

An Idea in Action:

New Teachers

for the Nation's Children

UNITED STATES DEPARTMENT OF LABOR

James P. Mitchell, *Secretary*

WOMEN'S BUREAU

Mrs. Alice K. Leopold, *Director*

Pamphlet Two

1956

**UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1956**

**For sale by the Superintendent of Documents, U. S. Government Printing Office
Washington 25, D. C. • Price 20 cents**

Foreword

AN IDEA for community action to add new teachers to the Nation's understaffed classrooms was presented originally two years ago by the Committee on New Teachers for the Nation's Classrooms in cooperation with the U. S. Office of Education and the Women's Bureau.

Along with other workable ideas growing out of our need to strengthen, as well as to sustain, the schools in which our children are educated, this idea is now in practice in communities throughout the United States.

Because the idea emphasizes quality as well as quantity and may involve the initiation of new programs, time will be required before large numbers of teachers are added by this method. But this progress report shows its effectiveness.

Women of high qualifications, meeting fully the requirements the laws of their States set for teachers, are already beginning to ease the burden of the experienced teachers who have continued to serve well in the classrooms under growing pressures and problems. The devotion of these experienced teachers to the children in their classrooms and their willingness to instruct others in the art of teaching have stirred the admiration of every citizen concerned about our children's futures. With our support and encouragement, they will continue to attract other mature, dedicated women to their ranks, as the following report indicates.

This summary was made possible by the prompt and generous cooperation of the chief school officers in the various States and of the teacher-training institutions who supplied information on their programs. Grateful acknowledgment for illustrations, too, is made to: the University of Chicago Magazine, Chicago, Ill. (Fig. 1); the National College of Education, Evanston, Ill. (Fig. 2); the Michigan Education Journal, Lansing, Mich., and Wayne University, Detroit, Mich. (Fig. 3); and Gonzaga University, Spokane, Wash. (Fig. 4).

ALICE K. LEOPOLD,
Director, Women's Bureau.



Figure 1.—A teacher trainee conducting a fourth-grade class in a laboratory school under the guidance of a regular teacher.

An Idea in Action: *New Teachers* *for the Nation's Children*

A report on programs in action

The shortage of teachers is not new. But new is the action that educators and citizens are taking to prepare well-qualified teachers for the growing number of children who are entering already understaffed schools. In 1956-57, our elementary and secondary schools must accommodate nearly 38 million children, almost one-fourth more than they served just four years ago.

Estimates of the numbers of pupils to be taught in the next five years are based not on imaginary figures but on children already born who will reach our classrooms as they grow up. Some communities are preparing for the certain expansion; others seem to hope that school will somehow go on as before.

The many communities that have already taken action have used various methods to prevent a reduction in the quality and quantity of education their children receive. For instance:

Some have increased teacher salaries, which may have fallen behind those of other occupations that compete for our limited supply of college graduates.

Some are reducing the clerical and nonprofessional tasks of teachers through the use of teacher aides.

Some are encouraging experienced teachers to return to the classroom or are retaining the services of teachers who might otherwise leave.

This report describes the initial results of yet another method—recommended by the Committee on New Teachers for the Nation's Classrooms in cooperation with the Office of Education in the U. S. Department of Health, Education, and Welfare and the Women's Bureau in the U. S. Department of Labor—that of *recruiting and preparing carefully selected, well-qualified, mature college graduates for teaching in communities where the teacher shortage is acute or is expected to become so.*

The story of why this method was recommended and how it came about has been told in *NEW TEACHERS FOR THE NATION'S CHILDREN—AN IDEA FOR COMMUNITY ACTION.*¹

¹ Women's Bureau Leaflet 23—1955, available on request to the U. S. Department of Labor, Women's Bureau, Washington 25, D. C.

More than 100 colleges and universities in 27 States and the District of Columbia now offer such programs, as the list which follows shows. The Committee has emphasized that only mature college graduates who have the necessary health, personal, and academic qualifications for teaching be recruited for such programs. But it has maintained that a woman with broad liberal arts training, often with children of her own, ought to be able to acquire the additional knowledge and techniques she may need to become a successful teacher in less time than a younger woman. This assumption appears to be substantiated by the information already available, presented here. A comprehensive evaluation of existing programs of this type is planned by the Office of Education in the coming year.

The programs listed vary widely. They are affected by differing State teacher requirements, as well as by the facilities of the institutions which offer them. Many of them were inaugurated especially for mature women college graduates; others also serve recent college graduates, and men as well as women. Some programs were developed originally to meet other needs, like those of returning men veterans, as at Indiana State Teachers College at Terre Haute, or to enable teachers already employed to meet newly established certification requirements, as at the University of Maryland. But the teacher shortage demanded the continuance of these programs after the original impetus disappeared.

The programs described

All the institutions listed admit for teacher training college graduates without prior professional preparation in education who have been out of school at least five years or more and meet the other requirements for entrance. Each provides for meeting the teacher-certification requirements of the State in which it is located.

In any abbreviated listing of this sort, many relevant facts are omitted. For instance, it is not possible to list all the entrance requirements of each institution, which has its own criteria for selecting students and for assessing their suitability for teaching. Only degree, age, and



Figure 2.—A workshop in elementary education at the National College of Education, Evanston, Ill.

other requirements specially announced in connection with the programs have been indicated; further details may be obtained by writing to the institution, addressing your inquiry to the name of the faculty member given in the list.

A few of the institutions given in the list accept candidates who do not have a college degree and who, of course, need more study to qualify for certification. Since the Committee feels that the college graduate pool should be tapped first to obtain qualified potential teachers, it has not suggested reaching below this educational level. In such cases, the description of the program is confined to that part of it which applies to the college graduate group only.

Many of the programs here described admit qualified college graduates regardless of age or sex, and do not serve mature women college graduates exclusively but as part of a group. However, programs that admit recent college graduates only, like the experimental fifth-year programs at Cornell University and Harvard University's Graduate School of Education, have been omitted.

Comments from two communities where programs have been evaluated

From Detroit's suburban communities

Questionnaire replies from 91 principals and 37 superintendents of schools as summarized in Wayne University's 1956 preliminary report on its Off-Campus Post Degree Teacher Certification Program show that:

1. Students, principals, and superintendents generally rate these specially prepared teachers *above average* on each of the following, rating them highest on their warmth toward and acceptance of children:

- general methods and techniques of teaching
- command of subject matter
- understanding of children's behavior
- pupil-teacher planning of work
- individual and group evaluation
- warmth toward and acceptance of children
- improving human relations in the classroom
- skills in individualizing instructions
- utilization of community resources
- working with parents and other people in the community
- working with colleagues and administrators.

2. Teacher performance as compared with that of other beginning elementary teachers was rated *excellent* or *very good* by 52 principals and 15 superintendents. Indications are that these teachers have poise, maturity, and confidence; understanding and insight concerning children's needs and problems; and motivation.
3. The method used to prepare these teachers was rated as *excellent* or *very good* by 50 principals and 18 superintendents. Only 7 principals and no superintendents gave it a *poor* rating.
4. Among factors making a major contribution to the competence of the teachers trained under this program, the administrators indicated:
 - more concentrated and better practice-teaching experience
 - more meaningful and realistic work
 - better methods of training in techniques and methodology.
5. There was general enthusiasm for the plan of taking the program to the local community and for combining an integrated workshop in elementary education in the afternoon with directed teaching experience in the morning.

From San Diego

As described in the first annual report on the San Diego Teacher Recruitment and Training Program, June 1955: ²

²The 45-page detailed report available from Dr. John A. Hockett (see list) gives individual comments by principals, advisory teachers, the project coordinator, and interns, including suggestions for improving the program.

The seven principals of schools to which 25 teaching interns were assigned under the San Diego Teachers' College program in September 1954 were asked to give their impressions of these interns in October and, again, in February. Their second report confirmed their initial impressions of the general competence and performance of the interns and their acceptance by children, parents, and faculties. They predicted that all the interns, with one possible exception, would merit permanent status as teachers.

The 25 interns, in April 1955 with two exceptions indicated that they expected to teach indefinitely or until retirement; the remaining two said "for several years." When asked their chief satisfactions and rewards during their internship, the majority replied: working with children; helping children to learn; the progress of the children academically, socially, and in personality adjustment: a sense of doing important work.

Statements of educators who have sponsored these programs

From other parts of the country, too, there are expressions of satisfaction with the results of programs of this type, even though evaluation studies like those under way in Detroit and San Diego have not been made.

Dr. Finis Engleman, former Commissioner of Education for Connecticut, in discussing Connecticut's emergency teacher-training program was quoted as follows in the *New York Times*, April 1, 1956:

"This program has saved our lives in Connecticut. . . ."

He added that the emergency program has yielded almost 50 percent as many teachers as the regular program.

