuous gaps, a few periods of considerable activity, but no sustained interest or co-operation. From the present faculty only three reported any contributions to this magazine. The total of their contributions was eight articles, of which five were written by one teacher. Five teachers reported a total of nineteen articles to *Public Schools*, another Colorado magazine. Fifteen of these, however, were contributed by one teacher in an editorial capacity, the same one who contributed most of the articles to the other journal.

From this it is clear that, whatever the reasons, the college is not bearing upon the educational situation from this angle.

Activity has been greater and somewhat more general in lectures or public addresses. Seventy-eight lectures are reported for the year 1917-18. They were given by twenty-five teachers. Two gave eight lectures each; one

gave seven, two gave five; three gave four; two gave three, etc. Twenty-four different localities were touched. Denver received twenty-three of the addresses, Greeley fifteen, Pueblo three, and Colorado Springs two.

The question of what characteristic ends of a college for teachers may have been served by the bulletins or pamphlets it has printed may properly receive somewhat more detailed treatment. It might be that some of the purposes of educational leadership have been promoted by the college bulletins. But apparently they have not been directed to that purpose very steadily. Over the whole period of its existence up to 1918 (some twenty-five years) the college has put out a total of 185 publications, excluding folders and leaflets. Exclusive of catalogues, magazines and advertising bulletins, there are only 30 pamphlets, roughly 800 pages of educational material. Classified, the list is as follows:

## CLASSIFICATION OF PAMPHLETS, 1895 TO 1917

### I. SCHOOL SUBJECTS.

#### 1. Outlines of material.

Five bulletins on English.

1901—English in State Normal School. Outline; references—50 pages.

1905—Background of English work. Analytical outline—29 pages.

1907—First Term Senior English Brief topical outline—16 pages.

1907—First Term Senior English Brief topical outline—8 pages.

1907—First Term Senior English Brief topical outline—8 pages.

Two bulletins on History.

1905—Industrial History in Secondary Schools. Evaluation; discussion—45 pages.

1911—Course in History for Elementary Schools. Aim; organization—107 pages.

One bulletin on Manual Training.

1902—Manual Training in the Normal Schools; Outline of material—17 pages.

One bulletin on Physiography.

1898—Course in Physiography. Bare outline of material—8 pages.

One bulletin on Agriculture.

1904—Bibliography of School Gardens—20 pages.

#### 2. Research.

One bulletin on Arithmetic.

1916—A Study in Addition. Experimental research—16 pages.

One bulletin on English.

1917—Errors in English. List and discussion—16 pages.

### II. SCHOOL ORGANIZATION.

Two bulletins on Rural School Consolidation.

1909—Rural Schools and Their Consolidation. History; purposes; forecast—38 pages.

1911—Consolidation of Rural Schools. Present status; outlook—29 pages.

### III. PROFESSIONAL STUDIES.

Point of view for Teaching.

One bulletin on Child Study.

1898—Child Study. Bare outline; references—6 pages.

One bulletin on the Training School.

1901—The Training School. Essays on purpose, organization, material—101 pages.

One bulletin in Educational Philosophy.

1907—Education Is Motorization. Topical Outline Theses—10 pages.

Two bulletins on the Training School.

1908—Suggestions for Practice Teachers. Standards; Aims—18 pages.

1917—Handbook of Practice. Aims; routine; standards—15 pages.

One bulletin on the Kindergarten.

1908—The Kindergarten. Aims; valuation—31 pages.

One bulletin on incidental education.

1903—Methods of Teaching Truth-Telling and Lying; illustrations—24 pages.

One bulletin on exceptional children.

1913—Exceptional Children. Removable defects—10 pages.

One bulletin on a school survey.

1917—Survey of the Sterling Schools—69 pages.

#### IV. MISCELLANEOUS.

One bulletin on biological aspects of education.

1909—Bibliography of Biological Aspects of Education—69 pages.

One bulletin on school museums.

1908—The Museum. Descriptions; purpose—75 pages.

One bulletin on elementary school libraries.

1910—Bulletin of Books for Grade Libraries—70 pages.

Three bulletins on religious education.

1912—Religious and Moral Education—18 pages.

1915—The Greeley Plan of Bible Study—17 pages.

1917—Bible Study for College Credit—15 pages.

One bulletin on community co-operation.

1917—The Community Co-operation Plan, etc.—15 pages.

One bulletin on community entertainments.

1917—Two Community Entertainments; description; forecast—28 pages.

The impression left by careful inspection of this phase of the college's activities is simply that there has been no program of educational publication. Of the thirty bulletins listed, few seem likely to have been useful to the public school teachers. It is clear enough that the outlines of material offered in various subjects sometimes show considerable variations from the usual text book material; and also that they are usually improvements upon the material current at the time. But innovations in treatment would hardly be received upon authority then more readily than now. There is almost no effort at exposition or justification. Perhaps in a generous view six or seven of the thirty bulletins, about 250 pages in all, would cover all that was ever dynamic in the whole. Mostly they lack the freshness or originality which characterized many sections of the old Year Book,—which were composed by President Snyder.

Clearly, so far as the college's publications are concerned, the advertising or recruiting functions have been more effectively developed than its educational functions. Or perhaps it would be better to say that the advertising or recruiting value of *educational pamphlets bearing upon the characteristic problems of the public schools* was apparently not highly esteemed. And it may be that what appears to have been a failure to recognize this value was in reality the result of sagacious appraisal and rejection of it in favor of a more productive method. But the present eagerness of teachers for help, the instant response they make to the advertising of material bearing upon their problems, incline one to believe in the solid value of a program of educational publication. From the point of view alone of the needs of *faculties in schools for teachers* such a program would seem to deserve the most serious consideration from administrators. It should be a part of the planned effort to unify and focus the faculty. To organize it for this double purpose would be com-

paratively easy. The setting up, for example, of an *emergency* service in the Extension Department would speedily reveal the felt needs of the public school teachers. These are the fruitful points of attack. And the organization of the Extension Department so as to place the resources of the school at the service of the superintendents would not only give purpose and definite direction to the development of extension service, but would ultimately connect the work of the college dynamically with the supervisory work of the public schools, where deficiencies are discovered. Even in advance of such projects, however, it would be easy to make a list of several dozen pamphlet topics bearing directly upon the most pressing needs of public school teachers; and though it would be less easy, still it ought not to be difficult in a modern school to discover the proper authors to energize or make opportunity for. And the means of securing cumulative effort of this sort are clear enough.

The reports of the faculty make it possible to see how much of the effort that is not spent locally goes into writing for magazines of national circulation and into book-making. It appears that contributions have been made by ten of the faculty to eighteen periodicals of wide circulation. These cover a total of twenty-nine articles, of which, however, seventeen were written by one teacher for eleven magazines, all of them technical. The next highest number is four articles, contributed to three technical magazines; the next, two articles to two magazines, etc.

The present faculty has not been prolific in books. A total of thirteen monographs is reported. Only four, or possibly five, however, exceed the length of magazine articles. Probably only two should be called books. One teacher, however, reports three plays, which perhaps should be listed as books.

At least one other phase of the organization of a school for teachers should be explored. The supplementary relation of schools for teachers to the public schools and their responsibility for promoting school improvement should give them a dynamic interest in the conditions of work in the field. The occasions for extension service from schools for teachers are clear enough. A heavy proportion of the public school teachers enter the occupation without any special preparation for their characteristic responsibilities; and local provisions for training in service are usually quite meager except in the larger centers. But even if the teachers began their work without completing a two-year course of professional preparation there would still be need of extension activities in their interest from schools for teachers. No vocational school can anticipate in its residence work all the problems that will arise in the work of its graduates under the varied conditions of their work in the field. Schools of medicine, nursing, social work, commerce, business, agriculture, and the like can not do it, and still less can schools for teachers. The initial equipment of the students is too meager and uneven; the established level of wages is too low to enable normal schools and teachers colleges to hold the students for an adequate period of study; and the social and economic conditions of the communities to which the graduates go are too unequal to admit of more than partial success even in the modest attempt to equip students to meet the characteristic responsibilities of this occupation.

Consequently, for the teacher as for the doctor, the nurse, the social worker, the business man, and the farmer, the progressive higher school must maintain an extra-mural service directed at the exigencies that arise in practice under the typical conditions that obtain.

Beyond this, an organization of extension service is essential to the development of the most relevant residence work.

We turn accordingly to an account of the extension service of the State Teachers College.

## EXTENSION SERVICE

E. D. RANDOLPH

### Historical Sketch

From the successive pamphlets issued by the school to describe and advertise its extension service a general notion may be had of the nature and growth of this phase of the school's activities. An account largely built up

in this way, however, will certainly be incomplete and probably not always accurate, because the pamphlets are meager in exposition and at least in some cases neither complete nor accurate in their accounts of what is done. Activities were actually carried on, for example, that are not described in the pamphlets, and administrative provisions are mentioned in the pamphlets that were ignored in practice. Such an historical sketch may in any instance give either too favorable or too unfavorable an evaluation of the extension service. It is necessary to remember that new activities are experimental. Operative factors can not all be fully pre-arranged, conditions may be discovered that invalidate plans, and resources may prove inadequate for the best plans. Organization could not be very complete until the major constant problems were discovered. For these and other reasons equally good this section of the survey should have been written by Mr. W. B. Mooney, the man who from its origin in 1908 until his resignation for army service in 1917, had more to do than anyone else with the development of the extension service of this school. His resignation, however, made it necessary to appoint a new director, upon whom the task devolved of making the analytical report asked for by the Survey Committee.

