

tabulation of the findings (see Table I for summary).

On the whole, our graduate students have proved themselves to be capable beginning teachers. Only 5.6% have failed to come up to expectations. Does this mean that all liberal-arts graduates could readily adapt themselves to a career of teaching after a short intensive training period? I do not think so. This group of prospective teachers is a highly selective one. Its members are imbued with a desire to teach and have dedicated themselves to the attainment of this objective. In spite of their sincerity of purpose, there are still some weaknesses which can only be remedied by further preparation. Better knowledge

of planning and organization, knowledge and application of teaching methods, and ability to adjust instruction to the individual needs of children will require specialized course work at a teacher-training institution. Greater understanding of child development will undoubtedly help to solve discipline problems beginning teachers may face in the classroom.

The graduate workshop in elementary education appears to have been a worth-while experiment and has made a valuable contribution toward alleviating the present teacher shortage. A word of commendation and a warm welcome is extended to these new recruits to the teaching profession.

. . . In Connecticut

CHRISTINE S. HUGERTH

FOR SEVERAL years Connecticut has had a shortage of fully qualified teachers in the elementary school. By 1941 many teachers had left the schools, either for war industry or the armed forces, and recruitment had lagged far behind the need. To meet this situation, the State Board of Education adopted a policy of issuing War-Emergency Permits. This temporary measure made it possible for appointing authorities in the public schools to fill existing vacancies with individuals who did not meet the requirements for regular state certification.

At the end of World War II the picture had not greatly improved. Teachers college classes were still small, many older teachers had become eligible for retirement, War-Emergency Permittees were leaving the jobs they had held for

patriotic reasons, and a tremendous group of wartime babies was about to enter kindergarten in 1947. In 1945-46, therefore, the State Department of Education took action on several fronts. Graduates of liberal arts colleges were encouraged to enter a "fifth year program" to prepare them for elementary school teaching. Since four years of preparation are now required in Connecticut for full certification, graduates of two- and three-year normal schools who had left teaching because of marriage or in order to raise a family were urged to return to teaching and to complete their study. In time it became evident, however, that none of the existing measures would solve the problem. By early 1949 schools were beginning to face the prospect of classrooms without teachers.

A Plan Proposed

Early in the academic year 1949, the State Commissioner of Education presented to the State Board of Education estimates of anticipated enrollments in the public schools and projected numbers of teachers needed each year from 1949 to 1960. He then proposed to the Presidents' Board of the four state teachers colleges a plan of action. This plan was to set up workshop programs in the teachers colleges to which selected graduates of recognized liberal arts colleges would be admitted. Careful screening procedures would have to be developed for this purpose. The program as envisaged included study of child development, curriculum methods and materials, and observation in laboratory school classrooms. Students might enter at midyear or in summer school. In September they would begin teaching, with on-the-job assistance provided during the first teaching year by field workers from the teachers colleges. These teachers were to receive a special permit to teach, renewable for a second year upon evidence both of a successful year of teaching and completion of at least six semester hours of in-service courses. Since thirty semester hours of professional study are required for Connecticut's regular "Limited Elementary Certificate," enrollees in this program were to earn six hours of credit each year until a total of thirty credits was reached. Thereupon, the Limited Elementary Certificate would be issued.

The "Emergency Teacher Training Program," as outlined by the commissioner, was accepted for trial by the teachers colleges, and in February 1949, the first group of students began its

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study. In general the original pattern of study has continued, though "observation" of children has been supplanted by active participation in classrooms. For the biennium 1949-51 the program was financed by a \$190,000 appropriation by the State Legislature. Since then the program has been a part of the regular budgets of the teachers colleges, and its name has been changed to "Intensive Program for College Graduates." During the program's first two years recruitment was done by a full-time worker attached to the State Department of Education; since then it has been a part of the total recruitment plan in each of the teachers colleges.

