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Howard Denman Forbes

Kansas State Teachers College of Pittsburg

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AN EXAMINATION OF THE PROFESSIONAL EDUCATION
PROGRAM FOR ELEMENTARY TEACHERS AT
KANSAS STATE TEACHERS COLLEGE
PITTSBURG, KANSAS

A Thesis Submitted to the Graduate Division in Partial
Fulfillment of the Requirements for the
Degree of Master of Science

PORTER LIBRARY

By
Howard Denman Forbes

02784165

KANSAS STATE TEACHERS COLLEGE
Pittsburg, Kansas
May, 1949

WITHDRAWN

ACKNOWLEDGMENTS

The writer wishes to extend his thanks to those people who so kindly gave their time and energy to completing questionnaires for this study.

The writer sincerely appreciates the helpful criticism and aid given to him by Dr. Jane M. Carroll.

For the assistance, criticism, and guidance given the writer during the past year by Dr. William A. Black, sincere gratitude is expressed.

To Dr. Ernest M. Anderson whose philosophy of education and of life has been a guide and a goal toward which to strive.

To his wife, C. Jackalin Forbes, without whose assistance and persistent encouragement this study would not have been the same, the writer expresses voracious appreciation.

And to Cynthia Dianne, age one year, without whose inquisitive assistance this study would have progressed more rapidly.

H. D. F.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	1
Value and Need of Study	2
Related Studies	5
Procedure	9
Definitions and Limitations	10
II. THE ELEMENTARY TEACHER EDUCATION PROGRAM ..	14
General Objectives	14
General Education Requirements	15
Professional Education Requirements ...	18
Suggested Professional Education	
Courses	19
Elective Education and Psychology	
Courses	21
Plans for Improvement	26
III. SOME SUCCESSFUL TEACHER EDUCATION PROGRAMS.	28
Introduction	28
General Education	29
Professional Education	32
Summary	38
IV. PRESENTATION OF GRADUATES' OPINIONS	39
Introduction	39
Professional Education Courses.....	39
Extra-class Activities	59
General Education	60
Suggested Changes	60
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS..	64
Summary and Conclusions	64
Recommendations	64
BIBLIOGRAPHY	69
APPENDIX	74

ABSTRACT

The purpose of this study was to determine the improvements needed in the professional education curricula for elementary teachers at Kansas State Teachers College, Pittsburg, Kansas.

The organization of the thesis is as follows:

1. The present teacher education curricula for elementary education majors at Kansas State Teachers College were presented. This material was obtained from the institution's information bulletin and from personal interviews with the Head of the Department of Education and Psychology.

2. Summaries of some of the successful teacher education programs that have appeared in recent literature were presented in conjunction with qualitative standards for accreditation that have recently been promulgated by national accrediting associations.

3. Questionnaires were sent to 114 persons who had been graduated from K. S. T. C. since 1940. The questionnaire requested the respondents to:

- a. Evaluate the education and psychology course offerings in the light of their value to an elementary teacher.

- b. List the courses or experiences that had contributed the most to their effectiveness as an elementary teacher.

- c. List the courses that were a waste of time and effort.

- d. List the amount of time that should be spent in supervised teaching as well as the level at which the teaching should be done.

- e. State to what extent the methods and supervised teaching courses should be integrated.

- f. Give their opinions as to the feasibility of requiring an internship.

- g. What extent student teachers should be allowed to determine the curricular content of the classes they teach.

- h. State how supervised teaching could have been made more valuable to them.

i. List their feeling in respect to requiring supervised teachers to participate in various community and out-of-class activities with the children and adults of the school district.

j. State the approximate amount of time elementary education majors should spend in general education.

k. List the experiences that they felt that they should have had at K. S. T. C.

l. List the changes that should be made in the professional education curricula for elementary teachers.

m. List the services K. S. T. C. could still render them as elementary teachers.

The findings which seemed to be the most significant were:

1. There is not adequate guidance and counseling of beginning students.

2. There are professional education courses that are considered to be of questionable value because they offer only vicarious experiences. These courses seem to overlap too much and are lacking in "carry-over" value.

3. Although considered very valuable, the observation and participation and supervised teaching courses seemingly do not provide adequate opportunities for some students. They do not offer work that permits the student to realize an over-all view of the entire day. The enrollment is such that students do not receive enough preparation in teaching as many subjects, grades, and days as they would like. Some students stated that they had taught small groups of children instead of carrying on regular classwork. Students are limited, too, in teaching art and music.

4. The graduates reported that their responsibilities to other courses detracted from the amount of time they could spend in extra-class activities at Horace Mann.

5. There is a need for more opportunities for supervised teachers to meet parents and study the needs of individual pupils in view of the various socio-economic backgrounds.

6. The graduates voice the opinion that a good program of internship would promote the entire profession by realizing better teachers for the future.

7. There are some graduates who stated that a more adequate program for experienced teachers should be offered.

8. It is the desire of some of the respondents to have the staff of the Education Department publish information bulletins that would assist Pittsburg, Kansas State Teachers College graduates in keeping abreast of happenings in the profession.

9. The statement was made by some respondents that Kansas State Teachers College, Pittsburg graduates on the whole are better prepared than other teachers with whom they have come in contact.

For the purpose of improving the professional education curricula for elementary teachers at Kansas State Teachers College, Pittsburg, Kansas, the following recommendations were made:

1. An adequate selection and recruitment program should be inaugurated.

2. More time should be spent in counseling beginning students.

3. The faculty of the education department should be increased and strengthened in order to more adequately guide and direct the activities and experiences of future teachers.

4. There should be increased effort to provide more visits, field trips, and excursions to all types of community activities, and to industrial, religious, penal, and mental institutions.

5. Attempts should be made to eliminate, as much as possible, the overlapping that occurs in some professional education courses.

6. Consideration should be given to presentation of materials in theory courses that are more applicable to classroom situations.

7. The Education Department should continue its effort to offer more workshops and seminars.

8. Curricular offerings should be as adequate during the summer sessions as they are during the regular semesters.

9. Students should be enrolled in professional education courses during every semester of the entire college enrollment.

10. An introductory course representing more time and study than the present one, should be offered during the preparatory program which would represent one semester of work. This course should cover three areas: child growth and development; techniques of instruction; and observation; and should credit 15 college semester hours. Study should be made in the first two areas while observing the best practices being used with children of the same chronological age group.

11. A supervised teaching program for seniors should be inaugurated that would require one full semester of work and carry 15 semester hours credit. This should permit study of children on at least three grade levels and, the student should be expected to be responsible for all of the activities of that class. For those persons whom the supervisors should deem incompetent to take complete charge of the class, an incomplete for the course should be registered just as it would be in any other course in which the assignments were not met.

12. An internship cooperatively set up by the College, and various public school systems in this area, should be the fifth year of preparation for teaching in an elementary school. The supervisors under whom the interns would work, however, should be master teachers and under the direction of the College.

13. The Education and Psychology Department of Kansas State Teachers College, Pittsburg should publish semi-annually, an information bulletin that would assist its graduates in keeping abreast of trends in the profession.

LIST OF TABLES

TABLE	PAGE
I. Education Courses as Rated By Graduates in Order of Their Value	41
II. Psychology Courses as Rated By Graduates in Order of Their Value	43
III. The Ten Most Valuable Courses	45
IV. The Ten Least Valued Courses	46
V. The Amount of Time to be Spent in Supervised Teaching	49
VI. The Grade Level at Which Supervised Teaching Should Be Done	51
VII. The Number of Subjects in Which Super- vised Teaching Should Be Done	54
VIII. Suggestions For Improving Supervised Teaching	57
IX. Suggestions for Improving the Professional Education Curricula	61
X. What Could K. S. T. C. Still Do For You as an Elementary Teacher?	62

LIST OF FIGURES

FIGURE	PAGE
1. Leading Curriculum Plans	12
2. Campus Plan at Kansas State Teachers College, Pittsburg, Kansas	23
3. Plan of First Floor of Horace Mann	24
4. Plan of Second Floor of Horace Mann	25

CHAPTER I

INTRODUCTION

The Problem

This study is an attempt to determine, what improvements can and should be made in the professional education program for elementary teachers at Kansas State Teachers College, Pittsburg. A questionnaire was sent to elementary teachers who had met all the requirements for an elementary education major and had been graduated from Kansas State Teachers College during the past eight years (1940-1948), to determine what, in their opinion, should be added to or taken from the present curriculum to more adequately meet the needs of the school systems and pupils in the area in which the college serves.

An examination of the current literature will also be made to present the ideal teacher education program as it exists in the writings of the leaders in the field of elementary teacher education.

As a result of having compared the existing program, the ideal program, and the results from the questionnaire, the writer will attempt to make suggestions that could realize a more adequate elementary teacher education program.