Dr. Ben A. Sueltz, Director, Summer Session, State University of New York, State Teachers College, Cortland, wrote in a letter, June 15, 1956:

"Some of these people [who complete the intensive teacher-training program] make excellent teachers, a few are not successful. In general, we have found these people to be very sincere, to do a good job, and to be more discerning and appreciative than undergraduate students who are training to teach. The added maturity seems to be a determining factor. Our screening of applicants helps to make the program successful."

Dr. George W. Angell, President, State University of New York Teachers College at Plattsburg, wrote about his similar program, June 25, 1956:

"We feel that this program has been quite successful, mainly due to the fact that we have carefully selected experienced teachers who have organized the formal courses around firsthand observation of, and participation in, classrooms with elementary-school children during the Summer Session."

Dr. L. W. Dean, Assistant Dean, College of Education, Michigan State University, Lansing, in a letter, June 11, 1956, stated:

"The [accelerated teacher-training] program has been in existence such a short time that no good evaluation of the results is yet available. Reports from school administrators who have hired teachers that completed this program, however, have been very satisfactory. We feel confident that the people we have selected have the maturity and other personal characteristics that will make them successful teachers."

Dr. Harold E. Hyde, President, Plymouth Teachers College, Plymouth, N. H., in a letter, June 13, 1956, reported:

"This conversion program, or adaptation of it, has been quite helpful in the recruitment of good liberal arts people. I do not have detailed statistics to support this, but can simply say from personal contacts with people who have gone through the program that it makes a definite contribution to the teaching supply of our State."

Dr. John A. LaCoste, Chairman, Department of Education, Whitworth College, Spokane, Wash., in a letter, June 4, 1956, wrote about the "28-48" (age group of enrollees) program at that institution as follows:

"The students attracted into the program are, we think, outstanding personalities that will be an asset to the profession. They have completed their first courses. They are enthusiastic, maturely eager, and looking forward to a teaching career. Their work has been of uniformly high quality."

Programs discontinued

Two institutions are known to have tried a program and to have discontinued it for different reasons. The College of St. Elizabeth, Convent Station, N. J., offered a special evening program for a year but discontinued it when nearby State teacher's colleges offered more accessible programs of this sort.

The University of Rochester, N. Y., in cooperation with the Rochester Public Schools offered an emergency teacher-education program to train college graduates for elementary teaching in the Rochester Schools from September 1954 until June 1956. About twenty-five married women, mostly between 35 and 45, were enrolled each of the 2 years in an after-school, 2-semester program which earned the six credits required for paid teaching on an emergency certificate. Forty women completed the program and were in great demand as teachers. Dr. Howard R. Anderson, Dean of the University of Rochester's University School, writes that: "All the information we have received suggests that they have become successful teachers. We feel that the emergency program attracted mature and able women who made excellent teachers." The program was discontinued, however, when the Rochester Board of Education increased its beginning salary for fully certified teachers to \$4,000 and was able to obtain an adequate supply. Dr. Anderson comments, "I suspect the program will be revived when a new shortage develops."

New teachers preparing through these programs

In Brooklyn College's program for housewives with college degrees, 14 of the 29 mothers of school children who enrolled in 1955 had majored in science or mathematics. Many had graduated during the depression period when they were discouraged from entering teaching. They are now fulfilling an old aspiration as well as preparing to meet a critical need. As one mother put it:

"I haven't had such a good time in 15 years. All the experiences one has had contribute toward learning to be a teacher. I would like to convince more women who are young and vigorous to go into teaching. It would solve their needs for constructive activity and a greater family income and the needs of the schools, too."³

A woman who retired from the business world at 55 years of age is teaching this fall in a rural school in Vermont following preparation through the University of Delaware's conversion program. She has an M. A. in chemistry and enough hours to qualify for a doctorate in science.

A woman, 37 years of age, the mother of three teen-age children, who worked as a social worker for 2 years before her marriage, is teaching in a Philadelphia junior high school under adverse circumstances but is making a very satisfactory adjustment, according to the director of Temple University's Pilot Project No. 2, in which she is enrolled.

Another woman, 48 years of age, highly intelligent, a graduate of an eastern woman's college, active in the League of Women Voters, without children of her own, at first had difficulty with teaching in a city junior high school. But, transferred to a school in another community, she adjusted satisfactorily.

A fifth-grade teacher in a suburban community near New York City, who prepared in the special curriculum at New York University, writes of teaching as compared with her former office job:

"Although I work harder in the classroom than in an office (children are tiring) I find more satisfaction in my work. I think the best part of teaching is the challenge that each day brings, the unpredictable situations that can arise, and the certainty that the teacher, as well as the children, will grow in knowledge."⁴

³ Teacher Education News and Notes. New York City Division of Teacher Education, 500 Park Ave., New York. November 18, 1955, page 4.

⁴ Mount Holyoke Alumnae Quarterly, Summer, 1955.

Figure 3.—On these pages a Michigan college graduate and homemaker is shown training for teaching.

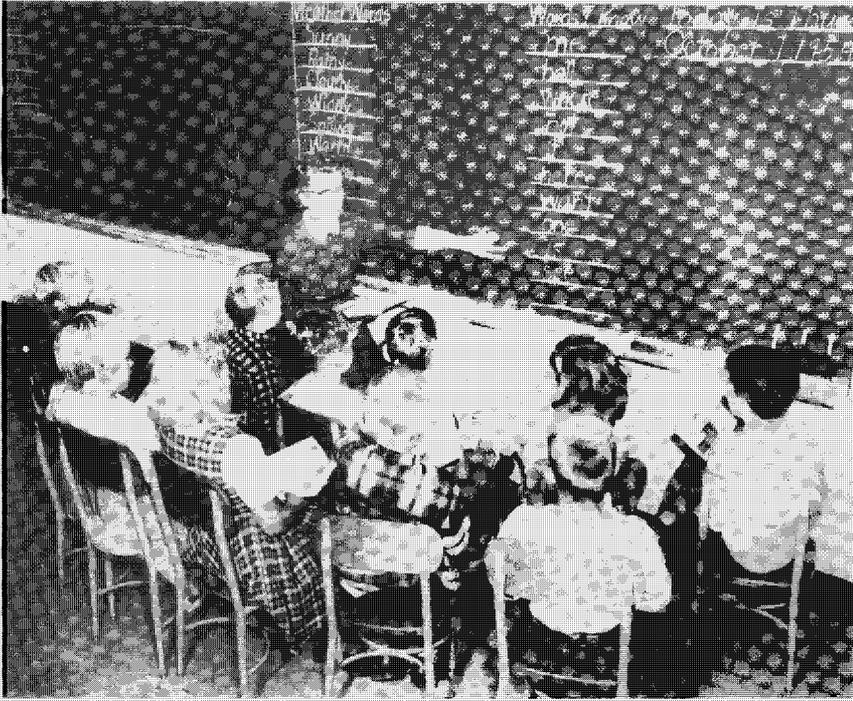


A. She first gains the approval of her local superintendent of schools.

B. Enrolled in Wayne University's special program, she confers frequently with her supervisor.

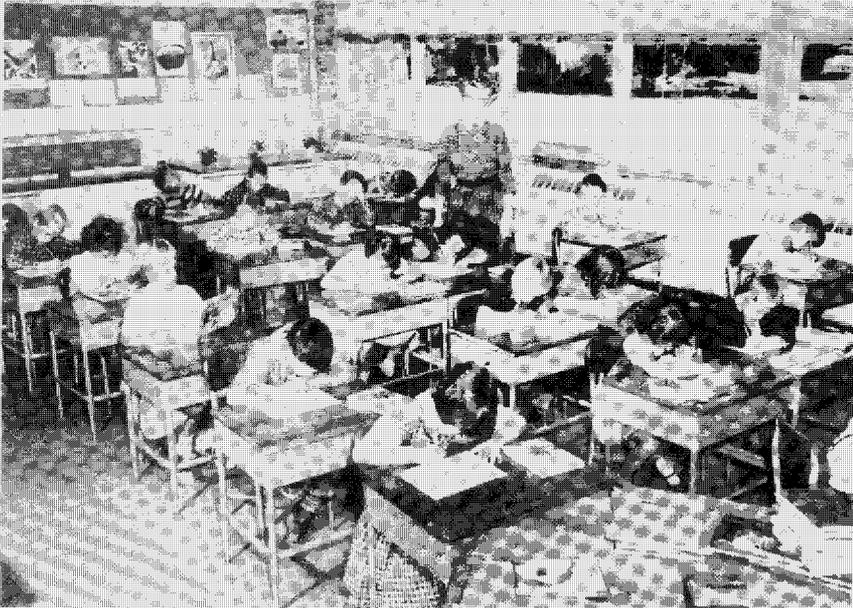


C. In an afternoon workshop she obtains helpful suggestions.



D. She does practice teaching in a school a mile from her home.

E. She teaches a second-grade class in her community after completing her training.



Unique, perhaps, is the experience of the president of a local Connecticut PTA, mother of two teen-agers and a 10-year old, who started to recruit women with bachelor's degrees for the teaching profession. She became so interested she enrolled at Willimantic State Teachers College and became a teacher of 30 first-grade youngsters in a housing project 13 miles from her home. Her enthusiasm was so contagious that her husband took the course too. They now comprise the total faculty of a two-room country school which serves four grades. She warns that new teachers may not be able to teach in the place, school, or grade they prefer at the outset and they must expect to continue their preparation, while working, until they are fully qualified. And the most important factor, she says, is that you sincerely *love* children.⁴

⁴ Mount Holyoke Alumnae Quarterly, Summer, 1955.