A summary of the growth of the Extension Department will make a convenient starting point.

TABLE XVI  
Summary of Growth

Date	No. of Courses	Enrollment in Corres. Courses	Enrollment in Extra-mural Classes	Enrollment in Community Coop.	Institute Enrollment for College Credit
1908-9	67	72	...	...	...
1910-11	90	109	...	...	...
1911-12	128	159	...	...	...
1912-13	128	57	...	...	...
1913-14	128	267	...	...	...
1914-15	128	336	571	...	...
1915-16	220	351	740	...	...
1916-17	220	366	750	...	...
1917-18	220	293	378	434	52

#### THE SEVERAL PAMPHLETS ON EXTENSION WORK

The first description of extension work offered by this school was contained in the bulletin issued in 1908-9. It is on the whole not a very enlightening pamphlet,—or rather, most of its information is implicit rather than explicit. It gives no account either of the considerations underlying the new venture or of its purposes, except that “non-resident work, together with work in the summer terms will enable teachers to take the normal courses, graduate, and receive the normal diploma” without interrupting their teaching. It gives only the vaguest suggestions of the organization and administration of the work. It is clear that the only work attempted in the beginning was correspondence instruction. A few matters of organization are also clear: The work was under the direction of a committee of three, of whom the school visitor (later made director) was one. With few exceptions (*e. g.*, in mathematics) each “course” was a group of related books, roughly *one book for each credit hour*. The student ordered the books from the publisher and proceeded to study them under the general direction to “Make careful notes or outlines as the reading proceeds. As each volume is completed these notes or outlines should be submitted to the committee for approval. As soon as convenient after the completion of the course the student should report at the school for an oral examination in the subject matter read. . . . Occasionally it will be possible for the school visitor or other member of the

faculty to conduct the examination at the home of the student." The cost to the student was three dollars a course. There is nothing to indicate what, if anything, the teachers conducting the courses were paid. The Year Book reports 72 students taking non-resident courses this year.

Inspection of the descriptions of the advertised work shows that in about half the courses offered, some *direction* of the students' work was either given or promised. The courses in Art consisted of "reading" and "construction," within some cases the requirement of an essay and an examination upon the reading. The courses in Literature set forth the reading to be done, and announced the approaching publication of detailed "syllabi" for the guidance of the student. One course of twelve plays carried six questions the satisfactory working out of which would be a considerable task for a pretty mature and philosophical student with a liberal education to begin with. The courses in Biology asked generally for an essay of 2,500 words upon such topics as "the birds of your county," "the mammals of your county," and the like, with an examination upon the reading. The courses in mathematics asked for constructions, solutions of problems, and the like. The courses in foreign languages exact both a written and an oral examination.

On the other hand courses in Industrial Arts, Psychology, Philosophy of Education, Pedagogy, Sociology, History, Latin, History of Education, Nature Study, and others, merely gave a list of books to be read and outlined.

A second pamphlet was issued in 1910-11. It obviously brings together some results of experience. It opens with "*Special Directions and Information*," some fourteen items covering the preparation of manuscripts, etc. *Item ten* partially suspends the requirement of examination at the close of the courses: "Unless otherwise stated in the description of the courses in this bulletin, credit is granted to the student without further examination if the manuscripts . . . are satisfactory." Of the twenty teachers offering courses three state that examinations are required. One requires both oral and written examinations. Others specify certain work "in lieu of examination." Seven of the twenty teachers adopt some plan or other of directed study. Some promise "outlines on application;" some state that the course is "conducted by syllabus;" some warn the student "not to begin the course without correspondence with the teacher;" some explain that "directed studies, not reviews" are wanted, and so on. About one-third of the total number of courses fall within this group. The rest merely give a book list and grant credit for "satisfactory outlines."

A third pamphlet came out in 1913. It contains further evidence of experience. The chief item of interest is the increase in the proportion of courses that are *directed*. Nearly two-thirds of the courses offered require something beyond mere "outlines or summaries of the main thought." Four teachers still require an examination at the close of the course. The oral examination in the foreign languages is dropped, or at least no longer mentioned. The variety of the requirements is considerably increased. Some courses require three essays upon topics covered in the reading. Some require difficult comparative studies of elementary school practice. Original studies in biology are asked for, which, if well done, would make acceptable monographs for technical journals. The course in composition exacts ten themes requiring considerable study, and in addition calls for an examination either at the school or under the supervision of some school man in the student's community.

In this pamphlet occurs the first notice of *class work in absentia*: "Group study" to be carried on "wherever possible by members of the faculty;" but "where this is inconvenient other persons nominated by the group and approved by the college . . . may direct the course . . . as members of the college faculty." "The fees for group study shall be determined by the non-resident instructor for each group together with the non-resident committee. . . . One dollar for each person per credit hour is charged to cover the expense of the work of the institution."

In the interval between this and the following extension bulletin the Director, Mr. W. B. Mooney, wisely recommended the adoption, by all the teachers, of the "syllabus plan," and the abandonment of the original plan of giving credit for outlines, digests, summaries, and the like. This was officially done



in 1916-17. The "syllabus" as conceived by Mr. Mooney was really a detailed set of study directions to be worked out by the students in a series of recitation papers. A somewhat definite effort was made to place correspondence study on an equality with residence study.

In the fourth pamphlet, printed in 1917, apparently the diversity of practice disappears. All the study is, theoretically, *directed by syllabi*. So the courses are merely described. The student can no longer see in advance which are difficult and which are easy courses. In reality, the diversity of practice remains almost what it was before, and gradually non-resident students become aware of what courses exact too much.

Since this is the bulletin now (1918) in force it will be more carefully analyzed. The introduction will be quoted almost *in toto* because it gives an outline of the activities carried on, and something of their organization.

#### "INTRODUCTION

"The Extension Department of the Colorado Teachers College is organized and exists for the following purposes:

"(1) To assist, thru co-operative effort, State, County, and District school officials in their efforts to improve the efficiency of their schools.

"(2) To give instruction to teachers in service and to extend the service of the institution to all persons who wish to work under its guidance.

"The Department is ready to render service to State, County, and District school officials. A request for assistance in any work connected with education in Colorado will receive prompt attention.

"Systematically organized instruction is given to teachers under the following plans:

#### "THE GROUP PLAN

"A. A person who possesses at least the degree of A.B., or its substantial equivalent, and has had professional training and experience that would justify his appointment as a regular instructor in the College, may be appointed an Extension Instructor. He gives the Course under the general direction of the College, but his relations to his students are about the same as they would be were he giving instruction to them within the institution. He receives a percentage of the fee paid by his students for his services. Members of the College faculty give instruction to outside groups under this plan.

"B. A person who does not possess the above qualifications may be appointed a Class Leader. The Class Leader keeps the required records of the members of his group, leads in the work of the Class and otherwise acts as the director of the work his group is studying under the direction of the College. The Class Leader is allowed the same credit as other members of his group. He does not pay a fee for his course.

#### "HOW THE GROUP IS CONDUCTED

"Under the general supervision of the Extension Department of the College extension instructors are allowed to conduct their classes as they think best. If Courses are selected that are printed in this bulletin the syllabi of these Courses will be furnished extension instructors if they wish them. The same rules and regulations that govern regular instruction in the College will govern these instructors and the reports they make to the College will be the same, as far as possible, as those made by regular members of the faculty.

"Class leaders will use the syllabi of the Courses selected and will make such reports as may be required.

#### "EXTENSION COURSES OF THE REGULAR FACULTY

"Regular members of the faculty of the College may give non-resident courses where arrangements can be made such as will not interfere with their regular work in the College. Courses given by regular members of the faculty under the group plan are counted as resident courses, provided that not more than 20 hours of credit may be so earned in the Junior College and 20 hours in the Senior College by any student.

#### "THE INDIVIDUAL PLAN

"Under this plan any person who desires to study alone or who cannot join a study group may do work under the direction of the College. All of this work is done by Syllabus. Fifteen syllabi or study units constitute a five-hour course, twelve study units a four-hour course, nine study units a three-hour course, six study units a two-hour course, and three study units a one-hour course. Thus one of these study units equals four recitation lessons in residence.

"By the Group and Individual Plans of Study a student may take practically any course offered in residence by the College.

## "HOW THE INDIVIDUAL WORK IS CONDUCTED

"On receipt of the required fee and postage we shall send you the first three study units of your course and the required books for these units. You should do the work in the first study unit and return it to the Extension Department. It will be given to the instructor offering the course. He makes his notations and grade on the paper and returns it to the Extension Department. We shall then send it to you. When we return the first study unit to you, we shall enclose the fourth study unit and when we return to you the second study unit, which your teacher has corrected, we shall enclose the fifty study unit, and so on until the course is completed. In this manner you will always have two study units, upon which you may be working, while the one you have mailed us is being corrected and returned to you. At the close of the Course you will have in your possession a series of valuable papers on the Course you have taken.

## "WHO MAY TAKE EXTENSION COURSES

"Any teacher in active service may take Courses offered in this bulletin. Any other person desiring to study under supervision may enroll as a regular or special student. If a student wishes to become a candidate for graduation, however, he must fulfill the entrance requirements. To aid students who lack entrance requirements we offer High School Courses on the Extension plan. Any person interested in such courses should write for our High School Extension Bulletin.