To realize better citizens and better schools for tomorrow, we must have better prepared teachers. And to

accomplish this goal, we must have more ideal teacher education institutions which present curricular offerings that are more functional or practical to its students.

Through the opinions of teachers who have been graduated, we can, to a certain degree, determine the strengths and weaknesses of the present professional education program for elementary teachers, and, from these opinions, curricular changes could be brought about that would realize a higher degree of effectiveness in the professional education of elementary teachers at Kansas State Teachers College, Pittsburg.

Value and Need of Study

The National Education Association voices the sentiment of the profession as being favorable to four years of preparation beyond the secondary school as the minimum length of preparation required for elementary teachers.¹ In nearly every professional group meeting in the last few years, a great deal has been said about the need for better prepared teachers and the methods for improving the work of teachers in service. Dr. John Studebaker recently stated that:

We have today too many amateurs trying to carry on a complicated professional process with our most precious resource - the millions of children and young people. A high degree of excellence in teaching is

¹National Education Association, Addresses and Proceedings, LXXXVI, 347.

necessary in this day of crucial problems which are world-wide in their complications.²

Perhaps at no time has there been a keener interest in the preparation of elementary teachers than there is today. There is not only a growing demand that teachers of young children have four years of college preparation, but also that their college experiences be such that they will equip the teacher for guidance of children during the most formative years. It is further expected that the education of teachers shall prepare them for active social participation and leadership and provide a broad, cultural background.

Some states have adopted a four year program as their minimum legal requirement for the certification of elementary teachers.³ Other states have planned to meet this standard within the next few years. In states with lesser requirements, local school systems are requiring four years of preparation for all newly employed teachers. In many instances, these cities are requiring that all teachers in the system meet the new standards by a specified date.

The interest in the education of elementary teachers may be attributed to several causes, among which the following are undoubtedly important: (1) the realization of the importance of a more adequate, functional education during

²Benjamin Fine, Our Children Are Cheated. p. 225.

³R. C. Woolner and M. Aurilla Wood, Requirements for Certification of Teachers and Administrators.

childhood; (2) the newer theories of learning have replaced the older ones in both elementary education and teacher education; (3) the increased number of children enrolling in our schools at the present time. The demand for a different kind of education is shown by the following statement:

Obviously there are no set or exact facilities that would be equally desirable for all professional schools for teachers. The number of college students to be served, the specific curriculum designed, the nature and availability of educational resources in the given community, are factors that condition decisions regarding the scope and nature of needed laboratory facilities.⁴

Newlon expressed the opinion that every system of education is relative to the culture that sustains it. He further states:

The educational needs of our country are different today from what they were one hundred and fifty years ago, much more complex and much more extensive. The great educational necessity of today is for a democratic theory and program of education suitable to the needs of our time. Such a conception to be of any value, must take account of all the realities in the current social situation.⁵

Along with the shifting of the objectives upon which teacher preparation has been based, has come the questioning of the older theories of learning. Neither the education through apprenticeship nor the notion that a teacher with a well disciplined mind can somehow work out his own teaching-

⁴J. G. Flowers, "Recommended Standards Governing Professional Laboratory Experiences and Student Teaching" (The American Association of Colleges for Teacher Education), p. 96.

⁵J. H. Newlon, Education for Democracy in Our Time. p. 16.

learning methods, can now satisfy those interested in the preparation of teachers.

The enormous increase in birth rate in the United States during the war years is now being felt by the elementary schools throughout the nation. Accompanied with this increased influx of children are many new problems in which the demand for not only more but better prepared teachers is not the least.

Out of this new interest, have come many suggestions for the college preparation of elementary teachers. These suggestions are so varied that they may even confuse the reader who approaches them with background and experience.

To keep pace with the program of the profession, it requires that educators throughout the nation must familiarize themselves with the basic philosophies of elementary education so that the movement may realize intelligent inauguration into our school systems and teacher education institutions, and that the program will, through better prepared teachers, be reflected in the citizenry of tomorrow.

Related Studies

Perfection cannot be improved upon! However, in the field of education no anxiety need be felt; for in a dynamic society such as ours, perfection cannot be reached. Nevertheless, we should at least acquaint ourselves with the more ideal teacher education programs as they are reported in recent educational literature.

Many good books and recent periodicals were found, read, and appreciated by the author while obtaining a background for this study. Since there were too many good studies to acknowledge all of them here, we have limited this section to the three Doctor's dissertations and one Master's thesis which the author acquired through inter-library loans, and the study made by the Commission on Teacher Education that was appointed by the American Council on Education. Some of the other pertinent literature, for the readers convenience, is listed in the annotated bibliography.

A highly publicized dissertation is one that was written by Walter W. Isle at Leland Stanford University. This dissertation was a follow up study of 2,372 graduates of Stanford University. By questionnaire, Dr. Isle attempted to obtain opinions on all aspects of Stanford's teacher education procedures. The questionnaire was given nine major sub-headings as follows:⁶

1. General Considerations
2. Courses, Procedures, and Services
3. Appraisal of Attitudes and Indirect Influences
4. General Education
5. Placement
6. Growth and Promotion
7. Professional and Academic Backgrounds
8. Activities and Responsibilities
9. How do Stanford Trained Teachers Keep Alive and Up-To-Date?

Form "b" of the questionnaire was sent to the employers of the graduates. This questionnaire interrogated the employer

⁶W. W. Isle, "The Stanford University Follow-up Inquiry" (unpublished doctor's dissertation, Leland Stanford Jr. University, 1942). Appendix.

concerning the graduates' strengths and weaknesses.

The more important suggestions arising from this study as stated by the author were in regard to the student teaching program which the graduates thought should be longer, more thorough, and more realistic in view of the areas served by the school.

Howell, in his Master's thesis at Peabody College, concluded that there is a great deal of overlapping between education and psychology courses. He stated in his abstract that his more significant findings were:

1. The best teaching had been done in reading, arithmetic, geography, and history.
2. The biggest problems encountered by graduates were discipline, adjusting to the grade level, teaching the retarded, and motivation.
3. The Demonstration School should be used more in connection with education and psychology courses.
4. An additional courses in grammar is needed.
5. More emphasis should be given to remedial instruction.
6. The students should be required to observe more in the Demonstration School.
7. The unit method of teaching should receive more time and emphasis.⁷

Annie Bell Ray's dissertation⁸ is a compilation of the philosophies of leading authorities of existing teacher education programs throughout the United States. This dissertation represents a vast amount of time and energy spent in library research.

⁷J. T. Howell, "The Evaluation of the Training Program at Appalachian State Teachers College" (unpublished master's thesis, George Peabody College, 1938.) Abstract.

⁸Annie B. Ray, "College Experiences Recommended for the Training of Elementary School Teachers" (unpublished doctor's dissertation, George Peabody College, 1940).

Another dissertation that the writer obtained was entitled "Some Underlying Principles of Elementary Education." This study has been made by listing some fundamental principles of teacher education of which the "jurors" checked various items as the most appropriate in keeping with their philosophies. Following is a list of some of the suggestions which were agreed upon by over seventy-five percent of the jurors:

1. The various phases of teacher education curriculum should run concurrently through the preparatory period.
2. Student teaching should be done with a master teacher.
3. Experienced teachers in training can profit by student teaching.
4. Apprentice training and internship should be required before certification.
5. Subject matter teachers are scarcely qualified to teach methods.
6. More time should be given to methods.
7. Too much emphasis on subject matter will make the elementary teacher a subject matter teacher.⁹

The Commission on Teacher Education which was appointed by the American Council on Education has published numerous reports since its conception in 1938. Its study has been extensive, reporting on nearly thirty of the more ideal teacher education programs in the United States. Some of the important conclusions that were found in the Commission's final report are:

1. Teachers adequate for our times cannot be prepared in less than four collegiate years.

⁹C. L. Murray, "Some Underlying Principles of Elementary Education," (unpublished doctor's dissertation, Indiana University, 1940), Appendix p. 9-12.

2. The study of human growth and development, particularly during childhood and adolescence, should constitute one of the basic elements in the professional preparation of teachers.

3. The organization of general education and of the professional part of the preparatory program into relatively large blocks of time, with a constant effort to increase integration, continuity, and flexibility, is more likely to prove effective than the use of a large number of separate specialized short courses.

4. Student teaching should provide opportunities not merely to carry on instruction but also to become acquainted with the children, the staff, the life, and the problems of the whole school in which the experience is had.

5. The entire program of teacher preparation, including extra-curricular experiences should be designed to facilitate the balanced growth of the prospective teacher as a whole person.¹⁰

Procedure

Letters requesting cooperation with the writer in this study were sent by Dr. William A. Black, Head of the Department of Education and Psychology, Kansas State Teachers College, Pittsburg, Kansas to elementary teachers who fell within the limits of the study.¹¹ In each letter was contained a postal card¹² that everyone was requested to return with either a negative or affirmative reply. Only upon receiving an affirmative reply did the writer send out a questionnaire.¹³

¹⁰Commission on Teacher Education, The Improvement of Teacher Education. p. 113 ff.