How many new teachers are these programs producing?

Only a rough estimate can be given of the quantitative results of these programs at this time. Many of the programs, of course, have not been under way long enough to have produced graduates; others have been under way for some years. Statistical reporting also is complicated by the fact that in many institutions no distinction is made between enrollments of college graduates without prior professional education preparation and others enrolled in summer, extension, and off-campus or regular programs. It is even more difficult to get statistics by sex, or to obtain information on age or on recency of graduation from college.

At least 5,400 college graduates had already completed standard certification requirements for teaching under these programs by June 1956, and more than 5,500 were currently enrolled in them according to information from the 55 institutions that supplied actual statistics or estimates. About 4 out of 10 of these new recruits to teaching had been out of college 5 years or more, according to estimates received from colleges enrolling about half of them.

The problem of recruiting suitable applicants for these programs is a major one. A number of institutions, including Western Michigan College, Lake Erie College in Ohio, and Madison College in Virginia, reported that they would conduct programs of this type if candidates were available.



Figure 4.—Mothers of school children enrolled in Gonzaga University's accelerated teacher-training program read in the curriculum library during their noon hour.

Recruiting for these programs

To locate women college graduates who have the essential qualifications for becoming successful teachers is necessary to the continuing success of these programs as well as to their initiation. Many women have been reached through publicity. The leaflet, **NEW TEACHERS FOR THE NATION'S CHILDREN** was widely circulated through the cooperation of educational and other organizations. Such public interest was created by the idea that there were many requests for information for articles, which subsequently were published in such journals as: *Better Schools*, *Changing Times*, the *Ladies' Home Journal*, *Student Life*, the *Saturday Evening Post*, and *Woman's Day*. College and university alumni magazines throughout the country have reproduced a short article on the subject which was distributed by the American Alumni Council.

Parent-teacher associations, civic, and women's organizations have been at work checking their local situation. A few communities do not have a shortage, but most communities either have a shortage or anticipate one. Some groups have offered their services to the local superintendent of schools; others, to teacher-training institutions in their area.

The American Association of University Women, for instance, long interested in the teacher shortage and including many teachers in its membership, has encouraged its State divisions and local branches to concentrate on this problem. In some communities, surveys of local members available for teaching have been made; in a few, wider surveys to reach all eligible women college graduates have been initiated. In some small communities, no formal training programs were set up but the efforts resulted in arranging individual programs at nearby teacher-training institutions for a few women. But, in many, the AAUW has been successfully recruiting mature women college graduates for programs of this type. In Delaware, a recruitment committee meets regularly at the University of Delaware's College of Education.

If *you* are interested in a program of this type—as an eligible college graduate who wants to teach or as a citizen who wishes to help recruit new teachers for our children—the following list will guide you to institutions now preparing women college graduates for teaching. You may also, through your local clubs and organizations in cooperation with local educational authorities and colleges, help to expand the list, if this type of training is needed in your community. A supplementary list will be issued as new programs are added or as those not included in this initial survey are reported.

**Programs that prepare mature women college
graduates to meet State certification require-
ments for teaching**

Programs that prepare mature women college graduates to meet State certification requirements for teaching

Institution; faculty member to consult; date program started—	Minimum qualifications for entrance	Nature of program
<i>Arkansas</i>		
Harding College, Searcy, Ark.; Dr. George Benson, President; began June 1955.	Bachelor's degree; acceptable scholastic proficiency; satisfactory character.	For elementary and secondary teaching: 2 semesters or 3 summer sessions (30 sem. hrs.) qualify for standard teaching certificate and master of teaching degree.
University of Arkansas, Fayetteville, Ark.; Dr. H. H. Kronenberg, Dean, College of Education; began September 1953.	Bachelor's degree with a minimum of 48 semester hours in liberal arts, no courses in professional education, but minimum preparation in at least one public school curriculum subject area; suitability for teaching.	For elementary and secondary teaching: A 12-week summer session (12 credits) qualifies for paid teaching on temporary certificate as candidate continues study (6 credits) and completes the requirements for a master's degree and standard teaching certificate in a second summer session (12 credits).
<i>California</i>		
Claremont Graduate School, Claremont, Calif.; Professor Peter L. Spencer; began spring 1954.	Bachelor's degree earned at least 2 years prior to admission; preferably no previous professional study in education; recommendation of a participating school system.	For elementary teaching: 16-month program starting with 8-week period in which a minimum of 100 clock hours of observation and participation in classrooms and 8 days of study and lecture are completed, followed by a 6-week summer session, a year of paid full-time teaching experience as an intern on a provisional teaching credential supervised jointly by the college and the employing school district and by a second 6-week summer session qualify for general elementary credential. Fund for the Advancement of Education finances cost of instruction for 4½ years.
College of the Pacific, Stockton, Calif.; Dr. Lloyd H. King, Director of Elementary Education, School of Education; began June 1954.	Bachelor's degree.....	For elementary teaching: 2 semesters of approved study including 10 semester hours of directed teaching in elementary schools qualify for general elementary certificate.
San Diego State College and San Diego City Schools, San Diego, Calif.; Dr. John A. Hockett, Associate Director of Teacher Train-	Bachelor's degree; preference given to those who have received degree over 3 years ago and are not over 45 years of age; U. S.	For elementary teaching: 1 summer session of 9 weeks preceded by spring semester evening course and school observation experience and followed by intern teaching on provisional certificate (4 interns paid ¾ regular salary for ¾ time, super-

ing, University of California, Los Angeles, Calif.; began spring 1954.

San Francisco State College, San Francisco, Calif.; Dr. Mary McCarthy, Supervisor, Teacher Recruitment and Training Program, San Francisco Unified School District, 135 Van Ness Ave., San Francisco 2, Calif.; began fall 1954.

University of Southern California, Los Angeles, Calif.; Dr. W. E. Cannon, Director of Teacher Education; began summer 1954.

Connecticut

Danbury State Teachers College; Dr. Frank W. Knight, Coordinator, Intensive Program for College Graduates; began summer 1949.

New Britain State Teachers College; Dr. Bill Bennett, Coordinator, Intensive Program for College Graduates; began spring 1949.

New Haven State Teachers College; Dr. Paul F. Lowe, Director of Placement and Coordinator of Intensive Program for College Graduates; began spring 1949.

citizenship; San Diego area resident and acceptable for teaching in San Diego city schools.

Bachelor's degree from liberal arts college with no professional preparation in education; indication of intent to pursue teaching career, and suitability for teaching.

Bachelor's degree earned at least 2 years previously; selection for teaching by a participating school district.

Bachelor's degree with evidence of breadth of general education and good record; U. S. citizen; interest in teaching in Connecticut and suitability for teaching as indicated by physical and written exam and personal interview.

vised by an experienced teacher giving full time to the program) with additional course work during the year and the following summer qualify for general elementary credential. Fund for the Advancement of Education is financing evaluation and consultation services.

For elementary or secondary teaching: First semester divided about evenly between professional study and classroom experience (16 sem. hrs.); second semester of practice teaching (3 full days and 2 half days a week) and late afternoon seminars (12-15 sem. hrs.). 1 or 2 summer sessions as necessary to make up individual background deficiencies to meet requirements for California teaching credential. Fund for the Advancement of Education provides scholarships, instruction, and evaluation. San Francisco Unified School District provides administrator, secretary, supplies, office space, accounting services, library facilities.

For elementary teaching: 1 summer session of study (10 credits) followed by paid teaching on provisional certificate and Saturday morning classes and an additional summer session (8 credits) qualify for general elementary certificate. Fund for the Advancement of Education is financing most of the cost of instruction for 4 years.

For elementary teaching: Summer session* including laboratory school observation and practice teaching (8 sem. hrs.) qualifies for paid teaching on emergency certificate renewable annually upon evidence of successful teaching and completion of 6 sem. hrs. each year toward the 30-34 hours (depending on undergraduate courses) required for provisional certificate. A standard certificate is issued after 3 years of successful teaching on a provisional. On completion of the initial 8-week session, and after an approved year of teaching, supervised from the Teachers College, student may continue work for certification on the graduate level and thus obtain substantial credits toward the master's degree.