## "HOW TO BEGIN WORK

"We have regularly organized study groups in most of the larger centers of the State and in many of the towns and villages. Your County or City Superintendent of Schools can give information about these. Join one of these groups if possible. If there are no organized groups you can join, write the College indicating the course you wish to take. State briefly what your previous training and experience have been and indicate the work you are now doing. If you have decided upon the course you wish to take, enclose in your letter the required fee and postage and address to Colorado State Teachers College, Extension Department, Greeley, Colorado. You may begin individual study at any time.

## "FEES

"With the exception of the courses in Modern Languages, when taken by the dictaphone method as indicated on page 43 and the fee required for the registration of institute credits, the fee for Extension work is one dollar per credit hour, whether the Course is taken on the Group or Individual plan. Therefore, a five-hour course will cost five dollars, a four-hour course four dollars, a three-hour course three dollars, a two-hour course two dollars, and a one-hour course one dollar. The full amount of the fee for any course must be sent at one time together with the required postage for books. The postage for a five-hour course is fifty cents, for a four-hour course forty cents, for a three-hour course thirty cents, for a two-hour course twenty cents, and for a one-hour course ten cents. If the student wishes to furnish his own books, the postage need not be sent. Hence if the student wants us to furnish the books a five-hour course will cost five dollars and fifty cents, a four-hour course four dollars and forty cents, a three-hour course three dollars and thirty cents, a two-hour course two dollars and twenty cents, and a one-hour course one dollar and ten cents. *All fees, including postage, are payable in advance.*

## "GENERAL REGULATIONS GOVERNING EXTENSION STUDY

"1. Students in residence are not allowed to study under the Extension Plan of Study.

"2. A student may earn not more than 15 hours of credit in any one school year. This applies to both group and individual students.

"3. Courses outlined in this bulletin must be approved in advance by the Dean of the Graduate College before they can be applied toward A.M. credit.

## "INSTITUTE WORK

"A person employed in a Colorado teachers' institute, who can qualify as an extension instructor, may have courses of a professional character, which he plans to give in the institute, approved by the Extension Department of the College. Such courses will be recognized for credit in the College, and a limited number of these courses may be taken for credit in the College by a student in the institute. A charge of one dollar is made for the registration of these credits regardless of the number of credit hours the student takes or is allowed to take. At present not more than four hours credit may be so earned in any given institute.

## "STATE READING CIRCLE COURSE

"Groups may be organized for the purpose of studying the books selected by the State Reading Circle Board. These groups may work under the direction of an Extension Instructor or a Class Leader in the same way and under the same conditions as regular Group work described on page 4.

"This Reading Circle Work may be taken also on the Individual Plan described on page 4.

"At present three hours credit is given for this work to persons in the Junior College only. The fee is one dollar per credit hour or three dollars for the course whether taken under the Group or Individual Plan.

#### "THE TERM OR CREDIT-HOUR

"The unit of work in residence in the College is one recitation a week for a term of twelve weeks. This is called a term-hour, or credit-hour. Three of the study units in this bulletin are equal to one term-hour or one credit-hour.

"To complete a five-hour course in group work, classes must meet 12 times for 2½ hours each meeting, 15 times for 2 hours each meeting, or 18 times for 1½ hours each meeting. Each student in the group must read and give adequate reaction to approximately 1,200 pages of reading matter pertaining to the course. To earn less than five hours a proportionate number of meetings and reading work on the above bases must be arranged.

"Courses requiring no preparation outside the recitation hour are credited on the basis of laboratory work—two periods of recitation or laboratory work being credited as one term-hour."

To this general description we may add a table, showing the amount and variety of the work offered to non-resident students.

### TABLE XVII

#### THE FOURTH EXTENSION BULLETIN (1917-18)

Departments	Courses Offered	Departments	Courses Offered
Psychology and Child Study.....	1	Literature and Composition.....	10
Education .....	27	Reading .....	2
Methods .....	12	Foreign Languages.....	36
Biology .....	2	Music .....	5
Physics .....	7	Physical Ed.....	4
Chemistry .....	3	Ind. Arts.....	9
Geography .....	6	Fine Arts.....	4
Mathematics .....	10	H. H. Arts.....	3
Sociology .....	39	H. H. Science.....	2
History and Political Science.....	14	Com. Arts.....	18
Latin .....	3		
Mythology .....	2	Total Courses.....	230

In the month following the issuance of the Extension Handbook of 1917 a pamphlet was printed describing the *Community Co-operation* work of the Extension Department. The following excerpts (almost all of the pamphlet) show the scope of this phase of the department's activity. It is formally under separate leadership, but the "students" are counted in the Extension Department. The matter of especial interest, how the work is organized and supervised, is not described in the bulletin. There would obviously be considerable difficulties involved; but since credit is given for the work it would be expected that definite plans would be made for meeting the difficulties.

#### "THE COMMUNITY CO-OPERATION PLAN OF COLORADO STATE TEACHERS COLLEGE

"Society needs leaders. This has been recognized for many centuries. 'Who's Who in America' indicates that the majority of leaders in American life are college-bred men and women. Among these we find a fair proportion of members of the teaching profession. Colorado State Teachers College believes that even a larger proportion of leaders would be found among professional teachers and others if institutions of higher learning gave specific attention to training for service to society.

"No doubt many educational institutions already give courses that enable those trained in them to be leaders in their special fields of study and research: e. g., the specialist in business administration, in medicine or in art. The teacher, altho a specialist to as great a degree and in the same sense as a physician or other other individual with intensified training, is very frequently discountenanced as a leader in the business and civic life of the community. Those engaged in teaching are considered more clannish than workers in other occupations and are said to be less practical and less interested in citizenship duties than those in other walks of life. It is no doubt true that the teacher is on the average as intelligent in the performance of his duty to society as is the average person engaged in any other vocation.

"In order, however, to encourage those who go into the profession of teaching to take greater interest in the life of the community and to give them experience in dealing in a leadership way with groups of children or adults in various situations in life, Colorado State Teachers College has inaugurated a

plan whereby students are allowed to do leadership work for organizations in the community for regular college credit.

"In March, 1915, Dean Thomas C. McCracken submitted to the Council of Deans a plan in which provision was made for allowing students to go out to organizations to assist them in their undertakings. It was proposed to allow students credit for acting as leaders, teachers, or directors of such groups as Boy Scouts, Girls' Camp Fire, Boys' Clubs, Girls' Clubs, Sunday School Classes, Junior Christian Endeavor Societies, Junior Epworth Leagues, Sodalities, Children's Choirs or Orchestras, and similar organizations. Two credit hours a term were to be given for this work provided it required preparation and at least one meeting a week. No credit was to be granted for less than two consecutive terms. This work, when approved by the Dean of the Training School, was to be substituted for a part of the required practice teaching.

"The above plan was adopted by the Council of Deans and later very heartily approved by President Snyder. Dean McCracken was appointed Director of Community Co-operation and for the year 1915-16 Miss Helen Ringle was made Fellow in Education with her main work that of helping to supervise the work carried on under the Community Co-operation Plan.

"The College was willing to inaugurate the Plan because of its promise of usefulness both to the community and to the prospective teacher. The Plan should benefit the community by bringing to organizations the assistance of well-trained College students who are willing to work along lines in which the organization is interested. The Plan should be of vital aid to the student who is preparing to be a teacher. It will give him an opportunity to study children at close range outside of the school room. He will have a richer understanding of school problems and be better able to take a place of leadership in his community. All this will make a greater success possible for him and will extend his influence for good wherever he enters upon the work of teaching.

"The College believes that the Plan is well worth while and hopes for its extension until all students may have had such training before going into actual work in the teaching profession.

#### "STUDENT INTEREST AND ACTIVITIES

"The plan seemed to meet a felt need of the students of the College, for when it was outlined to them many at once expressed their desire for training in a community work. Various organizations in the community also expressed their desire for help. During the year 1915-16 seventy-one students worked under the Community Co-operation Plan. They were engaged as follows:

- "43 Sunday school teachers
- "1 Sunday school superintendent
- "1 leader of a boys' club
- "8 story tellers in the Greeley Public Schools
- "2 directors of a gymnasium class for the Business Women's League
- "2 Junior Christian Endeavor Leaders
- "4 Camp Fire guardians
- "2 B. Y. P. U. Leaders
- "1 engaged in general Parish service
- "1 director of a children's choir
- "2 directors of children's gymnasium classes
- "2 Junior Epworth League leaders
- "1 director of a brass band
- "1 assistant director of a Sunday School Home Department

#### "GROWTH OF THE PLAN

"The success of the Plan is also shown by its growth both in scope and number of workers during this first half of the present school year, 1916-17. It is again under the direction of Dean McCracken with Miss Celia M. Lawler as his assistant. The plan is the same as that of last year with the exception that all who teach Sunday school classes are required to have at least one year under the Greeley Plan of Bible Study or its equivalent and that all are required to take Education 44, a one-hour course designed to give methods of handling groups of children, instruction in the pedagogy of Sunday School teaching, and the principles of community service. Ninety-nine students are now (March, 1917) engaged in Community Co-operation work. The activities and number of those engaged are as follows:

- "68 Sunday school teachers
- "1 choir leader
- "8 story tellers in the Public schools
- "1 teacher of a Mothers' Bible class
- "1 teacher of a class in Spanish for the Business Women's League
- "1 director of a Sunday School orchestra
- "1 teacher of a High School Bible class
- "1 Boy Scout master
- "2 teachers of Sunday School construction work
- "4 Camp Fire guardians
- "1 teacher of a class in German for the Business Women's League
- "3 teachers of classes in Folk Dancing in the Public schools
- "1 secretary of Sunday school

- "2 teachers of classes in Commercial German and Spanish given for business and professional men
- "1 story teller for sick children
- "2 story tellers for church work
- "1 teacher who visits children's homes and makes suggestions to the co-operation group for further extension of the work.