¹¹See Appendix, p. 82.

¹²See Appendix, p. 83.

¹³See Appendix, p. 84.

Appreciation must be expressed for those persons in the Placement Bureau of the College who have contributed to the records which facilitated the writer's work. From the foregoing records, the writer obtained the names and addresses of the teachers to whom questionnaires were sent. Dr. Jane Carroll, Professor of Elementary Education and Principal of Horace Mann Elementary School, gave the writer access to her files which also assisted in compiling the list of teachers who fell within the limits of this study.

There were teachers to whom questionnaires would have been sent if they had remained in closer contact with the college, by providing statistics such as their position and their address. Because of this lack of information, nearly two hundred persons, otherwise eligible, were eliminated from this study.

Definitions and Limitations

In delimiting this study, a critical and perhaps even a rather arbitrary definition must be given of the title.

The word "Examination" shall generally be considered as the writer's attempt to appraise, through the use of questionnaires received, the professional education curricula for elementary teachers as they now exist at Kansas State Teachers College, Pittsburg, Kansas.

The study shall be limited to those experiences that make up the undergraduate program in elementary education which leads to a Bachelor of Science in Education degree.

This phase of the education of teachers is usually referred to as the pre-service education. However, realizing that many of the elementary education students of Kansas State Teachers College, Pittsburg, do not complete a degree before teaching, we must use other definitive terms. This thesis will attempt to appraise those undergraduate experiences that are deemed as prerequisite to working with children in a teaching-learning-guiding situation. It is further limited to primarily include the theoretical and practical application of educational and psychological laws that are pertinent to classroom and extra-class activities with children.

Many of the leaders in the field of teacher education feel that there should be better integration of professional courses for teachers. This shows itself particularly in the various attempts to schedule theory courses and supervised teaching in successive enrollments while other schools have listed the courses to be taken concurrently.

Many of the leaders in the field of education disagree as to the time when general education and professional education should appear in the teacher education curriculum. Three of the leading plans are illustrated by the following diagrams.

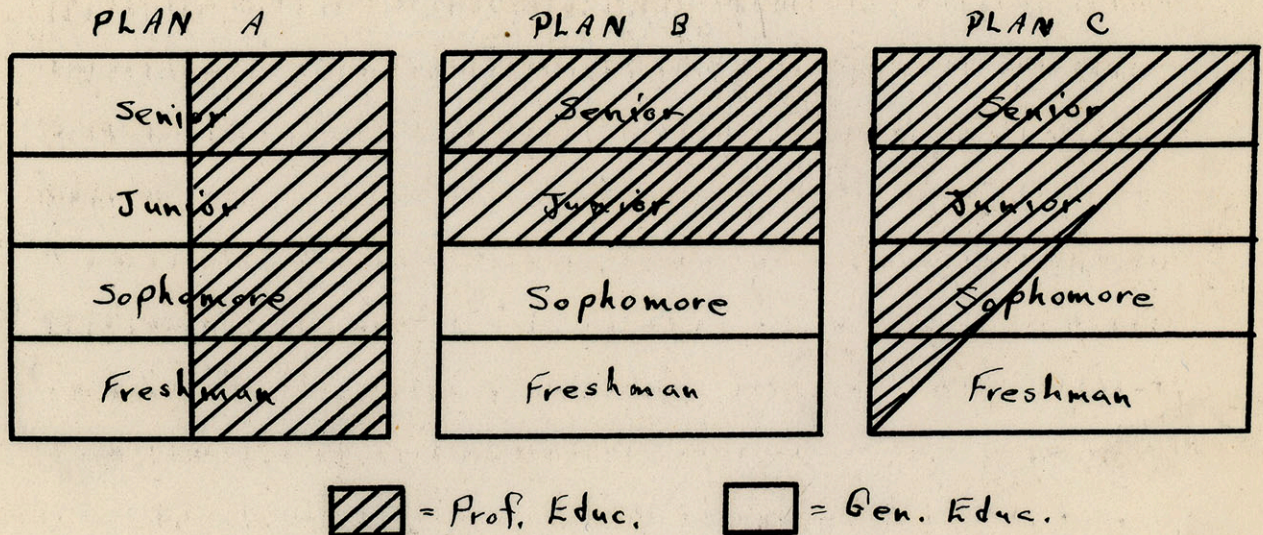


Figure 1. Leading Curriculum Plans.

The primary objective of this study, however, is not to determine when it should be given, but what should be experienced by the future elementary teacher of this area so as to be more effective in meeting the needs of her pupils.

Hereafter, the word "College" when capitalized shall refer specifically to Kansas State Teachers College, Pittsburg, Kansas.

The recent literature in the field of education uses the terms practice teaching, directed teaching, supervised teaching, cadet teaching, and student teaching. Throughout this study, the term "supervised teaching" will be used to denote the act of taking part as a teacher, in a school

set up for preparing teachers, while still a regular student at a college. The term "supervised teacher" shall denote those involved in supervised teaching.

Hereafter, the phrase "Horace Mann" or "Horace Mann Elementary School" shall refer to the elementary school on the Kansas State Teachers College campus which provides opportunities for college students to engage in supervised teaching.

CHAPTER II

THE ELEMENTARY TEACHER EDUCATION PROGRAM

General Objectives

To submit to the reader, a general outline of the elementary teacher education program at the College, it seems fitting and proper that we should begin by presenting the General Objectives of Teacher Education as stated in the catalogue:

1. Understanding the origin, nature, and development of human beings and the conditions under which they learn.
2. Knowledge of the objectives of education and the manner in which they have evolved from our philosophy of education and life.
3. A broad, cultural background covering the major areas of human thought and endeavor, enriched by varied experiences on the part of the learner.
4. Scholarly mastery of the field taught and ability to use methods of critical inquiry to make new discoveries in the field and to further the students own growth.
5. A well-rounded and integrated personality adapted to teaching and worthy of admiration by others.
6. Mastery of professional knowledge, skills, attitudes, and ideals necessary to make the desired educational changes in students, accompanied by the desire and the ability to do the task.
7. Understanding of school organization, administration and supervision, and the capacities and willingness to work ethically and cooperatively with others in the school and community.

8. The preparation of prospective teachers to meet the needs of the area in which they work and to assume an active role in the promotion and perpetuation of our American form of society.¹

In all probability there is no one who would assume that any of these foregoing objectives could be met by a single course or activity. Each of these objectives require various courses as well as social experiences which are in that area of endeavor if the degree of efficiency that is suggested by them is to be attained. Indeed, it would be difficult to take an atomistic attitude toward any teacher education program by attempting to determine the exact importance of a single experience. These objectives are interacting and to meet one, it is inconceivable that another would not be, at least partially, fulfilled.

The last objective should be a result of meeting all other objectives. This eighth objective should probably be of prime importance and for that reason, has been treated as such in this investigation.

General Education Requirements

The writer realizes that some general education requirements will bring about the acquisition of knowledge and maturity that could be considered professional in nature. Some courses meeting general education requirements may be

¹K.S.T.C., "Annual Catalogue, 1948-49." (Kansas State Teachers College Bulletin), XLIV, No. 3, Jan. 1, 1948, Pittsburg, Kansas), p. 29.

professional for one person while being in another's opinion, a loss of time and effort. Because of the professional nature of some courses that fulfill general education requirements at the College, that phase of the degree program and its requirements are presented.

1. Sixty hours of General Education including at least five semester hours in each of two fields within Divisions I, II, and III.

Division I
Field A:
 Rhetoric
 Speech
 Journalism
Field B:
 Literature
Field C:
 Foreign Languages
Field D:
 Fine Arts

Division II
Field A:
 Mathematics
Field B:
 Biological Science
Field C:
 Physical Science

Division III
Field A:
 History
Field B:
 Economics
 Geography
 Political Science
 Sociology
Field C:
 Philosophy
 Psychology

Division IV
 Professional:
 Agriculture
 Art
 Commerce
 Education
 Home Economics
 Industrial and Vocational Education
 Music
 Physical Education

The general courses designed to meet the field requirements are as follows:

Division I
Field A: Rhetoric I and II, six semester hours.
Field B: Introduction to Literature, 61 and 62, six semester hours.
Field C: Introduction to Fine Arts, 90b and 90c, five semester hours.

Division II
Field A: General Mathematics 10, five semester hours.

Field B: General Biology, 5, five hours.
Field C: Fundamentals of Physical Science 61,
 five semester hours.

Division III

Field A: History of Civilization 20 and 21,
 six semester hours.
Field B: Introduction to Social Science 30,
 five semester hours.