*At Danbury and New Britain may start also in February or September.

Programs that prepare mature women college graduates to meet State certification requirements for teaching—Continued

Institution; faculty member to consult; date program started—	Minimum qualifications for entrance	Nature of program
<i>Connecticut—Continued</i>		
Willimantic State Teachers College; Miss Elizabeth Hood; began spring 1949.	(See other Connecticut State Teachers Colleges, p. 17.)	(See other Connecticut State Teachers Colleges, p. 17.)
Hillyer College, Hudson Street, Hartford 1, Conn.; Dr. Irving Starr, Director, Teacher Training; began February 1955.	Bachelor's degree including 30 semester hours in 1 or 2 fields of concentration appropriate for secondary teaching.	For secondary teaching: 2 semesters of evening study covering principles and methods of secondary teaching (12 sem. hrs.) plus 10 weeks of student teaching in third semester (6 sem. hrs.) qualify for paid teaching on a 4-year provisional certificate. NOTE.—Candidates with a major in mathematics or science may teach for pay in the public schools on a temporary certificate and complete the 18 semester hours of professional education while on the job.
University of Bridgeport, Bridgeport 4, Conn.; Dr. Arthur E. Trippensee, Dean, College of Education; began summer 1955.	Bachelor's degree.....	For elementary and secondary teaching: Summer session (9 sem. hrs.), fall session (15 sem. hrs.) plus spring session (15 sem. hrs. including 6 sem. hrs. of student teaching) qualify for full certification and for master's degree (if term paper completed). May enter fall, spring, or summer. Also available on part-time basis, except for student teaching.
Yale University Graduate School, New Haven, Conn.; Dr. Edward S. Noyes, Director, Master of Arts in Teaching Program; began September 1951.	Bachelor's degree; evidence of high achievement in field of specialization and the personality and purpose required for successful teaching.	For secondary teaching: One academic year combining advanced study in field of specialization and sufficient professional study, including practice teaching, to meet certification requirements in most States. Program leads to master of arts in teaching degree.
<i>Delaware</i>		
University of Delaware, Newark, Del.; Dr. William O. Penrose, Dean, School of Education; began September 1952.	Bachelor's degree; wish to be certified to teach in elementary schools in Delaware.	For elementary teaching: 30 semester hours graduate work (18 in education and 12 in subject matter, the general pattern of the graduate degree program) plus 6 hours of student teaching or 1 semester of supervised teaching experience,

District of Columbia

The George Washington University,
21st and G Streets, NW., Washing-
ton, D. C., Dr. James Harold Fox,
Dean, School of Education; began
summer 1955.

Bachelor's degree from liberal arts
college.

plus a 1-hour course in Delaware history, plus 9 additional hours of undergraduate credit education courses if undergraduate program included no education courses. If candidate takes required courses in education first, he may teach on a temporary certificate while completing the balance of courses. Program takes from 2-4 years of part-time study or 2 semesters, and possibly a summer, full time. Leads to Master of Education degree and a 1-year collegiate certificate in elementary education. Full collegiate certificate will be granted after an additional 12 hours in education or when the candidate has acquired 30 total hours in education courses.

Idaho

University of Idaho, Moscow, Idaho;
Dr. J. Frederick Weltzin, Dean,
College of Education; began 1953.

Bachelor's degree for standard
certification.

For elementary and secondary teaching: Successful completion of 12-week summer session (12 sem. hrs.) of specified education courses, and additional courses and teaching observation in the fall semester (15 sem. hrs.), followed by student teaching in the spring semester (12 sem. hrs.) qualifies for standard certificate in most jurisdictions, including the District of Columbia. The following summer session provides an opportunity to meet additional certification requirements of other jurisdictions. Night classes are also offered, but more time is required to complete program. *For secondary teaching*, the entire program may usually be completed in 2 semesters and 1 summer session.

For elementary and secondary teaching: 1 summer session (9 sem. hrs.), or 9 semester hours in education courses earned by correspondence or in extension courses enable candidate to qualify for paid teaching on provisional teaching certificate. This experience properly supervised may be counted as fulfilling the directed teaching required along with 20 semester hours in education for standard certificate for either elementary or secondary teaching.

Programs that prepare mature women college graduates to meet State certification requirements for teaching—Continued

Institution; faculty member to consult; date program started—	Minimum qualifications for entrance	Nature of program
<i>Illinois</i>		
National College of Education, Evanston, Ill.; Dr. Robert F. Topp, Dean, Graduate School; began June 1952.	Bachelor's degree	For elementary teaching: 2 semesters of graduate work including professional laboratory experiences qualify for standard elementary teaching certificate. An additional summer session qualifies for master of education degree (a total of 30 sem. hrs.). It is possible to qualify for paid teaching after a summer session and 1 semester including student teaching while continuing work for master's degree, but it is considered preferable to complete 2 semesters before teaching full time.
North Central College, Naperville, Ill.; Dr. A. R. Schwarz; began September 1956.	Bachelor's degree with above average academic record.	For elementary teaching: 2 courses in general education and methods (6 credits) offered in convenient off-campus locations prepare for cadet teaching last half of the semester (1-5 credits); this followed by summer session (3-6 credits) qualifies for standard elementary teacher certificate.
Northwestern University, Evanston, Ill.; Dr. Jack Childress, Assistant Dean, School of Education; began September 1954.	Bachelor's degree and usual requirements for graduate school.	For elementary teaching: Fall, winter, spring, and summer quarters of study including 25 clock-hours a quarter on out-of-class work with children or youth, directed observation in fall quarter and student teaching in winter or spring quarter qualify for M. A. degree and standard elementary teaching certificate (54-58 quarter hrs.). Paid teaching also possible after three quarters spent partially on full-time and partially on part-time schedule on Evanston or Chicago campuses.
Roosevelt University, 430 S. Michigan Ave., Chicago, Ill.; Dr. George H. Ivins, Chairman, Department of Education; began September 1954.	Bachelor's degree	For kindergarten and elementary teaching: 2 semesters and summer session including student teaching (38 credits) qualify for master's degree (provided other requirements are met) and elementary teaching credentials. For city credential, an examination is also required.
University of Chicago, Chicago 37, Ill.; Dr. Kenneth J. Rehage, Asso-	Bachelor's degree from liberal arts college.	For elementary teaching: Intensive 3 quarters of study including practice teaching in final quarter earns 30 semester hours of

ciate Professor of Education; began October 1954.

Indiana

Indiana State Teachers College, Terre Haute, Ind.; Dr. Lloyd N. Smith, Professor of Education; began 1946.

Bachelor's degree

credit fulfilling requirement for standard elementary certificate and advances student toward master's degree. Half tuition remitted to students who enroll in program.

For elementary teaching: 2 semesters (30 sem. hrs.) including courses in 3 elementary teaching content fields and in regular elementary education courses including student teaching qualify for provisional general elementary or standard elementary certificate. After 30 semester hours, qualifies for paid teaching on temporary certificate.

Kansas

Friends University, Wichita, Kans.; Dr. Wendell E. Hadley, Director, Summer Session; began 1955.

Bachelor's degree; suitability for teaching.

For elementary teaching: 1 semester (17 semester hours) of professional education courses following which candidate may teach on provisional elementary certificate renewable annually as she completes the 24 to 30 semester hours required for standard certificate, depending on undergraduate background.

Kansas State Teachers College, Emporia, Kans.; Dr. Don E. Davis, Head, Department of Education; began—date not available.

Bachelor of arts degree

For elementary teaching: Summer session including 8 semester hours of specified elementary education courses (can earn up to 12 semester hours by attending June through August) qualifies for 1-year provisional elementary certificate, renewable annually upon completion of 8 hours of credit toward the 24 to 30 hours required for full certification, depending on undergraduate background.

Kansas State Teachers College, Pittsburg, Kans.; Dr. Norland W. Strawn, Director of College Extension; began 1951.

Bachelor's degree

For elementary teaching: 8 semester hours credit in summer session with 6 in elementary teaching qualify for paid teaching on temporary 1-year elementary teaching certificate. Thereafter, 8 semester hours annually until the 24 or more additional credit hours required for 5-year certificate (the number depends on undergraduate background) are completed.

Mount St. Scholastica College, Atchison, Kans.; Sister Mary Austin, O. S. B.; began—date not available.

Bachelor's degree

For elementary teaching: 8 semester hours credit in summer session qualify for paid teaching on temporary elementary teaching certificate renewable annually as candidate earns 8 semester hours credit each year toward the 18 to 36 semester hours needed altogether (depending on undergraduate background) toward standard certification, which also requires student teaching available at a State College.