#### "VARIOUS DEPARTMENTS OF THE COLLEGE INTERESTED

"There has been a definite drawing upon various departments in the College for skilled workers to meet requests from the community for help. With growth in this direction and the co-operation of departments of the College in furnishing specialists for various kinds of leadership the expansion of the Plan is unlimited.

#### "EXTENSION KINDERGARTEN ESTABLISHED

"Through the efforts of the Community Co-operation supervisors and Miss Mildred Julian of the Kindergarten Department of the College, a kindergarten for children of the East Side, Greeley, has been established. The people of the German Congregational Church have given the use of a room in their church for the kindergarten. The College is providing the teacher and necessary equipment. There is a keen interest among the people in this opportunity for their children, and the kindergarten promises to be a great success. The opportunity for extension of this sort is thus beginning to develop.

#### "OUTLOOK

"The Community Co-operation Plan has so enlarged itself that it is becoming very evident that a Community Center is needed where not only students can conduct classes and clubs but where members of the Faculty of the College can give courses at hours convenient for people other than college students. Already the Women's Civic Federation is having Miss Redifer and Miss Kessick of the Home Economics Department give a course of lectures for the women of the city. The need of a Community Center is thus making itself felt. It is hoped that with the establishment of such a center, presumably at the College, will come the offering of College opportunities to adult and youth alike until there shall be a co-operation of community and College which will make for the best interests of both and for the upbuilding of the best type of citizenship."

We now have before us the information that the publications of the school afford, and may proceed to discuss it in the light of the implications apparently involved in the published statements, and with the help of such additional information as may be had from other records, from interviews with faculty members, and from personal knowledge of practice.

### DISCUSSION

The activities carried on by the Extension Department are diverse in character and in the working conditions that surround them. The emphasis of the account falls upon two types of extra-mural instruction: viz., class work and correspondence study.

The first concern is to see as completely as possible what the extra-mural class work is like.

#### 1. Extra-Mural Class Work

So far as class work is concerned the emphasis of the Handbook clearly falls upon the instruction that is carried on by the *local representatives* of the college,—the teachers who are appointed by the college as non-resident instructors. The two brief references to the extra-mural class work done by the faculty both give the impression that it is secondary in importance. The longer of these describes the extra-mural classes of the faculty as contingent upon the possibility of "making arrangements such as will not interfere with their regular work in the college." It is implied that the "regularly organized study groups in most of the larger centers of the state and in many towns and villages" are taught by the local representatives. The method of support would make this unavoidable for the most part. The local representatives and the faculty alike are (1917-18) paid wholly from the fees of their students, which must also cover the expenses of traveling, board, etc. To be specific, those who conduct extra-mural class work receive 80% of the fees of their students. Their income depends upon the size of their classes. The size of the classes may depend upon a variety of factors. Some of these will appear later.

The matters of special significance in this plan of extra-mural work are

the qualifications of the local representatives, what courses they give, and what guidance and supervision they receive.

We may first call attention specifically to the information given in the excerpts from the Handbook. A quite specific statement is given concerning the qualifications the local representative must possess. The scattered information concerning the courses they give indicates that: (a) the local representatives give only credit courses; (b) that they are perfectly free to give courses not described in the Handbook,—and therefore presumably not worked out by members of the faculty (since “practically any course given in residence may be taken *in absentia*”); and (c) that in case they choose courses that are described in the Handbook they may please themselves about asking for and using the study directions worked out by the college instructors who developed courses.

Concerning the guidance and the supervision of the extra-mural classes the information given is least specific. The local representative “gives the course under the *general direction* of the college.” Since he is not required to ask for or use the *study directions* worked out by members of the faculty for the course described in the Handbook, and since he is free to give courses not included in the Handbook it seems implied that the “general direction” given must be in the nature of direct supervision and advice upon general procedure. Possibly, however, the “general direction” intended may be covered in the requirement that “each student in the group must read and give adequate reaction to approximately 1,200 pages of reading matter pertaining to the course.” The “rules and regulations” governing regular instruction in the college are applied, apparently; but what they are is not stated. There is no planned supervision of residence instruction. The only rules and regulations that are in force are those tacit ones touching absences, tardiness, and the expectation of work upon assignments, etc. The reports mentioned concern in the main such matters as these. From the Handbook it is clear that the local representatives decide whether to meet 12 times for 2½ hours, 15 times for 2 hours, or 18 times for 1½ hours. This might properly be a matter for the “general” direction of the college. The meetings occur as a rule at 4:30 on Friday afternoons or at 10:00 on Saturday mornings. The longer periods would be more appropriate for the Saturday meetings than for the Friday ones.

With a word or two on the classes or groups working under the leadership and direction of one of their own number, we may pass to a closer analysis of the school's extra-mural class work. The *class leaders* are obliged to select courses that are described in the Handbook, and must use the study directions worked out by the college teachers. It should be explained that this plan is an attempt to combine with correspondence study some of the advantages of group study. The class leader pays no fee to the college. There is no record of anyone's ever having done work under this plan.

The Director's last summaries (1917-18) of class work in the field afford some information in regard to the amount and distribution of the extra-mural classwork; and in about half the cases it is possible from other sources to add the subject taught.

TABLE XVIII  
Class Work of Local Representatives

Town	Size of Class	Subject
Denver.....	30	Art
Denver.....	23	Art
Denver.....	10	Penmanship
Denver.....	11	Penmanship
Pueblo.....	9	.....
Pueblo.....	11	.....
Pueblo.....	19	.....
Colorado Springs.....	8	Spanish
Colorado Springs.....	9	History
Colorado Springs.....	10	Short Story
Trinidad.....	20	Spanish
Trinidad.....	9	Spanish
Trinidad.....	16	.....
Trinidad.....	7	.....
Trinidad.....	3	.....
Trinidad.....	25	Spanish
Loveland.....	7	Art
Loveland.....	5	Art
Loveland.....	5	.....
Canon City.....	18	.....
Pierce.....	4	.....
Sterling.....	13	Religious Education
Aguilar.....	2	.....
Akron.....	10	.....
Montrose.....	10	.....

TABLE XIX  
Class Work of Six College Teachers

Town	Size of Class	Subject	Teacher
Denver .....	55	Sociology	G. R. Miller
Denver .....	56	Sociology	G. R. Miller
Denver .....	43	Sociology	G. R. Miller
Loveland .....	13	Sociology	E. D. Randolph
Denver .....	20	Geography	G. A. Barker
Ft. Morgan .....	12	Geography	G. A. Barker
Brush .....	7	Geography	G. A. Barker
Denver .....	12	Physics	F. L. Abbott
Denver .....	5	Physics	F. L. Abbott
Denver .....	39	Psychology	Clara H. Town
Denver .....	41	Education	F. L. Wright
4 Towns .....	456 Students	5 Subjects	6 Teachers

We may first interest ourselves in the work that is delegated to local representatives of the college—the class work that is conducted by others than the faculty of the college. The summary in *Table XVIII* shows 20 local representatives giving instruction in 25 classes in from 8 to 17 subjects in 11 towns widely scattered over the state. The distribution of the towns, the variety of the subjects taught, and the fact that classes meet only once a week (usually on Friday afternoons at 4:30 or on Saturday mornings at 10:00) suggest difficulties of supervision and direction that would make the selection of local representatives a very important matter. How are they chosen?



The files of the extension department contain some information. An application for appointment must be filled out by the prospective teacher and approved by certain college officials. The form is as follows:

Colorado State Teachers College  
Greeley

APPLICATION BLANK AS GROUP EXTENSION INSTRUCTOR

.....  
(Name)

.....  
(Address)

I. Qualifications:

- (a) I am a graduate of.....covering a course of.....years, and received the degree of.....
- (b) During my college course I made a special study along the line of.....
- (c) My present position is.....
- (d) My postoffice address is.....
- (e) My education experience is as follows: .....

II. I feel competent to give group instruction to teachers in the following subject or subjects: .....

- (b) If approved for group instructor as above, I shall send in a list of names in the class and keep the State Teachers College of Colorado fully advised as to the progress of the work, and submit a complete record of the attendance of each teacher.

(Signature).....  
(Applicant)

Note: Each five hour course in any subject may be met by 12 meetings of 2½ hours each, 15 of 2 hours, or 18 of 1½ hours each, not oftener than once per week, with readings and reactions to the instructor upon at least.....textbooks, to be approved by the Non-resident Department of the State Teachers College.

(Do not fill in this blank)

.....is hereby appointed an instructor of the class or classes designated above under the direction of the State Teachers College of Colorado.

..... Approved .....  
Dean of College Director of Extension Dept.

.....  
Dean of College President

In the files of the extension department there are twenty-nine of these applications. Comparison of the names of local representatives in the applications with the list revealed in the Director's summary in *Table XVIII* adds fourteen local representatives to the number. For these fourteen we have no data in regard to degrees, professional training, and experience. They were apparently appointed by the Director independently of the rest of the faculty. This may be the best way to select them. Also, of the twenty-nine applications in the files only sixteen are completely approved; i. e., thirteen lack one or more signatures of the college officials designated on the application. Of the sixteen local representatives whose applications for appointment are signed by all the designated college officials, six do not hold either the A. B. or the B. S. degree. Two hold, instead, the degree Pd. M.,—a degree conferred by the State Teachers College for three years of satisfactory work beyond the high school. Four hold no degree. Three have the A. M. degree and one has the M. D. So it seems clear that the phrase "substantial equivalent" is in force. What the standard is is not ascertainable. It is significant that of the thirteen incompletely approved applicants, three hold the A. B. or the B. S. degree, and one holds the Pd. M. A few of the thirteen are clearly marked *Not Approved*. The implication is that the rest of the thirteen may be considered approved. Exploration reveals only one of the thirteen conducting a class for the college.