Basic courses in a given field may be taken in lieu of general courses by the student who takes a major or minor in the field or whose curriculum includes basic courses in that field. Students who enter with advanced standing may offer credit in basic courses previously completed in lieu of general courses to meet the field requirements.²

Elementary education majors should complete thirty hours in education and also two 15 hour minors from the following list. However, it is permissible and even suggested that minors of a more general nature be completed,

Art	Industrial and Vocational
Agriculture	Education
Biology	Library Science
Commerce	Mathematics
English	Music
Foreign Languages	Physical Education
Geography	Physical Sciences
History	Psychology and Philosophy
Home Economics	Social Science
	Speech ³

All students must complete a course in hygiene and four physical education courses or their equivalent.⁴ And, elementary education majors should also complete courses in speech, geography, and either art or music.⁵

²Ibid., p. 73.

³Ibid., p. 74.

⁴Ibid., p. 66.

⁵Ibid., p. 77.

Professional Education Requirements

Following is an annotated list of the courses that are required in the various elementary curricula as they are listed in the catalogue. No one curriculum, however, requires all of these courses.

Introduction to Education. Introduces the student to the study of education. It does for Education what General Science does for the latter study of specialized subjects in science....

Elementary Education. This course....includes a study of the activities of children, based upon their interests and experiences; a study of materials of instruction, and of the techniques of teaching to be used.

Childrens' Literature. A study of literature for children as a basis for the appreciation, selection and presentation of the most suitable stories for the kindergarten and elementary grades.

Supervised Teaching.

Educational Measurements. The improvement of learning through diagnostic testing and remedial teaching for elementary teachers....Treats of the need for standardized measurements in education;....selection, giving and scoring of tests....

Elementary School Administration. Aims and objectives of elementary education; duties and qualifications of the elementary school staff;....development of desirable relationships between school and community.

Curriculum Construction. The evolution of curriculum, reasons for revision, aims and objective, techniques, criteria for the selection of content, and staff organization for production and installation.

School Supervision. Designed for supervisors and administrators. Deals with the philosophy, organization and administration of both the elementary and secondary schools. Stresses the various techniques for the improvement of teaching.

General Psychology. Provides a scientific basis for courses in secondary education and an introduction to the field of psychology.

Child Psychology. The most important facts and principles of the mental and physical growth of the child, the psychological laws that govern child behavior, and child guidance.

Educational Psychology. Native equipment, psychological principles involved in learning, the best means in presenting subject-matter, and the importance of adapting materials and methods to the mental level of the child.⁶

Suggested Professional Education Courses

There are some courses offered that seemingly have more significance than others. The writer is referring to those courses that are not required in any of the curricula but are suggested as electives by faculty advisers. Some of these "suggested-elective" courses are listed in divisions with the stipulations that each student should elect one course from each division. Apparently the education department feels that the following courses are possibly more important than some other elective courses.

Adolescent Psychology. Psychological principles governing the interests and needs of pre-adolescent and adolescent boys and girls, with the methods of giving proper guidance.

Educational Sociology. Social principles used in teaching. An attempt, first, to understand such groups as the family, gang, community, church, lodge, and nation; and second, to apply that understanding to such school problems as our educational objectives, curriculum, guidance, methods, discipline and moral education.

History of Education. Movements and influences that have brought out the present ideals and practices in education in the United States, with emphasis on current problems.

⁶Ibid., 118 ff.

Guidance of Children in the Elementary School. Emphasis is placed upon the functions of guidance in relation to children's needs, the principles and techniques of guidance, the functions of different guidance workers, and an analysis of representative programs of guidance in the elementary school.⁷

Elective Education and Psychology Courses

There are numerous courses in the Department of Education and Psychology that have not been previously listed. Undoubtedly many of these could be considered as being of considerable value to some elementary teachers, while others possibly, would have less significance. However, since the courses are offered, we will present them to the reader with annotations just as they appear in the catalogue.

Teaching the Social Studies Unit. Designed to acquaint teachers with the teaching of the Social Studies Units in Kansas.

Principles of Education. Development and use of fundamental principles in relation to the every day problems of the school.

Techniques of Instruction. Fundamental principles on which correct methods in general are followed, conditions under which desirable and economical learning takes place, objectives to be reached through different subjects, various important types of method and lesson planning.

Visual Education. Study of various visual aids with emphasis on evaluation, and techniques of educational use.

Problems in the Teaching of Reading. The course is concerned with the fundamental principles and problems of teaching and improving reading in the elementary and secondary schools.

Scientific Foundations of Education. A study of the contributions and implications of scientific investigations in education.

⁷Ibid.

Philosophy of Education. The fundamental processes of education from the standpoint of philosophy and history of education.

Psychology of Exceptional Children. The psychology of retarded and gifted children and their educational treatment.

Mental Tests. The nature, application, and interpretation of mental tests and the administration of various kinds of tests with particular emphasis on the Stanford-Binet Test of Intelligence.

Abnormal Psychology. A study of the characteristic features of various types of mental abnormalities and methods of diagnosing and treating them.

Social Psychology. Origin and evolution of mental attitudes of the community, the psychology of suggestion, limitation, fashion, convention, custom, fads, crazes, and public opinion.

Mental Hygiene. Psychological laws underlying mental health and prevention of mental diseases.

Psychology of Personality and Character Building. The psychological laws underlying the formation of personality and character; practical application to problems of the home, school, and church.⁶

Horace Mann School

The Horace Mann Elementary Laboratory School offers work with children to the students at the College. Many out-of-class activities in which the students take part are undoubtedly a valuable asset to those who are preparing to be teachers. Some of the activities are the recreational periods, the library hour, annual operettas, pupil-presented assembly programs, room parties, boy and girl Scouts, and the lunch period at the cafeteria.

⁶Ibid.

Horace Mann is accessible in that it is located on the northern part of the campus.⁹ This allows a student to be enrolled for supervised teaching as well as other courses in the same semester without undue loss of time in traveling to and from the laboratory school. This is not true in many colleges.

To further emphasize the advantages of Horace Mann, we must consider the enrollment. The pupils attending Horace Mann present a cross-sectional picture of socio-economic levels. Horace Mann Elementary School has an assigned district which is supervised and entirely supported by the college. Although pupils in the district are not required to attend the laboratory school, most of them do attend. There are pupils who come from all parts of the city of Pittsburg, and from Arma and Frontenac; thus Horace Mann has a distribution of socio-economic levels that is more typical than most laboratory schools.

Horace Mann, built in 1927, is a modern, up-to-date building. It is built on the unit plan with a suite of three rooms assigned to each grade level.¹⁰ This plan permits small groups to carry on special projects in the work rooms, and also gives the supervised teachers opportunities to work with a larger group in the assembly room. As can be seen from the floor plan, Horace Mann is also

⁹See Figure 2.

¹⁰See Figures 3 and 4.