Programs that prepare mature women college graduates to meet State certification requirements for teaching—Continued

Institution; faculty member to consult; date program started—	Minimum qualifications for entrance	Nature of program
<i>Kansas—Continued</i>		
Mount St. Scholastica College, etc.— Continued	Bachelor's degree	For elementary and secondary teaching: <i>Arrangement 1</i> —Candidate may earn all credits for standard certification in a summer session and 1 semester, or 2 full semesters thus earning a total of 18 to 36 semester hours depending on the undergraduate background. <i>Arrangement 2</i> —3 semester hours credit in evening classes (5 or 7 o'clock) and 8 semester hours in summer sessions qualify for paid teaching on temporary elementary teaching certificate renewable annually as candidate earns 14 semester hours in a year. This program includes all courses leading to standard certification except student teaching. The latter must be taken at 1 of the State colleges conducting a laboratory school during the summer session.
Municipal University of Wichita, Wichita, Kans.; Dr. Jackson O. Powell, Dean, College of Educa- tion; began February 1956.	Bachelor's degree; qualify fully for employment in public schools except for academic deficiencies; promise to teach as soon as qualified.	For elementary teaching: Assigned for 3 months to master teacher; mornings spent in observation and practice teaching (3 credits), afternoons in seminars in elementary education (8 credits). Six additional weeks of classes in language development are followed by paid teaching on provisional certificate renewable as 8 semester hours credit are earned annually to complete deficiency credit hours required for full certification which vary with individual undergraduate backgrounds.
Southwestern College, Winfield, Kans.; Dr. Leonard S. Laws, Director, Summer Session; began June 1953.	Bachelor's degree	For elementary teaching: 9 semester hours credit earned in 9-week summer session qualify for paid teaching on provisional elementary teaching certificate renewable annually as candidate earns 8 semester hours credit each year toward the 24 to 30 semester hours credit needed altogether (depending on undergraduate background) for standard certificate. These may be earned in a Saturday program during academic year or in summer sessions.

University of Kansas, Lawrence, Kans.; Dr. Kenneth E. Anderson, Dean, School of Education; began 1954.	Bachelor's degree	For elementary teaching: 8 semester hours qualify for paid teaching on provisional certificate, renewable as candidate completes 8 semester hours each year toward the hours required for a standard degree certificate, which vary with the undergraduate background.
<i>Maine</i>		
Aroostook State Teachers College, Presque Isle, Maine; Mr. Clifford O. T. Wieden, President; began September 1952.	Bachelor's degree	For elementary teaching: 6 semester hours in elementary education materials and methods taken in summer or regular session or extension courses qualify for paid teaching on a provisional grade C certificate limited to grades 7 and 8 and renewable annually only if teaching is satisfactory and 6 additional hours of study are completed toward the 18 hours required for a 3-year certificate. For a standard grade certificate 32 are required.
Farmington State Teachers College, Farmington, Maine; Dr. Ermo H. Scott, President; began 1952.	Bachelor of arts degree	For elementary teaching: 1 academic year or successive summer sessions with 16 credit hours in professional education and 16 credit hours in directed practice teaching. Leads to a B. S. in education and limited certification renewable until the 6 additional credit hours required for standard certification are completed.
University of Maine, Orono, Maine; Dean Mark R. Shibles, Director of Summer Session; began 1954.	Bachelor of arts degree	For elementary teaching: 1 academic year and in some instances an additional summer session. Professional courses in teaching of reading, arithmetic, social studies, science, language arts and measurement. Supervised student teaching included. Leads to master in education degree and full certification for elementary teaching.
Washington State Teachers College, Machias, Maine; Dr. Lincoln A. Sennett, President; began 1952.	Bachelor of arts degree with 128 credit hours.	For elementary and junior high-school teaching: 1 academic year with 16 credit hours in professional education and 16 credit hours in directed practice teaching. Leads to a B. S. in education and limited certification, renewable until the 6 credit hours required for full certification are completed.

Programs that prepare mature women college graduates to meet State certification requirements for teaching—Continued

Institution; faculty member to consult; date program started—	Minimum qualifications for entrance	Nature of program
<i>Maryland</i>		
Goucher College, Baltimore 4, Md.; Director of Admissions; began 1956.	Bachelor's degree in liberal arts with good undergraduate record; evidence of interest in children and teaching but without teaching experience; successful experience in informal work with children and ability in arts valuable.	For elementary teaching: A 4-week pre-session (6 sem. credits); 1 semester of study (18 sem. credits); a second semester of classroom teaching (for which student is paid \$1,550) and course work (6 sem. credits) qualify for master of education degree. Financial assistance from Fund for the Advancement of Education.
University of Maryland, College Park, Md.; Dr. Vernon E. Anderson, Dean, College of Education; began 1930.	Bachelor's degree and interest in becoming a fully certified teacher.	For elementary teaching: 6 credit hours in summer session fulfills requirement for emergency certificate. Then, while teaching full time, at least 6 credit hours must be taken annually until 30 credit hours required for Maryland certificate are completed. Practice teaching requirement waived after 2 years of successful teaching. For secondary teaching: Same, except that only 16 credit hours in education are required for certificate.
<i>Massachusetts</i>		
State Teachers Colleges at: Boston, Dr. William F. Looney, President; began summer 1953. Bridgewater, Mr. Charles E. Foth, Director, Summer Session; began July 1955; (Summer session at Hyannis). Lowell, Dr. Daniel H. O'Leary, President; began summer 1953.	Bachelor's degree; suitability for teaching.	For elementary teaching: 6-week summer session, with observation and student teaching of children in elementary grades in mornings and classes in afternoon (8 sem. hrs.), qualifies for paid teaching on temporary certificate. Candidates advised to complete 10 additional semester hours required for regular certificate by taking 6 each year in extension or summer sessions.

North Adams, Dr. Eugene Freel, President; began summer 1954 (Summer session at Pittsfield).
Salem, Dr. Frederick A. Meier, President; began July 1955.
Worcester, Dr. Eugene A. Sullivan, President; began summer 1954.

Michigan

Michigan State University, East Lansing, Mich.; Dr. L. W. Dean, Assistant Dean, College of Education; began January 1955.

Wayne University, Detroit 1, Mich.; Dr. J. Frank Campbell, Coordinator, Off-Campus Programs; began spring 1954.

Missouri

Harris Teachers College, 5351 Enright, St. Louis, Mo.; Mr. L. H. Diekroeger, Director of Education in Charge of Personnel, Board of Education, St. Louis, Mo.; began January 1956.

Bachelor's degree with a major and 2 minors, or 4 minors.

Bachelor's degree; 21-50 years of age; interest in teaching and freedom from defects that would adversely affect teaching success.

Bachelor's degree or more; must plan to qualify for State of Missouri certification; under 51 years for appointment as regular teacher; under 70 for substitute teaching.

For elementary or secondary teaching: A 12-week term of education courses (15 term credits) followed by a 12-week term of full-time apprentice teaching (15 term credits) qualifies for provisional certificate valid for 5 years. A permanent certificate can be earned by teaching successfully for 3 years and earning 10 semester hours (15 term credits) of additional credit during the 5-year period for which the provisional certificate is valid.

For elementary teaching: 1 semester of student practice teaching in morning and workshops 3 afternoons a week in outlying communities followed by a 6-week summer session earns 20 semester hours credit and qualifies for paid teaching on provisional teaching certificate.

For elementary teaching: Accelerated program requires 6 credit hours in *The Practicum* including 2 credits each in educational psychology, technique of teaching, and supervised practice teaching. Substitute teaching with pay may accompany study in late afternoon classes but the supervised practice teaching is unpaid and requires 1 full day a week in a St. Louis public elementary school. A 1-year provisional certificate is granted with the stipulation that at least 4 semester hours in courses listed as deficiencies be taken to renew the 1-year certificate. When deficiencies are less than 20 hours, a 2-year certificate is granted but deficiencies must be reduced at the rate of 4 semester hours each 2-year period. When all deficiencies are removed, the person receives a 5-year certificate, which, after 3 years of successful teaching may be converted into a permanent certificate.