So far as can be discovered without correspondence it appears that there may be about forty local representatives who may give courses for college credit. Probably there are not so many; but none of the applications is dated, and there is no indication of what appointments, if any, have lapsed. Nor is it possible to discover how steadily or regularly the local representatives have been teaching or how many students have completed courses of instruction with them. Some of them name three subjects that they wish to teach and many name two; but there is no way of discovering which subjects were taught or whether all the subjects named were taught.

Eighteen towns widely scattered over the state are named in the applications in the Director's summary of extra-mural classwork. And over thirty subjects of instruction are designated. If all the local representatives named are regularly teaching the subjects they were appointed to teach, the problem of supervision and direction of extra-mural class work might be stated as that of keeping in effective touch with forty teachers handling thirty subjects in eighteen towns so located that constant traveling would hardly enable one to visit each town once a month. This probably somewhat exaggerates the problem. It is hardly likely that more than half the local representatives teach in any given semester. The Director's summary for 1917-18 (*Table XVIII*) shows, for example, only twenty local representatives. But they were conducting twenty-five classes in from eleven to seventeen subjects in eleven towns not very conveniently distributed for supervision; and the fact that the classes meet but once a week and all at week ends reduces the possibilities of keeping effective touch with them.

It may as well be said that direct supervision is practically impossible without a considerable extension faculty. That the Director has pointed out this difficulty is clear in the file of correspondence on the subject. Clearly the most feasible guidance would be that of syllabi and study directions provided by the college teachers of the subjects taught. This, however, is not attempted.

Other facts about the work of the local representatives may be pointed out. Usually the classes are quite small. The exceptions are Art in Denver and Spanish in Trinidad. In twelve cases no record is available to show what the teachers taught, and in most of the other cases there is no clear information that indicates whether the courses given were courses described in the Handbook,—and therefore worked out by members of the college faculty. In some cases it appears clear that the courses were not courses described in the Handbook, but were courses that the local representatives wished to give and that some students were willing to take. All these matters the Director had in hand and could no doubt have given a perfectly satisfactory account of them.

A word may be added concerning the extra-mural classes of members of the college faculty (*Table XIX*). The Director's summary shows that of the total

of 744 students enrolled in extra-mural classes, 456 were in the classes of the six college teachers who that year conducted courses in the field, as over against 288 in the classes of the twenty-one local representatives. The classes of the college teachers varied exceedingly in size,—viz., from five to fifty-six students. The five college departments that were represented share very unequally. Sociology, for example, claims 290 of the 456 and geography only 39. Various factors enter into the explanation, some patent, others obscure. For example, teachers vary in popularity, in methods of teaching, in the rigor of requirements, in the relevance of their work to the daily pressure of public school work or to graduation from the college, etc.

From this summary it is clear that the bulk of the extra-mural class work is really done by a small group of faculty members representing five college departments and working in four towns close to the college. It may be said that so far as the work of the faculty members is concerned the service of the school is mainly for Denver. At least four of the classes could not have paid even the expenses of the teachers if the regulation concerning the minimum number of meetings had been enforced. And judging from both the size of the classes and the nature of the work given the idea of training in service was subordinate to the idea of facilitating graduation from the college. The work of the local representatives suggests the idea of training in service more fully, but in 1917-18 it is not wide in range. There is no record to show what it has been before.

Let us now inquire more closely into the conditions of extra-mural class work. What is "group study" like? The general or characteristic conditions surrounding this work are not altogether favorable. Some of them are, other things being satisfactory. For example, the students are active teachers and as a rule somewhat more mature than the resident students in the school. Presumably they may be a selected group with reference to energy, ambition, and the like. Beyond this there is a possibility that they may have somewhat better refined motives than the resident students.

On the other hand, in some cases their enrollment in extension classes is the result of the superintendent's prescription of a definite amount of "professional or college study" each year as a condition of advancement or approval. In a few cases teachers who are definitely failing may enroll in a desperate effort to save their position. In other cases no doubt enrollment is due mainly to the desire to work off a degree. In such cases it may happen that the courses yielding most credit for a given amount of work will be chosen.

In all cases, however, extension class work faces certain constant difficulties that require definite consideration.

1. In the absence of highly conscious and purposeful organization it is always *extra* work and has the quality of *burden* rather than of *help*. Frequently, if not usually, the teachers come to the meeting "spent," so that the value of a given amount of class work is somewhat below par.
2. The meetings are infrequent and lack the cumulative effect of daily residence work.
3. In some cases the classes are too large to teach,—so that the kinds of judgments that need to be formed of students' work are not possible.
4. Most of the teachers report that under the general conditions of extension class work the teachers do not as a rule feel bound to make very extensive or careful preparation for the class. Though there are sharp differences of opinion, the majority believe that such study as they do is probably generally done swiftly in a short period before the meeting. The amount of preparation made will depend partly upon the organization of instruction and partly upon the subject taught. In mathematics, for example, it is comparatively easy to enforce preparation. In general where no special pains are taken to offset the constant unprospective conditions that surround extension work as at present organized the presumption is that credits earned *in absentia* cost less than the same credits earned in residence.

The difficulties that beset extension instruction when the college faculty themselves conduct the classes are in some cases increased and in some cases lessened when the classes are taught by local representatives. For example, if the local representative chances to be the school superintendent, to have a strong personality, and to be promoting a useful program for training in service, then the problem of motivation is perhaps likely to be more effectively met than when the class is conducted by a member of the college faculty. The college, in that case, adds to the pressures of the superintendent's supervision such motives for effort as the reward of credit recognition for creditable work of college rank. If, however, the local representative lacks prestige of position, or of personality, his work may only accommodate the credit seeker and he may even obstruct specific improvements by occupying the time that should be given to school work.

Without constructive planning extension classes for credit may easily amount to nothing much beyond the accommodation of credit seekers.

What sort of organization would promise to offset somewhat these unfavorable conditions?

Organization begins with the definition of purposes. It should be clear that school superintendents and schools for the preparation of teachers have a common problem which is created by certain constant factors in the educational situation. A few of these may be enumerated. For example, the short service of the bulk of the public school teachers, their annual shifting from one school to another, their incomplete initial preparation, their typical lack of satisfactory adjustment to their characteristic responsibilities,—these and allied characteristics call for the development in public school systems of a plan of training in service. It may be urged that Normal Schools, Teachers' Colleges, and University Departments of Education should give a better preparation than they do. But this criticism has much less point than those who make it have thought. Normal Schools and Teachers' Colleges are caught in the same net of circumstances as the public schools. At the present wage levels of public school teachers, Normal Schools and Teachers' Colleges cannot hold many students for more than two years of continuous study. Can satisfactory preparation be given in two years? Of course not. Then, the most pressing concerns must be attended to in this period. The courses of study in schools for teachers must be framed on the basis of relative values and in the light of the best modern thought upon the problem of teaching.

Normal Schools are even less free than this indicates, because of the rising tendency of their graduates to do their advanced work in great eastern universities. This requires the meeting of certain course requirements. In the Teachers Colleges, also, the maintaining of credit relations with eastern universities necessitates certain definite course requirements. It is clear enough that the failures of public school teaching trace in part to the teachers' lack of sufficient margins of knowledge in the common branches and the secondary school subjects. But failures from this source prevailed when it was generally believed that sufficient knowledge of the subject matter is the only necessary equipment of the school teacher,—and when no other effort than that directed at scholarship was made. Failures from this cause, however, are the characteristic failures of the beginning teacher. The pressure of daily class work, of the course of study, and of organized supervision, all of which in a good school system bear daily upon the teacher, tend quickly and inevitably to remove this cause of failure. They provide both the most effective motives and the best conditions for individual effort to remove the deficiencies of information.

It is also clear that in part the failures of public school teaching trace to lack of rational points of view for teaching the school subjects, to lack of knowledge of the laws of learning, to lack of craftsmanlike technique, and the like. And these seem on the whole to be the characteristic and persistent sources of failure among experienced teachers. Teachers of long experience and perfect knowledge of their subjects fail in these respects quite as frequently and as seriously as beginners fail from lack of sufficient margins of knowledge; and the prospects of acquiring the necessary equipment by individual effort

are much less than the prospects of removing specific ignorance of subject matter. In the two year period available for preparation therefore, schools for teachers ordinarily feel that the basic sciences of education must be taught even at the cost of omitting review courses in the school subjects. If a longer period of preparation were available it would certainly be desirable to spend a great deal more time upon specific preparation to meet the detailed problems of teaching *each of the school subjects* than is at present ordinarily planned for.

In the face of these conditions progressive school superintendents usually work out some plan of training in service. It may not go beyond the employment of a few supervisors of a few subjects or activities in a few grades. It may not go beyond the mere clerical device of requiring a certain amount of study in the teachers' field of subject matter. It may add to this a certain requirement of annual "professional study." But it sometimes extends to specific instruction bearing upon specific ascertained deficits of knowledge, technique, and point of view.