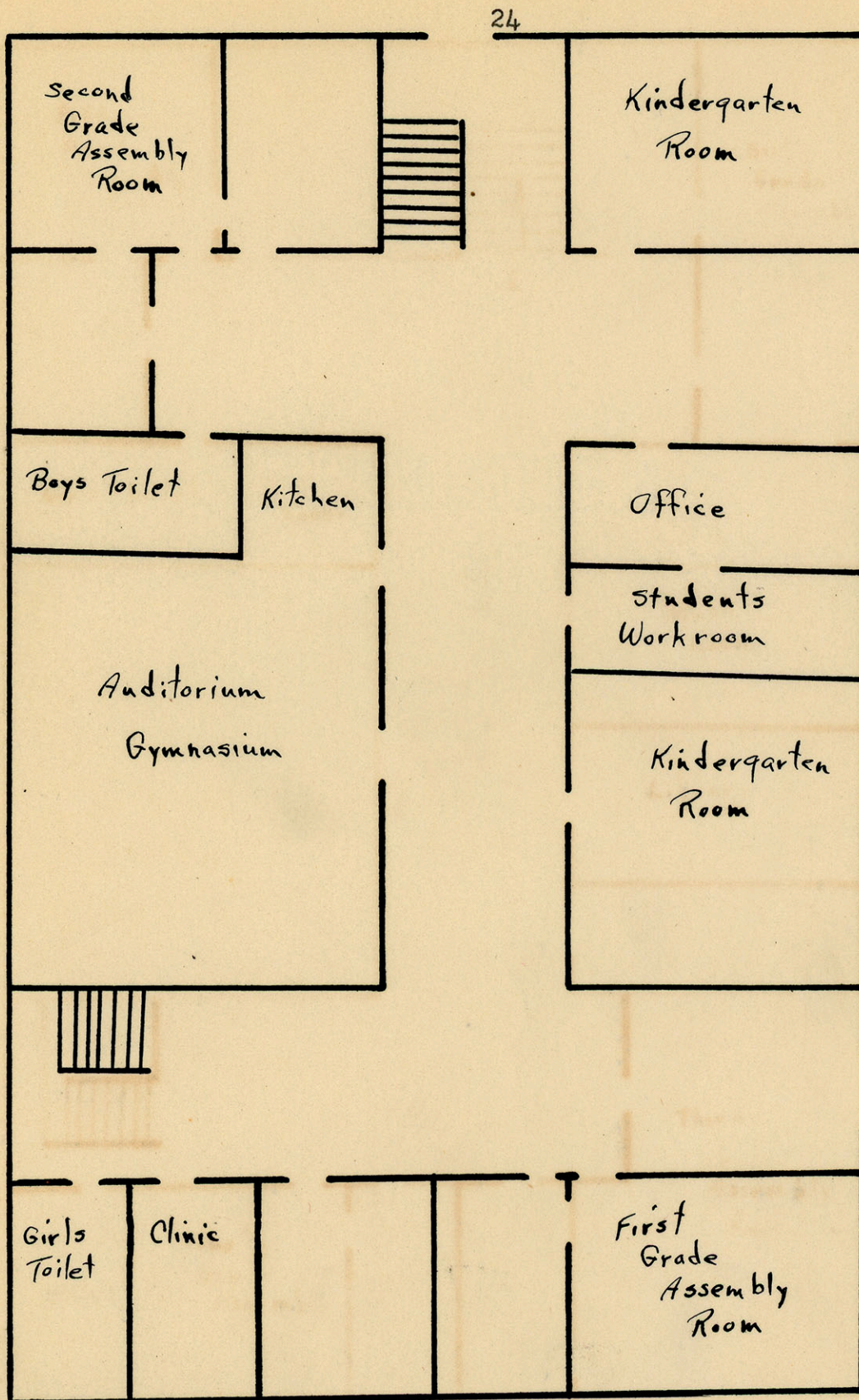


Figure 3. Plan of First Floor of Horace Mann

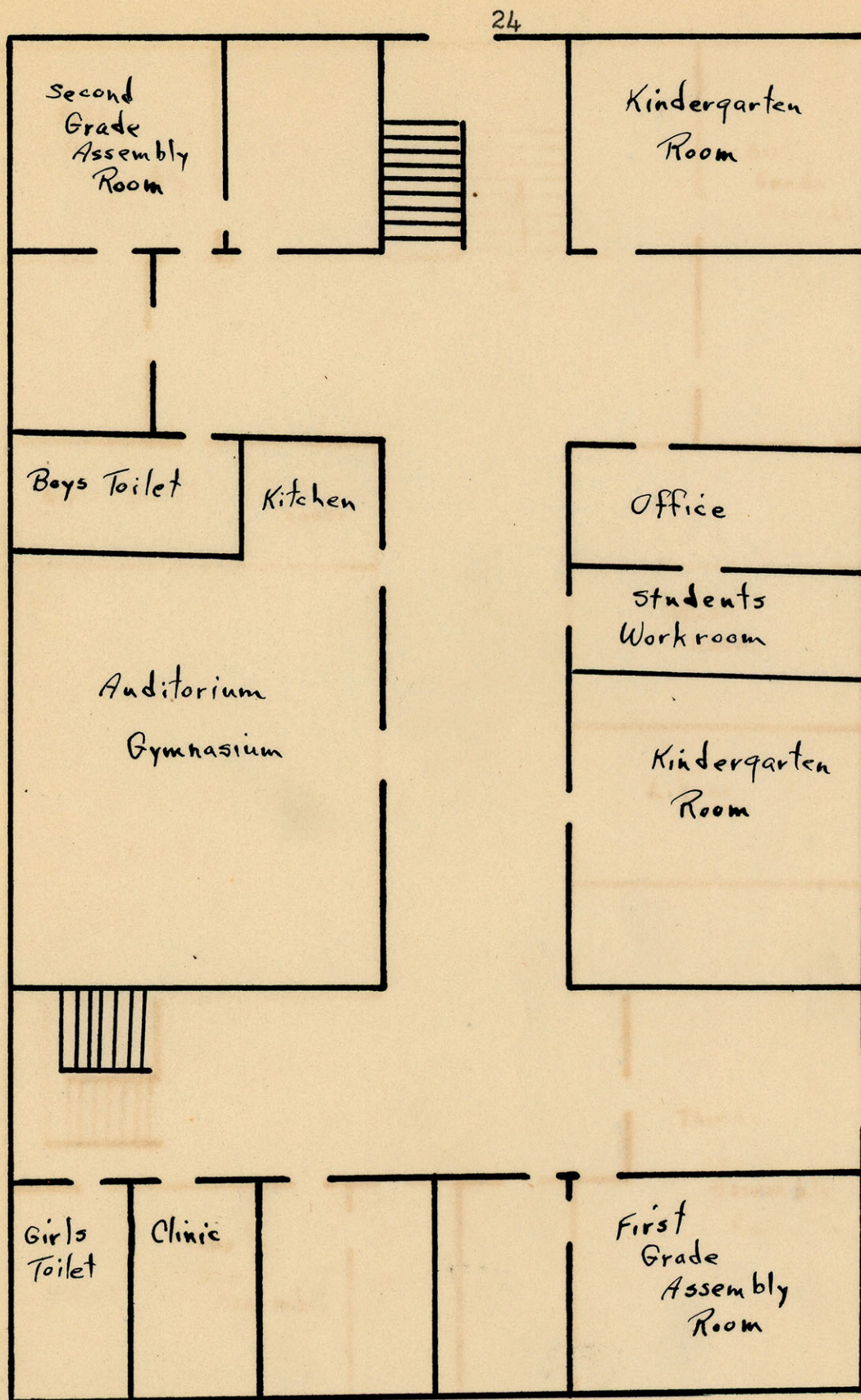


Figure 3. Plan of First Floor of Horace Mann

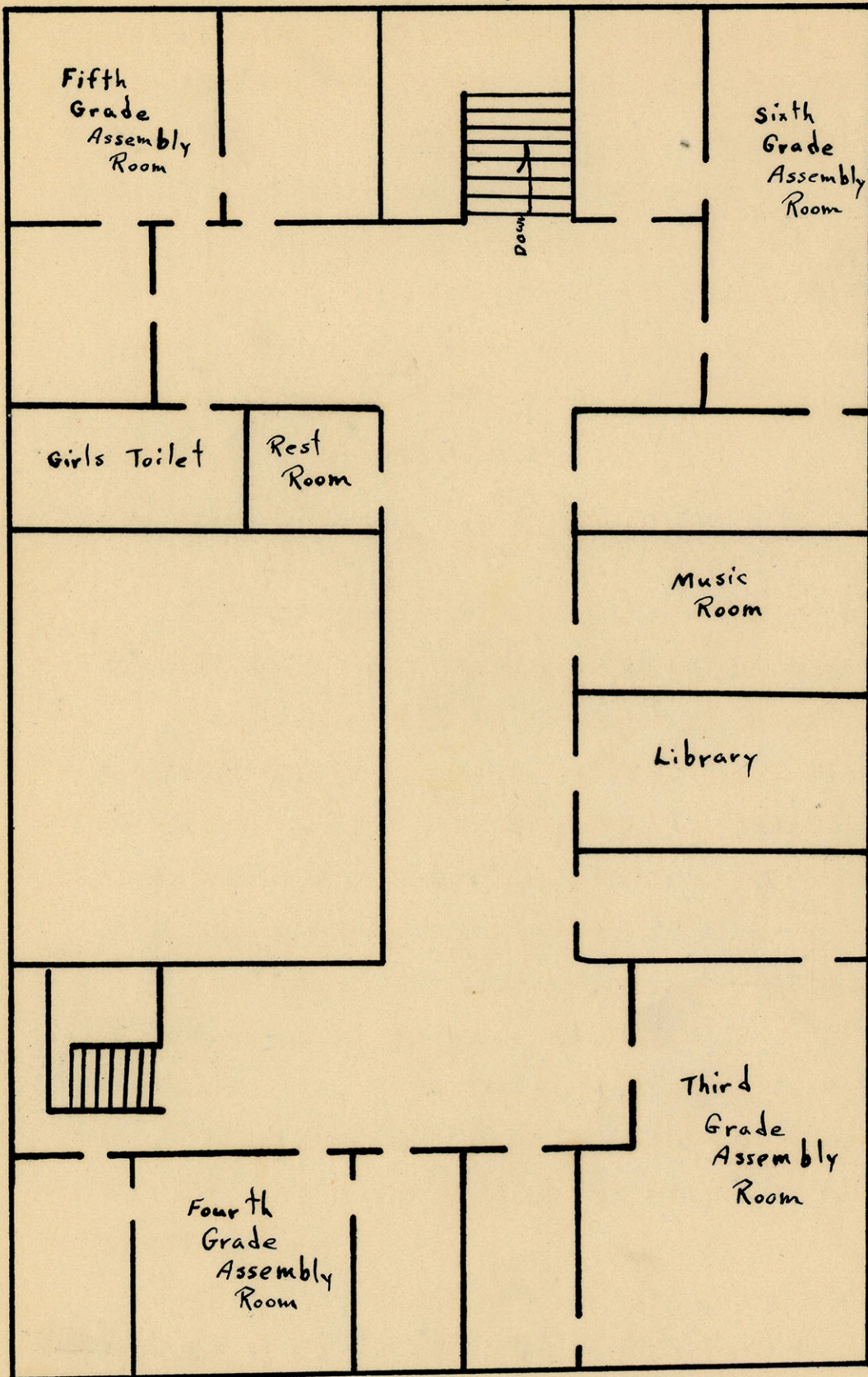


Figure 4. Plan of Second Floor of Horace Mann

equipped with a library, music room, clinic, and a combination auditorium-gymnasium. Special maps, charts, stereoscopes, and movie projectors are among the various instructional aids available at Horace Mann.