Programs that prepare mature women college graduates to meet State certification requirements for teaching—Continued

Institution; faculty member to consult; date program started—	Minimum qualifications for entrance	Nature of program
<i>Missouri—Continued</i>		
St. Louis University, St. Louis, Mo.; Rev. Trafford P. Maher, Director, Department of Education; began February 1956.	Bachelor's degree or more; plan to qualify for certification; under 51 years for appointment as regular teacher; under 70 for substitute teaching.	For elementary teaching: Complete 6 credit hours in required elementary courses, including supervised teaching, in late afternoon classes, arranged so that substitute teaching can be done. Thereafter paid teaching on temporary certificate renewable by completing 4 semester hours in each 2-year period toward completion of the 64 credit hours required for regular 2-year certification.
Washington University, St. Louis, Mo.; Dr. Earnest Brandenburg, Dean, University College; Dr. Robert Schaefer, Director, Graduate Institute of Education; began February 1956.	Bachelor's degree or more; under 51 years of age; plan to qualify for certification.	For elementary teaching: Complete 6 credit hours in required elementary courses, including supervised teaching, in late afternoon classes, arranged so that substitute teaching can be done. Thereafter paid teaching on temporary 2-year certificate renewable by completing 4 semester hours in each 2-year period toward completion of the 18 semester hours required for regular 5-year certificate. Certificates may be earned through extension courses while teaching full time. After 3 years' successful teaching with the 5-year certificate, teachers may apply for a life certificate in Missouri.
<i>New Hampshire</i>		
Keene Teachers College, Keene, N. H.; Dr. Lloyd P. Young, President; began May 1949.	Bachelor's degree	For elementary teaching: 6 credit hours in summer school qualify for supervised paid teaching, credited as student teaching. Permit renewable annually for 3 years if holder progresses toward full certification (30 sem. hrs. in education including 6 in student teaching and 18 in elementary education).
—began summer 1956	Bachelor's degree with 18 semester hours in major field of teaching.	For secondary teaching: 6 credit hours in summer school qualify for paid teaching on emergency permit, renewable annually for 3 years, if holder works toward full certification (15 sem. hrs.).

Plymouth Teachers College, Plymouth, N. H.; Dr. Charles B. Kinney, Dean of Instruction.

New Jersey

State Teachers Colleges at:

Glassboro, Dr. Thomas Robinson, President; began summer 1953.
 Jersey City, Dr. Michael B. Gilligan, President; began 1950.
 Newark, Dr. Eugene G. Wilkins, President; began 1947.
 Paterson (P. O. Box 2259), Dr. Marion E. Shea, President; began summer 1953.
 Trenton, Dr. Roscoe L. West, President; began—date not available.

New York

Bank Street College of Education, 69 Bank Street, New York 14, N. Y.; Dr. John H. Niemeyer, President; began 1931.

—began fall 1955.....

Brooklyn College, Brooklyn, N. Y.; Dr. Carleton Washburne, Director, Teacher Education Program; began fall 1955.

Bachelor's degree from liberal arts college. Those without 6 semester hours each in English and social studies and 24 additional hours in at least 3 of the following: English, social studies, science, fine arts, mathematics, foreign language must make up deficiency for standard certificate.

Bachelor's degree with sound liberal arts background; some experience with children, evidence of fitness for the teaching profession.

Bachelor's degree; mother of a school child; those under 39 years of age given preference (maximum number of 30 can be admitted each semester).

in education and either 6 sem. hrs. of practice teaching or 1 year of successful teaching experience).

NOTE.—The program described for Keene Teachers College is offered at Plymouth Teachers College alternate summers.

For elementary teaching: Special program in summer session (6 sem. hrs. credit) qualifies for paid teaching on a provisional certificate renewable if candidate completes at least 4 credits a year toward the 30 required for standard certificate. At Glassboro, for instance, a 4-point course, designed as a followup is given in the fall semester.

For elementary teaching:

Regular Program: 1 academic year with 3½ days per week spent in practice teaching. Leads to master's degree and certification.

Experimental Program: 1 semester of courses and practice teaching followed by a paid teaching job and continued study and supervision by the College. Leads to master's degree and certification after 18 months. Supported by the Fund for the Advancement of Education.

For secondary teaching: 2-year, part-time program with classes (10 sem. credits) 10 a. m. to noon first year and student teaching and courses in teaching methods 9 a. m. to noon second year (10 sem. credits) qualifies for standard secondary teachers' certificate. Subject-matter courses as needed in addition.

Programs that prepare mature women college graduates to meet State certification requirements for teaching—Continued

Institution; faculty member to consult; date program started—	Minimum qualifications for entrance	Nature of program
<i>New York—Continued</i>		
Brooklyn College—Continued —began September 1956.....	Bachelor's degree.....	For secondary teaching: 1-year, part-time program (23 sem. credits) with special classes set up with consecutive hours, largely in the morning, and certain prerequisite requirements made "co-requisite" with methods, observation, and practice teaching.
The City College, New York 31, N. Y.; Dr. Arthur Mallon, Chairman, Advisory Committee, School of Education; began September 1954.	Bachelor's degree with high academic standing and 28-30 undergraduate credits in major.	For secondary teaching: 3 semesters or 2 semesters and 2 summer sessions, completing 38 credits (18 in education and 20 in major). Leads to master's degree, full State certification, and eligibility for a New York City license examination. 1 year of paid teaching experience may be substituted for the term of student teaching required and 160 days of paid teaching experience may be substituted for the 1 term of apprentice teaching normally required (in addition to student teaching).
College of Mount Saint Vincent, New York 71, N. Y.; Miss Mary O'Donnell, Guidance and Placement Director; began February 1955.	Bachelor's degree; desire to teach..	For elementary teaching: 6 semester hours completed in evening or day program qualify for substitute teaching on temporary certificate in parochial schools. 12 additional semester hours credit (which with evening work can be completed in less than 2 years while teaching full-time) qualifies for a substitute teacher license examination in New York City and a provisional teaching certificate in the State of New York.
Hofstra College, Hempstead, Long Island, N. Y.; Dr. George Mannello, Director, Intensive Teacher Training Program; began summer 1951.	Bachelor's degree from liberal arts college; well qualified for teaching.	For elementary teaching: Summer session (8 sem. credits) qualifies for paid teaching on temporary certificate renewable annually as student completes the 30 semester hours required for full certification. Usually takes 2 additional summer sessions (16 credits) and 1 school year of evening courses (up to 8 credits) or 1 summer and 2 school years of evening study. An additional 4 semester hours qualify for master of science degree in education.

New York University, 90 Washington Square, New York 3, N. Y.; Dr. W. C. Spencer, Director, Graduate Program 891; began September 1956.

State University Teachers Colleges at:
Brockport, Dr. George Anselm, Director of Teacher Education; began summer 1948.

Buffalo, Dr. R. E. Albright, Director, Graduate Division; began June 1948.

Cortland, Dr. Ben A. Sultz, Director, Summer Session; began July 1949.

Fredonia, Dr. Harry K. Foster, Chairman, Education Department; began July 1948.

Geneseo, Dr. Francis J. Moench, President; began July 1948.

New Paltz, Dr. William J. Haggerty, President; began summer 1948.

Oneonta, Dr. James A. Frost, Director of Summer Session; began Summer 1948.

Oswego, Dr. Charles S. Turner, Director, Division of Elementary and Junior High School Education; began summer 1948.

Plattsburg, Dr. Edward E. Redcay, Dean; began summer 1949.

Potsdam, Dr. Alfred Thatcher, Dean; began June 1948.

Bachelor's degree; suitability and serious motivation for teaching.

Bachelor's degree; suitability for teaching; good health; United States citizen.

For elementary, junior-high, and high school teaching: A full-time resident program (42 points) in an academic year plus a summer session involving intensive work with children and youth and including supervised student teaching, leads to the master of arts degree and eligibility for certification as a public school teacher. Individualized program for part-time students who want to prepare for elementary teaching may be arranged.

For elementary and kindergarten teaching: 6-week summer session (8 credits) qualifies for paid teaching on temporary certificate renewable as candidate completes the 30 semester hours (possible in 3 additional summer sessions) and the 2 years of successful teaching experience required for permanent certificate. The master's degree is awarded to those who complete 32 semester hours in a prescribed program and meet additional requirements.

Program offered at both New Paltz and Farmingdale, Long Island.

The first summer session offered at Oneonta and Schenectady centers; later sessions at Oneonta and Albany centers.