Accordingly when a Teachers College establishes extension service the first need is a substantial recognition of the common problem of school superintendents and the schools that prepare teachers, and following this a thorough-going plan for correlating the extension class work with the superintendents' program of training in service; or in the absence of a definite educational program on the part of superintendents, a definite effort of the Teachers College to cooperate with the superintendent in working out a satisfactory program. If the courses of instruction that are offered to active teachers in a school system were directly relevant to the matters upon which the organized pressures of supervision and the force of precept are daily bearing, then extension work would to a considerable degree lose the handicapping quality of *extra work or burden*. Extension instruction so planned should even appreciably *lighten the necessary efforts of the teachers who are striving under constant pressure to improve their work*. At all events such an organization would secure a favorable kind and amount of motivation that can not be otherwise had. From the practical point of view of economical operation every consideration argues for such an organization.

It might be objected by ambitious schools that such an organizing idea implies yielding leadership in extension work with teachers to the city superintendents of schools. It ought to be clear, however, both that it *belongs* to them, and that in fact it could hardly be elsewhere. Leadership can be exercised only from within a situation. It is hardly a question of yielding, therefore. Rather, it is simply acknowledging that *strategic location of superintendents* and their superior opportunities for discovering the specific needs of teachers. As a result of constant supervision of the work of teachers the progressive city and county superintendents gather a fund of valuable information about the deficiencies of teachers and their needs of specific instruction and training. On the basis of such classified information about recurring needs such superintendents frame programs for the cumulative improvement of school work,—or under the worst conditions, merely for *holding* the gains that have been made. Higher schools that without such information attempt to give extension *service* to public school teachers are not in the position to be of the greatest use to the progressive superintendent. They may even obstruct him. It is certain at all events that they do not necessarily or indefectibly assist him by facilitating the efforts of teachers to get degrees. Under these circumstances except by chance they probably mainly serve the personal ends of the more ambitious individuals of the school system rather than work directly for school improvement. The initiative in training in service properly belongs to the school superintendent, and the function of the Teacher-training school is properly that of collaborator and cooperator. The adoption of this point of view would apparently meet the most serious obstacles to effective extension instruction.

The problem of initiating such a plan of organization would be one of varying difficulty. In many cases it would probably offer no difficulty at all. For example, in all cases where the superintendent has a definite *educational program and some provision for training in service for his shifting and in-*

*completely adjusted personnel*, and is willing to cooperate, it should be comparatively easy. So far as Colorado is concerned this is the situation in the more important city school systems. In such cases the only additional factors needed are (1) that the school providing extension class work for teachers should be willing to subordinate growth to service, (2) that it should be willing to take the superintendent's diagnosis of the needs of the teachers in his school system and cooperate with him in meeting the situation, and (3) that it actually have a teaching personnel able to promote the superintendent's forward-looking plans.

To carry out such a purpose, however, it must be possible to provide (either for the resident faculty or through a special extension faculty) the courses of instruction that are actually found to be needed for improving the teachers' mastery of their daily work. Under the ordinary conditions of school work in the West this is seen to be a matter of financial support. It may be laid down as a maxim that without the very completest cooperation of the school superintendents no school for teachers can possibly operate extension work, for the purpose of giving training in service, *upon the fees paid by the students for instruction*. To *initiate* a plan of extension work to give *training in service* it is necessary to have support other than the students' fees. The college teachers must be paid by the college or the school board of the city receiving the service.

The experience of this school with the self-support plan seems quite conclusive. The result has been a sharp competition among faculty members to get students enough to pay expenses and something over for extra labor. Unless a class in Denver, for example, could draw thirty students, a teacher from the college could not afford to undertake the work. Suppose he got thirty students. The railroad fare is \$55, roughly; the college collected \$20 from the fees paid by the students. Thus \$75 of the total receipts would be absorbed, leaving the teacher \$25 for sixteen trips and 1,600 minutes of work. Usually he would have other expenses,—perhaps a meal a day, and perhaps secretarial expense (for usually he gave one of the class something to keep records of attendance). With a class of twenty, the teacher would thus get about \$12.50 for his half-year's work, and could have no further interest in extension work. Some after starting small classes abandoned them.

So, under the circumstances all a teacher could do, if he wished to carry on extension classes, was to compete shrewdly with his fellows for students, and then lessen the number of meetings as far as possible to reduce expenses. In some cases instead of sixteen meetings of 100 minutes each, there were eight meetings of two and one-half hours each,—as if these were the equivalent for class purposes of the more frequent shorter period. This evades the real difficulty of the situation entirely. Further, if a teacher offered a course and found few or no students he paid his own expenses to Denver and return. This too was bad. The college was willing to profit from the extension work, if it were profitable, but was unwilling to pay for its gain, if there were gain. Assuming that it was good for the college for a number of its teachers to succeed in enrolling enough students to pay expenses and something over, no one could blame the teachers for fighting shrewdly for students in the near-by cities. Whatever undesirable forms such competition may take are simply by-products of the plan of self-support.

Aside from this it should be noted that under such a plan of support the initiative in the growth of extension work is left mainly with the students. It is a *wholly elective system* and only by chance has any relevance to any existing or possible plan of training in service. It might (as has been earlier suggested) even be obstructive to the program of training in service,—if, for example, it attracted to advanced "cultural" and technical courses teachers whose immediate need as revealed by supervision is to improve their margins of knowledge in the elementary subjects of their daily class work, or their technique of teaching the "tool" subjects. A certain amount of this diversion of effort is indeed inevitable, because teachers will be seeking graduation and higher degrees. Their courses will certainly be chosen to some extent with the view of meeting graduation requirements. Under such circumstances it can easily happen that the extension work only accommodates ambitious teachers.

While this is a worthy thing to do it is less worthy than training in service, and under the conditions described does not necessarily have any relation to training in service, because clearly only the few college teachers who draw large classes will really be available for extension work; and though the changing personnel of the public school system may assure them classes every year they can at best only meet a segment of the existing needs in a school system. The teachers' needs will certainly be as wide as the curriculum and as numerous as the changing personnel and the reconstructions and expansions of school work carried on by the superintendent. There will certainly be need for some small classes, even though principals, supervisors, and departmental teachers are fairly permanent; and it will undoubtedly be true that conferences and brief courses of special lectures and demonstrations rather than long systematic courses will often be the best sort of service.

Since only the very exceptional superintendent will demand of the college the courses that are directly relevant to the ascertained needs and weaknesses of the teachers in the school system it ordinarily comes to pass that self-supporting extension work is mainly an accommodation to the teachers who are seeking graduation. And since only the exceptional college teacher will, when his returns depend wholly upon the size of his classes, be able to maintain adequate standards of work, it comes about that extension work is often somewhat at cross purposes with residence work. Extension work from any sort of higher school ought to promote the same ends as the residence work of the school. If this is true, it seems fair to conclude that the self-support plan promotes the essential purpose neither of the school superintendent nor of the college.

These considerations give special point to Mr. Mooney's decision in 1917-18 that the self-support should be abolished in favor of a plan whereby the college should collect fees of extension students and pay its teachers for their extension work. The college would thus be able to bring just any of its teachers to bear upon just any phase of the superintendent's program, regardless of the size of the class.

It will be obvious, of course, that such a plan of extension work as this could, if there were fairly good response from the superintendents, easily expand beyond the available funds of any Teachers College. The College may properly *in the beginning* carry a considerable deficit from extra-mural class work for the sake of enabling progressive superintendents to establish their forward-facing plans for training in service. But the function of training in service is a responsibility that ultimately belongs to the public school system and should ultimately be supported mainly by the Board of Education and the public school teachers. This adjustment, of course, is at present complicated by numerous factors already indicated, one important one being the low wage levels of teachers. They ought not to be taxed for training in service until better paid.

A further consideration should be mentioned in justification of the College's assuming in the beginning a considerable financial responsibility in cooperating with the progressive superintendent to establish a real training in service. The benefits of a purposeful extension service are mutual. It is true the Teachers Colleges are established primarily to give the best possible initial preparation for public school teachers. It is equally true, however, that they can not possibly do this without maintaining dynamic relations with the public schools. In short, the maintaining of Extension service of the sort mentioned is an indispensable part of the College's plan for developing the best residence work. The duty of *training in service* for college teachers is just as pressing upon the president of a school for teachers as the duty of training in service for public school teachers is upon the superintendent of public schools. His problems are just as real. He too has a shifting personnel; and his teachers are drawn from sources that make it inevitable that they should be somewhat detached and aloof. They must be put into the educational situation in a stimulating way, and extension service is the readiest and best means of doing it.

With this we may turn to an account of the second phase of the college's extension work: viz., its correspondence instruction.

## 2. Correspondence Instruction

The range of the opportunities for study is shown in Table XVII. All these courses are "credit courses." The general plan of study is made clear in the excerpts from the Introduction to the Handbook. It is closely followed in practice. The outstanding features of the plan are (1) The provision for *study directions* ("syllabi"), intended to standardize study requirements and to make correspondence study equal in value to residence work, (2) The absence of examinations at the close of the courses, (3) The range of the opportunities for study, (4) The low cost to the student, and (5) The fact that the work is largely self-supporting. Theoretically, the Director teaches half-time in the colleges, so that half his salary and all the salary of his secretary (the clerk who handles the routine of the office) represent roughly the cost to the college of the Correspondence Division of the Extension Department. Perhaps the advertising and recruiting values of the Handbook considerably more than balance its cost.