The members of the Horace Mann staff all hold a master's degree with at least one additional year of study and have served as teachers, supervisors, or administrators in public schools. They are all highly selected persons and are considered to be master teachers.

Plans for Improvement

There are at the present time plans being made for improving laboratory experiences of the program.

Some of the professional education classes plan to observe practices in Horace Mann that follow the theoretical study, and for the past ten years, the methods classes have spent one-third of their time observing and two-thirds of their time discussing classroom procedures.

A new course was added to the curriculum last summer for all beginning students. This is an integrated course crediting 6 semester hours. Approximately one-third of the work is completed in each of the three fields of Child Growth; Techniques of Instruction; and Observation and Participation.

For the past two years, the various administration and supervision classes have visited public school systems in the surrounding area. It is hoped by the Head of the

Department that arrangements will be completed in the near future allowing supervised teachers and interns to serve in these nearby districts.¹¹

For a number of years, attempts have been made by the Education Department to provide for blockteaching. There is general agreement that a plan will be worked out on an experimental basis in the very near future.¹²

¹¹Information from Dr. William A. Black, personal interview, March 24, 1949.

¹²Information from Dr. Jane M. Carroll, personal interview, May 8, 1949.

CHAPTER III

SOME SUCCESSFUL TEACHER EDUCATION PROGRAMS

Introduction

The ideal teacher education programs as they are presented in recent literature by leaders in the field could be applied with modification to many institutions. For the basis of all these suggested programs, is the meeting of the needs and abilities of the students so that they in turn will be able to meet the needs of the community, and the individual students whom they are serving.

It is agreed that four years of college study should be completed prior to teaching and is suggested that "the internship, as a part of a fifth year of professional study, is recognized as providing certain experiences that have unique values for the preparation of teachers."¹ The requirements of from two to three years of general education and one to two years of professional experiences, would indeed be difficult to meet in less than four years of college study, and it is understandable that a fifth year of internship would be suggested to facilitate compliance with the professional requirements.

¹J. G. Flowers et. al, School and Community Laboratory Experiences in Teacher Education. p. 325.

General Education

The general education provided for teachers, ideally speaking, should be no different than that received by any student, for a general education should include those activities and experiences that are pertinent to active participation as an intelligent consumer, producer, parent, and citizen. This type of education should be essentially the same, regardless of the manner in which one serves himself and mankind. This same point of view has been more aptly stated by the Commission on Teacher Education.

The qualities emphasized ... as important for teachers in our times would be equally desirable in any citizen. Self-respect and respect for others, integrity, and a working sense of community, are basic democratic traits. So is capacity for rational behavior. Moreover, it is not merely in the case of teachers that education should strive to promote physical health, to develop emotional literacy, to encourage creative expression, to build capacity for situational thinking. These, too, are fundamentally important for all who are to participate effectively in the kind of American life that we hope may be developed. Because teachers should be good specimens of the culture, however, the qualities emphasized must never be overlooked in planning professional development. A narrow person, a one sided person, a starved person is ordinarily seriously handicapped so far as becoming or being a good teacher is concerned.²

How can we realize the goals suggested by the Commission on Teacher Education? There are many different attempts being made. In some of the various schools, they state that their curricula are meeting some of these needs. To illustrate this point, let us consider a few successful

²Commission on Teacher Education, Teachers For Our Times. pp. 161-2.

teacher education programs that have deviated from the traditional patterns.

Alabama State Teachers College. Probably one of the more important phases of the general education program at Troy is a core course on the bio-social development of the individual. This course which includes work in human biology, psychology, health and physical education, and problems in modern society, carries 21 quarter hours credit. Other similar areas of study are man and his environment; socio-economic problems; applied mathematics; and service courses in English. It is well to note that no one faculty member attempts to meet the needs of all the students in a class. A presiding professor with three or more other faculty members, representing various fields of specialization follow each group through an entire quarter.

With the exception of elected specialized courses, and the orientation program, the foregoing represents approximately the first two years work at Alabama State Teachers College.³

Wisconsin State Teachers College. The general education program at Milwaukee, patterned to a large extent after the University of Chicago, is broken into four major areas:

- (1) Physical Science
- (2) Biological Science
- (3) Social Science
- (4) Humanities

³W. H. Armstrong, E. V. Hollis, and Helen E. Davis, The College and Teacher Education. p. 66 ff.

From this increased effort to make the learning more practical, increases from the sixty-fifth to the seventy-eighth percentile were realized on the Cooperative General Culture Test by the experimental groups over the control groups.⁴

West Virginia. The Director of Certification of the West Virginia Department of Public Instruction acted as coordinator in formulating plans for general education curricula in institutions of that state. The West Virginia attack on the problem has resulted in two area clinics in Social Studies and Biology which represent approximately three-fourths of the first two years of study. These clinics are broken down into areas as follows:

- (a) Social Studies
 - 1. Development of social institutions.
 - 2. Fundamental social problems.
 - 3. West Virginia geography, history, and government.
- (b) Biology
 - 1. Conservation of natural resources.
 - 2. Conservation of human resources.
 - 3. Agriculture.
 - 4. Structure and development of a community.

Because of the success which has been met by these clinics, other areas are now being studied for purposes of revision. They are English and speech, human development and adjustment, physical health, and fine arts.⁵

All of these programs aim at a general education for teachers, as for everyone else, that will enable them to

⁴Ibid. p. 79.

⁵C. E. Prall, State Programs for the Improvement of Teacher Education. p. 110 ff.

participate as active members of a truly democratic society. All of those who are interested in the education of teachers usually recognize the need of a background which will lead the student to better understand life and its problems. They recommend broad experiences that will provide an understanding of social life as a whole, with all institutions working toward the betterment of society. Such understanding cannot come vicariously but also must incorporate observation, visits, and actual participation in community life.

Professional Education

The professional education of teachers is also conceived ideally as consisting of broad, functional study in the form of seminars, clinics, and laboratories. The American Association of Teachers Colleges recently presented the following principles as being the ideal objectives of its member institutions.

Principle I. The particular contribution of professional laboratory experiences (including student teaching) to the education of teachers is three-fold; (1) an opportunity to implement theory - both to study the pragmatic value of theory and to check with the student his understanding of the theory and application (2) a field of activity which, through raising questions and problems to see his needs for further study; and (3) an opportunity to study with the student his ability to function efficiently when guided in actual teaching-learning situations.

Principle II. The nature and extent of professional laboratory experiences should be planned in terms of the abilities and needs of the student and should be an integral part of the total program of guidance.

Principle III. Professional laboratory experiences should provide guided contact with children and youth of different abilities and maturity levels and of differing socio-economic backgrounds for a period of time sufficient to contribute to functional understanding of human growth and development.

Principle IV. The professional program should be so designed as to afford opportunity for responsible participation in all of the important phases of the teacher's activities, both in and out of school.

Principle V. Professional laboratory experiences should be cooperatively developed by the student and his advisers. Adequate supervision and guidance should be provided through cooperative efforts of laboratory and college teachers.

Principle VI. Professional laboratory experiences should be integrated with other phases of the student's program. Professional education is the responsibility shared by all members of the faculty, each contributing to the maximum development of the students as individuals as citizens, and as members of the teaching profession.

Principle VII. Evaluation of professional laboratory experiences should be in terms of growth in understandings needed in the situations faced by the teacher working in our democracy.

Principle VIII. Physical facilities should be adequate to provide a range of first hand experiences with children, youth, and adults in varied school, home, and community situations.

Principle IX. Professional laboratory experiences should be developed to recognize needed continuity in the pre-service and in-service educational programs.⁶

With all their ramifications, these principles undoubtedly represent the ideal of many teacher education institutions.