Programs that prepare mature women college graduates to meet State certification requirements for teaching—Continued

Institution; faculty member to consult; date program started—	Minimum qualifications for entrance	Nature of program
<i>New York—Continued</i>		
Syracuse University, Syracuse 10, N. Y.; Dr. Virgil Rogers, Dean of the School of Education; began July 1952.	Bachelor's degree and usual requirements for admission to graduate school of education.	For elementary teaching: 6-week summer session including observation and experience in demonstration school qualifies for paid teaching on temporary certificate renewable annually as candidate completes at least 6 semester hours each year toward the 36 required for a M. S. in education and a regular certificate.
<i>North Carolina</i>		
Duke University, Durham, N. C.; Dr. William H. Cartwright, Department of Education; began summer 1956.	Bachelor's degree from liberal arts college; interest in becoming a secondary-school teacher.	For secondary teaching: Summer session (12 sem. credits) followed by a semester on campus (15 sem. credits) qualifies for paid teaching positions in Charlotte, N. C., schools during second semester. In this semester candidates also complete seminar in secondary-school teaching (9 sem. credits). Candidates earn master's degree and qualify for standard secondary teaching certificate.
<i>North Dakota</i>		
State Teachers College, Dickinson, N. Dak.; Dr. Charles E. Scott, President; began—date not available.	Bachelor's degree from liberal arts college.	For elementary and secondary teaching: The State Department of Public Instruction accepts 24 quarter hours in education taken in summer or regular sessions to qualify for first-grade professional teaching certificate. Work may be speeded up through Saturday classes offered at convenient centers and by correspondence courses. The College recommends completion of 28 quarter hours in education courses for secondary teachers and 44 for elementary teachers.
State Teachers College, Mayville, N. Dak.; Dr. O. A. De Long, President; began 1954.	Bachelor's degree	For elementary and secondary teaching: 2 semesters completing 21 semester hours in education (including 8 semester hours in practice teaching) qualify for accredited first-grade professional

State Teachers College, Minot, N. Dak.; Dr. A. M. Rempel, Dean of College; began—date not available.

University of North Dakota, Grand Forks, N. Dak.; Dr. Martelle L. Cushman, Dean, College of Education; began 1955.

Ohio

Baldwin-Wallace College, Berea, Ohio; Dr. W. E. Harrington, Director of Teacher Training; began 1953.

Bowling Green State University, Bowling Green, Ohio; Dr. John A. Gee, Dean, College of Education; began June 1956.

Capital University, Columbus 9, Ohio; Dr. L. J. Schaaf, Dean and Counselor for Students; began September 1952.

Bachelor's degree

Bachelor of arts degree with 30-35 hours in 1 teaching subject and 20-24 hours in another.

Bachelor of arts or science degree with a "C" average for the entire college program.

Bachelor of arts or science degree with "B" average in subject field.

Bachelor's degree with a "C plus" cumulative average for undergraduate work.

Bachelor's degree with good balance of arts and science subject-matter fields.

certificate, valid for 3 years, and, after 18 months of successful teaching experience, valid for life.

For secondary teaching: 28 quarter hours of professional education, including 8 hours of student teaching, qualify the candidates for a regular secondary school certificate. The entire 28 quarter hours may be earned in 2 quarters, including student teaching. In certain cases, not as a regular policy, an emergency certificate is granted for 1 year upon the completion of 12 quarter hours of professional education.

For secondary teaching: 2 consecutive semesters preferably, or 1 summer session and a semester (completing 21 semester hours in education, including 4 in student teaching in a secondary school) qualify for accredited first-grade professional certificate valid for 3 years and, after 18 months of successful experience, for life.

For elementary teaching: 9 quarter hours of elementary education qualifies for teaching on temporary certificate and 2 semesters or 45 quarter hours qualifies for elementary provisional certificate, valid for 4 years.

For secondary teaching: 2 college quarters or 6 months (27-29 quarter hours including 12 in student teaching and 1 in exploratory experience gained in 2 weeks prior to college classes and a subsequent 1-month seminar) qualify for Ohio high school provisional certificate valid for 4 years. Certificates are renewable upon successful teaching in the classroom.

For elementary teaching: 11-week summer session taking elementary education courses qualifies for paid teaching on temporary certificate. During second semester supervision of teaching and an evening or Saturday seminar required; in 2 additional summer sessions can complete the 31 semester hours required for regular 4-year provisional certificate and master's degree in education.

For elementary teaching: 2 semesters of 15 semester hours each including 6 semester hours of student teaching, qualify for 4-year provisional certificate.

Programs that prepare mature women college graduates to meet State certification requirements for teaching—Continued

Institution; faculty member to consult; date program started—	Minimum qualifications for entrance	Nature of program
<i>Ohio—Continued</i>		
Fenn College, Cleveland 15, Ohio; Dr. John C. Matthews, Chairman, Department of Education; began September 1953.	Bachelor's degree (not too specialized); candidates over 45 years of age discouraged because of difficulty of placing.	For elementary teaching: 12 semester hours (including required courses in elementary education) qualify for paid teaching on 1-year temporary certificate renewable annually if candidate completes at least 6 semester hours each year until the 28 required for standard certificate are completed.
Kent State University, Kent, Ohio; Dr. C. M. Schindler, Associate Dean, College of Education; began spring, 1952.	Bachelor's degree with broad range of undergraduate work and average or better grades; competency in English; desirable personal characteristics.	For elementary teaching: 20 quarter hours earned in a quarter or intensive 10-week summer session qualify for paid teaching on a temporary certificate. A year's successful experience under supervision of the college with accompanying seminars plus a final quarter or summer session completes the 46 credits required for a 4-year provisional elementary certificate.
Miami University, Oxford, Ohio; Dr. E. V. Thesken, Director, Division of Extension and Summer Session; began September 1954.	Bachelor's degree	For elementary teaching: 12 semester hours of basic professional education courses qualify for paid teaching on a temporary certificate; complete 18 or more semester hours of additional courses (depending on content of undergraduate work) to qualify for a 4-year provisional elementary certificate. Classes arranged for late afternoon and evening in centers at Dayton, Hamilton, Middletown, Norwood, and Piqua, Ohio.
Muskingum College, New Concord, Ohio; Dr. Glenn L. McConagha, Administrative Vice President; began 1952.	Bachelor's degree	For elementary teaching: 2 summer sessions of 5½ weeks each (12 sem. hrs.) or fall semester (12 sem. hrs) qualify for paid teaching on temporary certificate renewable annually as candidate continues study toward the completion of the 30 semester hours required for 4-year provisional elementary certificate.
Ohio State University, Columbus, Ohio; Dr. Donald P. Cottrell, Dean, College of Education; began 1953.	Bachelor's degree without prior professional education courses.	For elementary teaching: 1 quarter (19 quarter hours) qualifies for paid teaching on emergency certificate. An additional full quarter's work in combination with a practicum (including observation, participation, practice teaching, and conferences regarding same) during the first and second year of employment

<p>Ohio University, Athens, Ohio; Dr. F. N. Hamblin, Dean; began August 1953.</p>	<p>Bachelor's degree with at least 9 hours each in English and natural sciences; 18 in social sciences; 2 in general psychology.</p>	<p>completes the 55 quarter hours required for the standard 4-year provisional certificate.</p>
<p>University of Akron, Akron 4, Ohio; Dr. Howard R. Evans, Dean of Education; began June 1952.</p>	<p>Bachelor's degree with good general education background.</p>	<p>For elementary teaching: Must complete 30 semester hours of required courses for regular 4-year provisional certificate but can begin paid teaching after 12 semester hours of specified courses offered at this University or one of its branches, some available by correspondence. For secondary teaching: Must complete 17 hours of required education courses for regular 4-year provisional certificate but may begin paid teaching on temporary certificate after several hours of required courses, with concurrence of Ohio State Department of Education.</p>
<p>University of Cincinnati, Cincinnati 21, Ohio; Dr. Ralph L. Pounds, Assistant to the Dean of Undergraduate Studies; began 1950.</p>	<p>Bachelor of arts degree</p>	<p>For elementary teaching: 12 semester hours in summer session qualify for paid teaching on temporary certificate renewable as candidate continues evening or summer sessions and supervised teaching experience to complete the 32 or more hours required for B. S. degree in education (depending on undergraduate courses taken) and regular 4-year provisional elementary certificate.</p>
<p>University of Dayton, Dayton 9, Ohio; Dr. Louis J. Faerber, Head, Division of Education; began June 1953.</p>	<p>Bachelor's degree with recommendation by dean; 35 years of age or under; suitability for teaching as determined by an interviewing board.</p>	<p>For elementary teaching: Intensive summer session (12 credits) qualifies for paid teaching on emergency certificate. The remaining credits required for standard 4-year elementary certificate may be completed over a 3-year period while teaching.</p>
<p>University of Toledo, Toledo 6, Ohio; Dr. Lewie W. Burnett, Dean, College of Education; began fall 1956.</p>	<p>Bachelor's degree</p>	<p>For elementary teaching: 12-week intensive summer session including laboratory experience in Dayton public schools (12 credits) qualifies for paid teaching on temporary elementary certificate. Evening and Saturday morning sessions for 2 semesters (12 credits) and an additional 6-week summer session (6 credits) qualify for the standard 4-year provisional elementary teaching certificate. For elementary teaching: 1 semester or summer session on campus (12-15 sem. hrs.) followed by paid teaching in elementary school on temporary certificate under college supervision; courses taken evenings and/or during following semester or in summers to complete the 30-32 semester hours required for 4-year provisional elementary certificate.</p>

Programs that prepare mature women college graduates to meet State certification requirements for teaching—Continued