What are the study directions like? It would be useful to illustrate rather than describe them; but the variety is so great that space can not be taken to print samples of their range from meager to full. This phase of the work is in the beginning of a second period of experiment. The Director had wisely abandoned the old plan of giving credit for the mere outlining or reporting of books, thus closing one experiment. He initiated the change in the interval between the close of one summer quarter and the beginning of the following fall quarter. His plan had been placed before the faculty as fully as possible in a single faculty meeting. Sundry conferences following this had done something to amplify the faculty's conception of the requirements of the plan. But he had not found it easy to get the faculty to spend a great deal of time in working up a new plan, for the returns were very inconsiderable for the work involved. Eighty per cent of a student's fees for a course meant less than 25 cents an hour for the teacher's work, according to the faculty. The Director had to be content with making a start. In the effort to get the most satisfactory work possible he asked at first only for the *first three study units of each course*, thus lightening the immediate burden of reconstruction very greatly, and in a measure providing for such careful beginnings of each course as might to some extent set standards for the rest of the course.

Notwithstanding such plans, the study directions present a very great deal of variety that is independent of variations in the nature of the courses. They vary with the differing conceptions held by the teachers in regard to the typical difficulties surrounding correspondence study; with the varying notions of the distinctive character of college work; with the extent to which the textbook may be relied on to do the teaching; and perhaps somewhat with their varying sense of responsibility. The study directions vary from one or two pages of "directions" for fifteen lessons, to fifteen or twenty pages of "directions" for one lesson. They vary in character just as decidedly. The study-directions formulated by the teachers giving correspondence courses consist of

1. Assignments such as might be given in residence class work.

There are courses in which the assignments are the barest possible specifications of tasks or of pages of book work. There are courses in which the typical assignments are of the general character of "Outline chapter I"; "Compare Book I with Book II"; "Discuss the following topics (selections of topics treated in the book)." There are, however, courses in which the assignments are of a sort requiring the student to become for the time being a quester,—as, for example, the direction to "Read chapters 1-4 and work out in detail the practical implications for the teacher of (say) civics"; or, "On the basis of the material covered in chapters 8-12 work out a program for changing the curricula in (say) the Physiology-hygiene-sanitation group so as to meet the present public health situation in Colorado."

2. *Questions* such as might be asked in class work if the student were studying the book in residence.

Comparatively few teachers, however, feel it necessary or desirable



to do much questioning. The questions asked vary from few, casual, and perfunctory, to detailed, searching, and cumulative questions directing attention insistently to every matter thought to need close study.

3. *Explanations* such as might be made in class work.

These vary in length from a sentence or two to a short essay intended to orient the student with regard to this or that aspect of the course, to focus attention upon important problems, to give clues to wholesome attitudes, etc. Few teachers do much explaining, however, no matter that the distinctive value of the course may call for substantial changes from the usual attitude upon the matters involved.

4. *Suggestions* in regard to the most fruitful methods of working on particular problems of the field or assignments in the course; in regard to the best sources for further material,—as for example, the various national societies and foundations that distribute material. These are rarest of all.

5. *Requests* for the student's reaction on the specific books are included in a few courses, with the view to discovering what books are least useful for the purposes intended; and in a few instances the student is asked at the close of the course for suggestions for making the course more useful.

As a result of these queries a small number of letters reach the office. Sometimes they are critical. More often they are quite commendatory. In a few cases it would appear that the correspondence courses meet the demands of instruction in a manner more to the satisfaction of students than the residence course. But these are exceptional cases,—of exceptional students. Usually the letters suggest that residence work is more satisfactory.

There are courses that contain neither explanations nor suggestions where both would apparently make the work more fruitful. There are courses that have no assignments or questions that reflect either much ingenuity in teaching or effort to stimulate thought, or much pains to be helpful to the student. And it seems clear that in cases all too numerous the characteristic difficulties of correspondence study have not been much considered.

In a general way it is planned that a course of twelve study units shall require about the same amount of effort as a four hour course in residence; and it is assumed that a teacher doing full school work can by working regularly complete one four hour correspondence course in three months.

Relatively very few students drop courses that they have begun,—not 5%, apparently. Some spend a very long time in completing a course,—often a year, and sometimes longer. This might indicate either dawdling or lack of time. Since most of the students are teachers doing full school work, probably lack of time is the reasonable explanation. In some cases undoubtedly the slow progress is due to the difficulty of the work. Occasionally letters are received complaining of excessive requirements. These are very rare. Sometimes they are from students who have clearly undertaken courses too difficult for them. On the other hand, courses are sometimes completed in a few weeks. Sometimes they are from students who have clearly undertaken courses too difficult for them. On the other hand, courses are sometimes completed in a few weeks. Sometimes this is explicable on the ground that the student has given his whole time to the work until it was completed. But sometimes it is done by a teacher in addition to his regular school work. Facts of this sort may indicate nothing more than the normal variations of conditions and individuals, but they, no doubt, to some extent indicate variations in the requirements of the courses.

The Director was well aware of the need of revising many of the *study* directions. But the new plan was experimental. To get thoroughly satisfactory study directions at the outset was impossible; and to get revisions was quite difficult because the pressure of regular class work was heavy and the correspondence work was not very well paid for.

Why are examinations not required at the close of courses? Probably the main reason is simply the difficulty of administration; but in most cases the

teachers profess to feel it unnecessary. In cases where the study directions are very full and contain searching questions and assignments the whole course "examines." The possibilities of dishonest methods of gaining credits of course exist. Perhaps the college teachers are quite warranted in their pretty common faith in the integrity of the teachers who do corresponding study. The isolation of correspondence students, moreover, is usually considerable; where group work is possible they always choose it instead of correspondence work. It may reasonably be doubted whether collusion is as frequent as in residence work. Once or twice a year, however, some college teacher will find some indication of what seems to be "bare-faced copying." There is no provision for dealing with such cases. The College teacher takes the matter up with the students in question.

Is the range of correspondence instruction too wide? Probably it is much too wide, considering the fact that all the work offered is *credit work*. There are numerous courses that apparently ought not to be attempted for credit except in residence. For example, beginning courses in such fields as the practical arts, woodwork, millinery, interior decoration, and stenography, the languages, etc., would apparently be next to impossible to give satisfactorily to beginners *in absentia*. Emergency help in all these might properly be offered without credit. Perhaps the most serious defect in the plan or conception of correspondence work is simply the absence of the *emergency* feature. This is due to the fact that training in service has not been central in the organization of the department as a phase of the college.

A number of other criticisms of the correspondence division of the Extension Department may be made, likewise with full recognition of the fact that it is still in the experimental stage and that the Director left before he had had due opportunity to deal with the defects in question.

1. Teachers who are conducting correspondence courses are paid for their work when they have examined and returned the first three papers of the student. This plan, it should be explained, was adopted largely for the sake of convenience. It does not work well. Teachers get paid for a course and leave the school before the student completes his work. One teacher, for example, left the college with fourteen courses unfinished, for most of which he had been paid. At long range he completed most of them; but it was a slow process and very unsatisfactory to the student. In other cases the successor of the teacher completed the work without pay.

The simplest solution of this situation would seem to be to pay the teacher only when the course is finished. Thus the college would always have the funds with which to pay for the completion of unfinished work.

2. It is in some cases very difficult to get prompt attention to the recitation papers of the students. The withholding of pay until the course is finished might help to mend this; but it would not completely control it. The best that could be done would probably be simply the systematic checking up of those who are notably shiftless in handling their correspondence work, though it should be possible to devise a checking system that would locate all work that is out more than a week.
3. There is no established plan for handling the correspondence work during the summer vacation. Theoretically there is no vacation from correspondence work. Many students do their heaviest correspondence work in that period. Papers are mailed to all parts of the United States during the summer. Delays are quite vexatiously the rule. Part of the summer papers accumulate in the Extension office. It should be possible to adopt a plan and announce it through the Handbook.
4. There is quite inadequate correlation between the Extension office and the Dean's office,—since the change of the basis from twenty to sixteen hours of work a quarter. In the Extension office the assumption was made that all courses that under the twenty hour plan received five hours' credit should under the sixteen hour plan receive four hours' credit. But as a matter of fact the Colleges continued in numerous

cases to give both five and four hour courses as before. A good deal of erroneous recording was the result of the misapprehension.

5. The grading system used by the College in residence work should be applied in its non-residence work. The practice, at present common, of writing O. K. upon students' recitation papers suggests perfunctory attention.

A few other phases of the work of the Extension Department should be mentioned.

### 3. The Institute Credit Work

The account that the Handbook gives of this phase of the work is less satisfactory than the Director's practice in dealing with the credit problem involved. In the present year (1917-18), for example, outlines of institute courses are required to be submitted by the institute instructors to the Extension Department, by which in turn they are referred to the College department concerned, for approval or rejection. Credit was not given for review courses in the common subjects, but only for courses "of a professional character."

So far as can be discovered, however, the qualifications of "local representatives" were not required of institute instructors whose courses received college credit.

There are obvious and serious objections to giving credit for institute work. On the other hand there are also defenses that may reasonably be urged where the institute students are high school graduates and the work is of a suitable sort. For example, leadership institutions ought to seek to make other necessary institutions as effective as possible. Teachers' institutes are at present both quite necessary in the West and very susceptible of improvement. The danger to college standards from giving credit for institute work is not so great that it may not be practically eliminated by provisions ensuring the quality of the work done, limiting the amount of credit given, supervising the actual teaching, etc. A fair start at all these has been made. It should be mentioned in passing that one of the arguments for giving credit for some institute work is simply that the accumulating of a few hours of college credit acts after the fashion of a savings account. The student plans to accumulate more,—through summer school and correspondence work,—and eventually graduates from the college.