Teachers College, Columbia University. One of the more ideal professional education programs exists at Columbia. In line with the state requirements of five years

⁶J. G. Flowers, et. al, op. cit. p. 16 ff.

of preparation, Teachers College has inaugurated a fifth year program that is broken into four major areas of endeavor:

- (a) Courses in a major field - 16 semester hours
- (b) Divisional Seminars - 4 semester hours
- (c) Central Seminar - 5 semester hours
- (d) Supervised Teaching - 7 semester hours

The object of the Divisional Seminar is to show the relationship of the various subject matter fields in which the students have had courses. The Central Seminar is a comprehensive survey course that attempts to lay a foundation for desirable teaching.⁷

University of Texas. The school of education at the University of Texas has two experimental groups that are referred to as "education X" and "education Y" that were begun as sophomores in 1940. The sophomore program included an introductory course in child Psychology and the junior year, during the first semester, centered on the public school as a social institution and, the second semester, on a comprehensive study of adolescents. The senior year was then devoted to supervised teaching in which every attempt was made to permit the student to apply the knowledge he had acquired. In each of these study groups, there were as many as twelve assigned instructors, "and as many more showed interest from time to time."⁸

⁷W. E. Armstrong, E. V. Hollis, and Helen E. Davis, op. cit. p. 160 ff.

⁸Ibid. pp. 139-40.

Central Michigan College of Education. The Central Michigan College has, during the past few years, eliminated many of its courses. In 1936, an offering in Child Development replaced courses in introductory psychology, educational psychology, and psychology for elementary teachers. The students met daily for discussion and, at the same time, carried on intensive study of a few of the children in the elementary school. Another eight semester hour course in sequence with this, is an offering in the child and the curriculum. During the senior year, students enroll in the elementary school on a half-day basis while spending the greater portion of the remainder of their time in a seminar for supervised teachers.⁹

Florida State College for Women. The faculty of Florida State College for Women began work late in 1940 in an attempt to revamp their professional educational offerings. The result of their efforts was a program which provides full-time supervised teaching in a public school. Some work in child psychology and introductory education courses is completed prior to the nine week "internship," however, the major part of the theoretical study follows the supervised teaching. According to their reports, the practical experience as an assistant teacher has served to make students aware of their shortcomings. This has resulted in a seminar that is a sequel to the internship. The seminar deals with individual problems and inadequacies that were encountered during the

⁹C. E. Prall, op. cit. p. 266 ff.

so-called internship.¹⁰

State Teachers College, Cortland, New York. The supervised teaching program at Cortland as it is reported by the American Association of Teachers Colleges in School and Community Laboratory Experiences in Teacher Education can best be described by the bulletin which the students at Cortland themselves prepared.

It is in one semester of the third year that we have the opportunity to try our wings as teachers. We are given two teaching assignments at different grade levels and at different locations. One of these may be at the campus training school; one or both in a nearby public school. Our preferences are taken into consideration by our supervisors when the assignments are made. We are given responsibility as fast as we show ability to carry it. Our supervisors expect us to carry full-time teaching responsibility in a manner that is a credit to us as a sign of our success in teaching. At the completion of this part of the Sequence we are given fifteen semester hours credit. We are not given a letter grade in teaching. Instead our strengths and weaknesses, as our advisors and as we see them, are described in an individual Cumulative Record throughout the Education Sequence.¹¹

National College of Education, Evanston, Illinois. The supervised teaching experiences at National College are provided for during (a) the second semester of the sophomore year, and (b) the first semester of the junior year. A third opportunity for supervised teaching is voluntary but reportedly, numerous students take advantage of this third course.

Each of these teaching assignments are for one-half of a day, five days each week for nine weeks. The supervised teachers are placed in public schools in small towns in the

¹⁰W. E. Armstrong, E. V. Hollis, and Helen E. Davis, op. cit., p. 197 ff.

¹¹"First Steps in Learning To Be Teachers" as reported by J. G. Flowers, et al., p. 176.

surrounding area where they serve as assistant teachers. It is expected that during the nine week period, they will gradually take on more and more of the guiding responsibilities of the group.¹²

For an overview of an entire teacher education program, the following questions and answers are given in the Flowers' report as more closely meeting the ideal.¹³

When should student teaching occur in the professional sequence?

This phase of the work should occur at that point in the professional sequence when the student is ready to assume, under guidance, an increasing share of the responsibility for guiding the experiences of a group of learners....

What factors should determine the assignment to student teaching?

The assignment to a particular laboratory situation should be based first upon the needs, interests, and abilities of the individual student....

Who should make the assignments to student teaching?

Assignments should be made cooperatively by those persons who are most fully acquainted with the items named above and factors conditioning the student teaching assignment....

What should be the nature of the student teaching experiences?

If the student is to build an action-picture of the role of the teacher in public education, there must be opportunity to share in the major activities of the teacher both in and out of the classroom.

¹²Ibid. p. 178.

¹³Ibid. p. 182 ff.

Summary

To pattern a teacher education program after the various curricula and ideals that have been presented would require considerable work and study. It would require the entire student body and faculty to constantly strive together in a teaching-learning-guiding situation, but if the profession is to progress, we must spend a considerable amount of time in diligent study. The needs of children, and of school systems constantly change, and few geographical areas have the same problems. Despite the fact that there is probably no one type of program that could meet the needs of an area for any great length of time, we must not become disheartened, for in a dynamic profession such as ours, we must constantly strive for our betterment with continuous study, study, STUDY!

CHAPTER IV

PRESENTATION OF GRADUATES' OPINIONS

Introduction

The data presented in this chapter were obtained from questionnaires filled out by persons who had met all of the requirements for an elementary education major and received the Bachelor of Science in Education degree between 1940 and 1948.

Letters requesting cooperation were sent to 138 persons falling in the foregoing classification, and of this number 118, or 85.5 per cent, of the persons responded to the request. Of these, there were four persons who stated that they could not participate in the study. However, of the 114 persons to whom questionnaires were sent, 111¹, or 97.3 per cent, returned completed questionnaires.

The data herein presented, then, are the opinions of 97.3 per cent of those who agreed to participate and for that reason should be considered a valid sampling.

Professional Education Courses

Education Courses. Realizing that there, undoubtedly, were differences in opinion as to the value of some courses offered in the elementary teacher education program at

¹Questionnaires were still being received at the time this was written.

Kansas State Teachers College, we attempted to determine what courses contributed the most to teachers' effectiveness. This, we felt, could be partially determined by asking the respondents to rate some of the education courses on this basis:

- 1 - Should be required of all elementary teachers
- 2 - Of considerable importance
- 3 - Of some worth
- 4 - Of questionable value
- 5 - No particular value to an elementary teacher

The courses and the number of rating received in each category are presented in Table I in the order of their respective value as determined by the average rating received.

TABLE I

EDUCATION COURSES AS RATED BY GRADUATES
IN ORDER OF THEIR VALUE

Numerical Order	Education Courses	Number of Ratings				
		1	2	3	4	5
1	Supervised Teaching	100	6	2	0	0
2.5	Observation & Participation	91	8	6	0	1
2.5	Essentials of Reading	84	17	4	0	1
4	Tech. of Instruction	74	22	4	1	0
5.5	Elementary Education	69	22	14	3	0
5.5	Childrens' Literature	67	32	7	0	1
7	Visual Education	62	33	6	2	2
8	Teaching Social Studies	54	35	12	3	2
9.5	Educational Measurements	48	32	18	6	3
9.5	Intro. to Education	50	22	28	2	3
11	Curriculum Construction	38	32	30	5	2
12	Principles of Education	28	35	27	8	1
13	Practice in Supervision	31	31	19	9	12
14.5	Educational Sociology	19	39	32	7	6
14.5	School Supervision	23	33	26	13	7
16.5	School Administration	17	25	35	12	13
16.5	Philosophy of Education	19	23	30	18	11
18	Vocational Guidance	14	30	23	15	18
19	History of Education	8	21	41	19	12
20	Scientific Foundations	8	14	29	27	20

Not outstanding in the least, is the fact that 92 per cent of the respondents rated supervised teaching with a "one" while 86 per cent responded similarly to Observation and Participation. These two courses offer direct contact with children in a teaching situation and undoubtedly result in experiences that could not possibly be realized in theoretical study. Another point of interest - the courses rated in the highest 40 per cent are all courses that deal with specific teaching methods and provide contact with the children in Horace Mann School while the lower rated courses are theoretical and provide only vicarious experiences.

A view that is fairly common was aptly stated by a Kansas City, Missouri kindergarten teacher when she wrote that "real and personal first-hand experience is, of course, the best teacher but a good background of most of these courses listed is essential, and very helpful."

Other references and comparisons will be made to the information in Table I later in the study.

Psychology Courses. There were seventeen psychology courses rated on the questionnaire. These courses are presented in Table II in the same manner as the Education courses were presented in Table I.