Institution; faculty member to consult; date program started—	Minimum qualifications for entrance	Nature of program
<i>Ohio—Continued</i>		
Western Reserve University, Cleveland 6, Ohio; Dr. Clifford L. Bush, Chairman, Department of Education; began April 1953.	Bachelor of arts degree with at least a "C plus" average; recommendation of a public school superintendent interested in employing candidate.	For elementary teaching: Completion of 2 summer sessions (6-week and 5-week) of required elementary education courses (12 sem. hrs.) qualifies for paid teaching on temporary certificate during which candidate continues late afternoon, evening, or summer courses until she has completed 33-semester-hour program and passed the master's comprehensive examination qualifying for master of arts in education and regular 4-year provisional teaching certificate.
Wittenberg College, Springfield, Ohio; Dr. W. C. Nystrom, Dean of the College; began 1953.	Bachelor of arts or science degree.	For elementary teaching: 12 semester hours of specified elementary education courses (taken in the summer by completing the 2 sessions offered each summer or in 34 weeks of night school) qualify for paid teaching on temporary certificate renewable annually if candidate takes 6 additional semester hours of work and is recommended by the superintendent of schools where employed. Completion of 30 semester hours required for full certification and B. S. in education if other institutional requirements are met.
Youngstown University, Youngstown 2, Ohio; Dr. George M. Wilcox, Head, Department of Education; began May 1952.	Bachelor's degree and usual personal and scholastic requirements for admission to Department of Education.	For elementary teaching: 12 semester hours of required courses, which may be taken in 1 semester, qualify for paid teaching on temporary certificate, renewable as candidate continues evening or summer classes and completes 30 semester hours required for standard 4-year provisional elementary certificate.
<i>Oregon</i>		
Eastern Oregon College of Education, La Grande, Oreg.; Dr. John M. Miller, Director of Education; began January 1956.	Bachelor's degree; no age requirement, but no one employed over 65.	For elementary teaching: 1 term or summer session (12 quarter hours including 3 in supervised teaching) qualifies for elementary emergency certificate valid for 4 years. Paid teaching thereafter while completing the 45 quarter credits or approxi-

<p>Oregon State College, Corvallis, Oreg.; Dr. Franklin R. Zeran, Dean, School of Education; began July 1, 1956.</p>	<p>Bachelor's degree and desire to teach in elementary schools in Oregon.</p>	<p>mately 3 terms (the exact number of necessary hours depends on undergraduate work) for standard elementary certificate. For elementary teaching: 12 quarter hours of specified courses in elementary teacher preparation including 3 quarter hours of elementary supervised teaching qualify for paid teaching on emergency elementary certificate. For a regular certificate, candidate must complete 12 or more (depending on undergraduate training) additional hours in education courses.</p>
<p>Southern Oregon College of Education, Ashland, Oreg.; Dr. Elmo N. Stevenson, President; began 1950.</p>	<p>Bachelor's degree.....</p>	<p>For elementary teaching: 1 summer session or 1 term of 12 quarter hours of specified elementary education courses qualifies for paid teaching on emergency certificate valid for 4 years, during which candidate can complete the additional 15 quarter hours required for standard elementary certificate.</p>
<p>University of Oregon, Eugene, Oreg.; Dr. Paul E. Kambly, School of Education; began September 1955.</p>	<p>Bachelor's degree.....</p>	<p>For elementary teaching: A 3-month term (17 quarter hours of elementary teacher preparation including specified work in child growth and development and methods of elementary education) leads to paid teaching on regular certificate.</p>
<p><i>Pennsylvania</i></p>		
<p>Temple University,** Philadelphia 22, Pa.; Dr. Joseph Butterweck, Director, Experimental Program in Teacher Education; began summer 1954.</p>	<p>Bachelor's degree without previous professional training in education; potentiality for success at teaching as assessed by examinations and interviews.</p>	<p>For secondary teaching: 6-week orientation course (7 credits) followed by a weekly seminar and paid teaching in junior or senior high school as a member of a team (whose other 2 or 3 members are experienced successful teachers who instruct same 3 or 4 groups of pupils in their respective fields). Team members meet 2 periods a week and also receive help from project supervisor. At end of third year, Pennsylvania College provisional certificate is granted as well as master's degree. Financed by Fund for the Advancement of Education which provides for evaluation through study of a control group of beginning teachers with usual preparation for certificate.</p>
<p><i>Rhode Island</i></p>		
<p>Rhode Island College of Education, Providence, R. I.; Dr. Fred J. Donovan, Vice President; began summer 1954.</p>	<p>Bachelor's degree with at least 2 years of liberal arts.</p>	<p>For elementary teaching: 1 summer session (6 sem. hrs.) and 1 full year (30 sem. hrs., including a semester—12 sem. hrs.—of student teaching on half pay) qualify for provisional elementary certificate valid for 3 years. A professional certificate valid for 5 years is issued following 3 years of successful experience on provisional certificate.</p>

**Cooperating colleges in Pennsylvania are: Albright, Reading, Pa.; Franklin and Marshall, Lancaster, Pa.; Lebanon Valley, Annville, Pa.; Muhlenberg, Allentown, Pa.; and Ursinus, Collegeville, Pa.

Programs that prepare mature women college graduates to meet State certification requirements for teaching—Continued

Institution; faculty member to consult; date program started—	Minimum qualifications for entrance	Nature of program
<p align="center"><i>Utah</i></p> <p>University of Utah, Salt Lake City, Utah; Dr. Sam McLaughlin, Head, Department of Elementary Education; began summer 1956.</p>	<p>Bachelor's degree with superior undergraduate record; suitability for teaching.</p>	<p>For elementary teaching: 3 quarters of work, beginning in summer or autumn quarter and including student teaching in third quarter supply the 49 quarter hours needed for standard elementary certificate. Classes scheduled late afternoons, evenings, and Saturdays to make it possible for housewives and those employed in business to attend.</p>
<p align="center"><i>Vermont</i></p> <p>University of Vermont, Burlington, Vt.; Dr. Earl A. Koile, Director, Summer Session; began 1951.</p>	<p>Bachelor's degree.....</p>	<p>For elementary teaching: 6-week summer program earning 3 semester hours credit, qualifies for provisional certificate, valid for 1 year. Candidate is expected to continue work toward standard certificate, the amount of which depends on past experience. Concurrent enrollment in Developmental Reading, 3 semester hours credit, is required.</p>
<p align="center"><i>Virginia</i></p> <p>Hampton Institute, Hampton, Va.; Dr. William H. Martin, Dean of Faculty; began September 1956.</p>	<p>Bachelor's degree with major in field in which candidate wishes to teach and 70 hours in other fields appropriately distributed; undergraduate cumulative average of at least "C plus."</p>	<p>For elementary and secondary teaching: 2 semesters, consisting of a coordinated study of phases of teacher education, planned to meet specific needs of candidates to prepare them for certification in the State in which they plan to teach and for M. A. in education. Financial assistance provided during the initial experimental phase of the program by the Fund for the Advancement of Education.</p>

Washington

Gonzaga University, Spokane, Wash.;
Rev. John P. Leary, S. J., Dean of
Education; began January 1956.

Bachelor's degree or the equivalent
of 4-year college status.

For elementary teaching: 5 weeks (6 sem. credits) of concentrated
class work followed by 9 weeks of practice teaching and one
month of study (6 sem. credits) followed by 6 credit hours of
summer work qualify for paid teaching on a provisional general
certificate, renewable for 4 years if teaching is satisfactory and
work is continued to complete 20 additional hours required for
standard general certificate.

Whitworth College, Spokane, Wash.;
Dr. John A. LaCoste, Chairman,
Department of Education; began
February 1956.

Bachelor's degree with a mini-
mum of 16 hours in 2 subject
areas commonly taught in ele-
mentary schools; 28-48 years of
age; interested in public school
teaching position.

For elementary and secondary teaching: Candidate takes 11
semester hours classwork followed by 6 weeks (6 sem. hrs.) of
student teaching; then is a paid teacher on a temporary certifi-
cate for 1 year. An additional 9 semester hours in summer
school qualify for provisional general certificate, renewable for
4 years if teaching is satisfactory and she continues work for
standard general certificate which requires 20 additional se-
mester hours and 1 year of service on provisional certificate.
During teacher shortage, college pays one-half the tuition up
to \$100 for candidates who will teach in public schools in
Washington.

Wyoming

University of Wyoming, Laramie,
Wyo.; Dr. Harlan Bryant, Dean,
College of Education; began—date
not available.

Bachelor's degree

For elementary and secondary teaching: Summer session (10
sem. hrs.) qualifies for paid teaching on provisional certificate.
Extension courses make it possible to complete the 20 semester
hours of course work usually required for full certification.
Additional courses sometimes necessary to make up under-
graduate deficiencies.