There is wide variation in the backgrounds of the students in the Intensive Program. Some have graduated from college just a few weeks before entering the program; some have worked for several years in other kinds of employment; others have taught in secondary schools; a few are married women returning to work outside the home. Their major areas of specialization are varied; more than half of the students, however, have majored in the humanities, social sciences or secondary education. Some have undergraduate or graduate credits which can be applied toward the requisite thirty professional credits. Because of these variations, it was early accepted by those working in the program that there is, for teacher education purposes, at any rate, no such person as "the" liberal arts college graduate. Therefore, the study program for each individual is worked out by the

teachers college registrars, taking into account both the credits transferrable, if any, and additional study required to round out a possibly lopsided undergraduate background. For example, if no credit for mathematics courses appears on the college transcript, it is likely that the student will be required to take a college math course in addition to the professional study.

When one adds to the great variations in backgrounds the fact that all applicants for the Intensive Program are several years older than the regular undergraduates, it is apparent that careful screening is needed. The screening procedure includes study of the college record, a written examination, and a personal interview, with much emphasis placed on the interview. To date about three of every four applicants have been accepted into the Intensive Program.

The summer program, though it varies somewhat at the four teachers colleges, is in the main a combination of course work in child development and the various curriculum areas, and participation in a classroom situation. A majority of enrollees have only the summer program before starting to teach.

Supervision during the first year of teaching is provided by field workers from the teachers college in whose geographical area the student obtains his teaching position. It is somewhat of a problem to the supervisory relationship that the supervisors have primary responsibility for submitting to the state certification officer a satisfactory or unsatisfactory rating of the first year of teaching, especially since "unsatisfactory" means that certification cannot be renewed unless the teacher returns to

the teachers college for the usual student teaching and completes it successfully. On the other hand, this procedure lessens the possibility of an inadequate person's squeezing through simply by virtue of piling up the required course credits. By the end of the first year of the program, however, the field workers found that a third category, "incomplete," was needed for those teachers whose promise seemed to exceed actual performance. In the rare instances where this rating is used, the teacher usually comes through satisfactorily by the end of the first half of the second teaching year.

Success of the Program

As we look back over the first four years of this program, four results seem worthy of mention. First, the program's success and continued development has resulted through the cooperation of many persons and groups. The liberal arts colleges have given vigorous support by sending many and good candidates, and increasingly the program's "graduates" are its best advertisers. The Connecticut Education Association has welcomed Intensive Program teachers into the organization, has given editorial space in the *Connecticut Teacher* to articles on the program, and has encouraged a friendly and accepting attitude toward these partially-trained beginners. Superintendents, local supervisors and school principals have had enough faith to hire them and then have assisted in many ways. Chief credit, however, goes to the many classroom teachers who have taken these beginners under their wing, have provided comfort and shared their experiences.

Second, under the program's first-year

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supervision arrangement the teachers colleges are for the first time officially giving help during the first in-service year. Administrators and teachers alike have expressed the hope that eventually the colleges may be able to provide the same service for all first-year teachers. Also, the joint responsibility of the local school people and the teacher training institutions for these beginning teachers has been one factor promoting a closer relationship between the colleges and the areas they serve.

Third, the program has continued to be a flexible one. It varies from one college to another, and the "basic" summer program preceding the first year of teaching is constantly being modified in accordance with suggestions from many sources, not the least of which is the Intensive Program enrollees themselves.

The program is coordinated by the state's chief certification officer, and the aim is a balance between uniformity and diversity among the four relatively autonomous training institutions. There is no blueprint, and there is at all times opportunity to experiment with a promising practice, whether it be in the summer study program or in the first-year supervision.

Last, the Intensive Program has placed in Connecticut's elementary schools approximately 1,200 teachers who might never have found it possible to enter teaching.

As we enter the fifth year of the Intensive Program for College Graduates, we believe that it has already proved itself a valuable supplement to the regular four-year program of our teachers colleges.

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