The community cooperation work (see p. 129) appears upon examination to be more ambitious in conception than effective in operation. It is mainly an extension of practice teaching. It seems doubtful whether any of it except the language work (German and Spanish) should receive credit, though perhaps the story-telling in the city might properly be substituted for a part of the Training School work. The difficulty met even with these two phases of the work is that of supervision. With the rest of the work there are additional serious difficulties. The Sunday School work, e. g., very seldom could meet any very rigorous standard.

Finally, the very promising school-survey work that has been started by the Director of the Department should be described.

As conceived by the Director the purposes of this work are:

1. To give the public schools possession of the modern method of taking stock of their work.
2. To enable the schools to discover the nature and extent of public school deficits; and
3. To assist the schools to work out a cumulative program for their own improvement.

In short, the point of view adopted by the Director for the survey work is not that of the critical appraiser of public school effort but that of the friendly collaborator. The organization of the work thoroughly exemplifies its purposes. The Extension Department works through and with the public school. The initiative lies with the superintendent of schools. He directs the work of his

teachers. The college cooperates with him at every step. The work is organized as follows:

1. Preparation of the teachers for the work of self-analysis.

Having chosen the books to be used on the subject of educational tests and measurements, etc., as the basis for the teachers' preparation, very concrete and detailed study directions are worked out and sent to the superintendent. The teachers are organized into a study group. At regular intervals the representative of the college meets with the group in order (a) that they may quiz him about specific difficulties and get his help; and (b) that he may discover the matters upon which special help is needed, etc.

Such preliminary study may occupy a year. The length of the period of preparation will depend upon the initial equipment of the teachers and the amount of time they can give regularly to the study. In the period of preparation the superintendent and the Director discover the teachers who can best carry on the various phases of the work.

2. Taking the inventory.

After such preparation has been satisfactorily completed the actual work of examining the school is undertaken. The tests are given; the results are studied and interpreted; the work of the school is compared with that of other schools; the weak points are discovered.

3. Interpretation of results in terms of procedure.

The superintendent then has at hand the data he needs in order to formulate plans for the improvement of the work of the school system. They decide what should be the foci of effort for the coming year; what lines of individual study should be undertaken; what extension classes will most promote the plans for improvement, etc.

4. Publication of results for the benefit of other schools.

If the superintendent and his Board of Education desire the publication of the results of the survey, the college issues a bulletin giving a full account of procedure and results. This was done in the case of the Sterling Public Schools, and the bulletin is a valuable illustration of the constructive application of the survey idea to the work of school construction as over against merely school appraisal.

By way of comment it may be noted that this phase of the activities of the Extension Department have in the completest degree the point of view of training in service, and deserve the fullest support of the college, as probably its most immediately helpful activity. It is obvious, however, that the college has not yet made adequate provision for this phase of the work. The Director lists nearly a dozen towns that desire assistance of the Extension Department in this work next year. Obviously in case they undertake the work the whole time of the Director would not be adequate to the demands of this one phase of his work. The whole time of another man would be needed for the supervision of the group study and the reconstruction of the correspondence work. And if the community cooperation work is to be carried on probably it also needs the bulk of another teacher's time.

This general account of the varied activities of the Extension Department may properly conclude with the quotation of the Directors' recommendations to the President on February 4, 1918, and a statement of his estimates of the financial support to make the work effective.

"February 4, 1918.

"President J. G. Crabbe,  
State Teachers College.

"Dear President Crabbe:

"In accord with your verbal request I am herewith submitting plans for the Extension Department for the coming school year.

"1. I recommend that we continue to organize the counties of the State into study group centers for the purpose of getting rural teachers together at least once each month; (a) to study the work of the coming school month as each county superintendent, the State superintendent and the College wish it to be given to the children; and (b) to study some line of work, such as the State Reading Circle Course, that will give teachers an insight into their problems as practitioners in a growing profession.

"2. I recommend that we continue our group study work in the cities and towns of the State practically as we have it now. Some readjustment as to the method of paying regular members of the faculty, who go out to do this work, might well be considered.

"3. I recommend that we establish psychological clinics at strategic centers in the State where the mental ability of children may be analyzed and a course of instruction recommended which will make it possible for these children to get the greatest value out of their school experiences. This work should have in mind the adjustment of the superior child as well as the inferior. I think you agree with me that this is a highly important phase of our work as a Teachers' College. As Agricultural Colleges have helped the farmer to understand the soils in which he is planting, so must we help the teacher and parent to better comprehend the children whom they are teaching.

"4. With some slight modifications I recommend that we continue our correspondence study on the basis upon which it is now organized.

"5. I recommend that the community co-operation work continue and that it be expanded into the field of evening schools for men and women. There is no good reason why our shop and other facilities should not be utilized for such work. Citizenship classes should be pushed more vigorously. Some adjustments must be made regarding credit for teaching Sunday School classes. I am working on this problem now and shall make a special report upon it later.

"6. I recommend that the Extension Department become more active in the placing of teachers from the institution. Its means of collecting information about vacancies, etc., is large now and will increase as the department expands. These should be used more systematically than at present.

"7. I recommend that a correct Alumni directory be made by the Extension Department and kept up to date. This work should be done with the co-operation of the Faculty Alumni committee, but the Extension Department should be held responsible for its accuracy and completeness.

"8. The possibilities of the co-operative plan of educational surveys are unlimited. I recommend that this work continue and that it be vigorously pushed from the College. Great good to the school children of Colorado has come and will come from a careful, sensible, and efficient prosecution of this work.

"You can readily see that if this program is approved and legitimately carried through, additional help is needed in the department. I recommend the following arrangement of the work for this department for the school year, 1918-1919.

"First: We need a person who can assist in the organization and supervision of classes and co-operative studies among city and larger town teachers, who will devote all his time to such work.

"Second: We need a person who can organize and supervise classes and co-operative studies in the rural and smaller town communities, who will devote all his time to such work.

"Third: Direct supervision of the community co-operation work, the general supervision of extension service, the co-ordination of this service with the residence work of the institution should be given to the director of Extension Department. In addition he should teach a class or classes in the department of education in order that he may keep in close touch with the inside work of the school, and also that he may give students the benefit of his first-hand information concerning the outside educational activities. These classes should not, however, prevent his being free for a reasonable portion of each week for outside work.

"Trusting that the above program will meet your approval, I am,

"Sincerely yours,

"W. B. MOONEY,  
Director Extension Department."

It will be observed that some activities mentioned in the letter as being carried on are not touched in the analysis given by the author of this section. The reason is that there is no record of them in the department or the college.

On March 25, 1918, the Director's estimates of the cost of the proposed psychological clinics was presented to the President. It contemplated the possible establishing of seven centers and reckoned the cost at \$25,500 if the entire state were covered, but counted that one of these centers (that on the western slope) would no doubt be taken care of by the State Normal School at Gunnison, which would reduce the cost by about \$4,000.

It will be observed that the Director's recommendations allude to various items that have been criticized in the analytical sections of this report. Of all these he could have given a better account than the present author, for he alone was thoroughly conversant with the details of the field work.

### CONCLUDING REMARKS

Throughout this study the value of unity of purpose and effort has been constantly stressed. Has it been overstressed?—to the depreciation of other equally important values?

For example, in spite of the illustrations, it may appear to some that individuality or initiative has been constantly undervalued. If so, it is not likely that a brief final paragraph or two can correct the impression.

It is (and has constantly been) clear, however, that unity in the sense of *agreement* is not necessarily good except as the result of the free play of discussion over evidence. It may be mere traditionalism or preference for the familiar. Of this we have in education quite too much. Intellectual activity, rather than complacent acquiescence or traditionalism is the need, and where definitely unsatisfactory situations are to be met, such activity must be somewhat focussed. Not agreement so much as purposeful organization for declared and carefully defined ends should be sought,—a socialization of effort for common important purposes. Unity in the sense of co-operative, active interaction and cumulative, mutual influence in the attempt to solve the common and characteristic problems of the preparation of teachers in schools of this kind is necessary to any fruitful endeavor.

While it is clear that here such faculty unity of purpose as exists is not very completely focussed, that is not all there is to say. So far as conscious and flexible organization for the characteristic responsibilities of a school for teachers is concerned, it is (as President Crabbe suggested in the Foreword) far more than probable that the deficiencies of co-ordination disclosed here are at least no worse than what is typical of schools for teachers. It would be easy to find much tighter organization but probably rather hard to find more evidence of awareness of the differentiating purposes of schools for teachers. And probably few dynamic teachers would prefer a tight organization with less vision to even the very loose organization that we have been considering,—with its quite unusual freedom for individuals and its very considerable awareness of things askew. The wastes of so loose an organization need to be set over against the values that go with the wholesome freedom from educational dogma and cant that has *always* characterized this school.

Finally, though everything else were loose, it is to be remembered that there have *always* been *course requirements* of a forward-looking sort in this school. In few schools, anywhere, at any time, has modern evolutionary science had so heavy and consistent an emphasis as in the Colorado Teachers College. It was, if not the first, at least among the very first schools of *any kind* to require Bionomics for graduation; and it was one of the earliest schools for teachers to require Educational Sociology; to drop General Psychology in favor of Educational Psychology; to consider Educational Values more important in a short course than the History of Education; to escape the domination of text-books, and so on. The report of the sub-committee on the *Courses of Study* will attempt to give a full and impartial evaluation both of the long established courses and of the work done by the committee on *Courses of Study*.