TABLE II

PSYCHOLOGY COURSES AS RATED BY GRADUATES
IN ORDER OF THEIR VALUE

Numerical Order	Psychology Courses	Number of Ratings				
		1	2	3	4	5
1	Child Psychology	99	7	1	0	0
2.5	General Psychology	82	15	10	0	0
2.5	Guidance in the Ele. School	77	18	8	0	0
4	Child Growth & Develop.	72	20	8	0	0
5	Educational Psychology	59	26	18	2	0
6.5	Psy. of Excep. Children	48	32	19	3	1
6.5	Mental Hygiene	46	35	11	7	1
9	Mental Tests	46	25	21	8	0
9	Adolescent Psychology	44	30	20	5	3
9	Psy. of Personality	42	29	19	5	1
11	Abnormal Psychology	36	29	31	2	2
12	Social Psychology	24	40	21	10	2
13	Moral Values	16	28	27	10	9
14	Applied Psychology	16	26	30	13	8
15	Experimental Psychology	5	25	34	20	8
16	Psychology of Religion	6	19	28	20	21
17	Logic	4	15	30	20	21

As can be seen, ninety-nine persons, or 93 per cent of the respondents, rated child psychology with a "one." General psychology garnered "ones" from 77 per cent of the respondents. The ratings received were not astounding; however, it was expected that the course in adolescent psychology would receive a higher rating.

Some of the information presented in Table II will be discussed later in comparing sections 1-a, 1-b, 1-c, and 1-d of the questionnaire.

Most Valuable Courses. As a double check on the value of courses, section 1-e of the questionnaire requested the graduates to list the five courses or experiences that had contributed the most to their effectiveness as an elementary teacher. The results obtained indeed mirrored the responses received on the two previous sections. There were fifty-eight different activities listed,² however, fifty-four of them were courses. Table III lists the ten courses that were most frequently cited and the number of times they appeared. Most of the courses were listed less than four times.

²See Appendix for complete list.

TABLE III

THE TEN MOST VALUABLE COURSES

Course	No. of Times Listed
Supervised Teaching	70
Observation and Participation	56
Childrens' Literature	35
Essentials of Reading	31
Child Psychology	26
Elementary Education	25
Educational Psychology	17
Educational Measurements	13
Techniques of Instruction	10
School Supervision	9

The courses thus listed are also the courses that were given the highest ratings in the two foregoing sections.

The four experiences listed in this section were:

- (1) Social Contacts with Supervisors.
- (2) Practical Experience.
- (3) Demonstrations and Workshops.
- (4) Participation in Panel Groups.

The combined efforts of these four groups realized only ten votes. However, they represent the consensus of the need for more practical experiences that will enable the teachers to better understand the children and themselves as well as other adults.

Wasted Time and Effort. The request for graduates to list the five courses of experiences that represented the most wasted time and effort in their college program resulted in a total of seventy-two courses.³ Of these, there were thirty-five courses that also appeared in the preceding section. Table IV presents the ten most frequently listed courses in this category.

TABLE IV

THE TEN LEAST VALUED COURSES

	Course	No. of Times Listed
1	Educational Measurements	14
2	Introduction to Education	10
3	History of Education	9
4.5	Educational Sociology	7
4.5	Greek History	7
7.5	Moral Values	6
7.5	Scientific Foundations	6
7.5	Physical Education	6
7.5	Curriculum Construction	6
10	Educational Psychology	5

The course that tops the foregoing category also appears in Table III as the eighth most frequently cited course

³See Appendix for complete list.

appearing thirteen times in the first category and fourteen times in this one.

The following experiences were also listed by various graduates as representing wasted time and effort:

- (1) Term Papers.
- (2) Reading Out-Dated Texts.
- (3) Making Detailed Lesson Plans.
- (4) Too Much Psychology.
- (5) Too Much Overlapping in Most Education Courses.

Summary. Supervised Teaching and Observation and Participation were given the two highest ratings and were also listed in the most valuable courses in section 1-c of the questionnaire. Most of the courses that received the higher ratings were courses that deal with instructional procedures and provide direct contact with children in Horace Mann School, and the various activities listed also deal with experiences where cooperative learning, in the form of panels, workshops, and demonstrations could take place. However, it is well to remember that some of the courses that have been rated by these teachers are required courses for persons majoring in administration. Most of the education courses that received the lower ratings are administration and supervision courses.

The course in child psychology met with favor in the majority of cases, but denunciation was pronounced by those who stated that it is "totally lacking in carry-over value."

Two comparatively new courses in child growth and development and child guidance, despite the fact that many teachers have not taken it, received fairly high ratings. One teacher voted them a "one" and then qualified her rating by stating "if it (the title) accomplishes what it says it does." This rather typifies the desire of many teachers - they want a practical, functional program that will permit numerous experiences with other adults as well as with children, for as can be seen from the foregoing pages, those courses that consistently rated low deal with theory and are almost void of practical experiences.

Supervised Teaching. The second major division of the questionnaire dealt with supervised teaching practices. Section 2-a provided twelve categories which could be checked to signify the approximate amount of time that should be spent in supervised teaching. These categories also provided the graduates' suggestions with regard to the placement of this period in respect to the total program. These data are presented in Table V.

TABLE V

THE AMOUNT OF TIME TO BE SPENT IN SUPERVISED TEACHING

Category	No. of Responses
One hour per day for one semester as a Sophomore.	16
Two hours per day for one semester as a Sophomore.	26
One hour per day for one semester as a Senior.	17
Two hours per day for one semester as a Senior.	19
One-half a day for one semester as a	
Freshman	8
Sophomore	8
Junior	4
Senior	9
One full semester's work as a	
Freshman	1
Sophomore	3
Junior	15
Senior	27
One full year's work as a	
Freshman	0
Sophomore	6
Junior	6
Senior	39

As can be seen, all but one category received some attention, and seventy persons, or 65 per cent of these respondents, checked two or more classifications with some people suggesting that varying amounts of time should be spent in the laboratory every semester during the entire program. The most frequently suggested period was a full

year's work as a Senior and the runner-up was one semester's work as a Senior. The next highest period, two hours per day for one semester as a Sophomore, was listed by most people as the "introductory course" in supervised teaching.

One teacher listed as a minimum one semester's work as a Freshman "so as to give reality to one's effort" and a year as a Senior "to provide the internship."

Another teacher, who works in Kansas City, Missouri, wrote:

Practice Teaching where the student has a certain hour or more of observation or actual participation is good but unless the whole program can be observed as a unit, and put into actual use it is valueless. Teaching one hour and then going to another class doesn't prepare a teacher for the actual teaching she will face on the job.

This type of comment was given by numerous persons; however, most of them simply stated "I think students should spend full days in the classroom."

To give support to the need of a full year of supervised teaching, a Galena, Kansas teacher stated that "if you could give one year's actual teaching experience under qualified instructors, you would give each student the opportunity to help himself find and erase his own faults."

With but few exceptions, teachers requested more and varied teaching experiences for longer periods of time than are now offered. The average suggestion was for a time equivalent to 26 semester hours in supervised teaching.

In response to the section asking where supervised

teaching should be done, 103 persons cooperated. The responses as presented in Table VI seem to clearly indicate, along with the comments that were provided, that the respondents feel supervised teaching should be done on at least three grade levels.

TABLE VI

THE GRADE LEVEL AT WHICH SUPERVISED TEACHING
SHOULD BE DONE

Category	Number of Responses	Percentage
The level at which the student expects to teach, and the grade above and below.	82	79.6
The level at which the student expects to teach, and the grade below.	11	10.7
The level at which the student expects to teach.	7	6.8
The level at which the student expects to teach, and the grade above.	3	2.9

It was suggested by the respondents that because (1) preparation is not for a specific grade level and (2) variation in children's abilities is great, one could not be as efficient as a teacher if knowledge of the other levels were lacking.

Section 2-c of the questionnaire asked the question -

To what extent should methods and supervised teaching be integrated? There were 101 persons who responded to this item and 35 of them felt that a young person should have a thorough knowledge of teaching methods and techniques prior to supervised teaching. A very common statement on this item is the following one:

Good sound methods should always come before student teaching. If a student teacher is taking methods and student teaching together the methods taught are seldom on the subject being taught. If a supervisor has time to teach both methods and student teaching great success might be netted.

The responses requesting methods courses prior to supervised teaching seemed to indicate that they would really like to have both at the same time but that administration might be difficult.

The rest of the respondents, 66 per cent, stated that methods and supervised teaching should come as one course or at least during the same semester. Following are some of the more significant comments that were received:

Methods unless practiced do not mean much as a student cannot grasp the meaning or significance of ideas unless he or she can see them tried on children.

...a course in methods actually put into practice is good.

One course if some means is devised whereby the student can learn by doing....

There should be one course using the project method for principles in teaching of each subject and practicing them in actual supervised work.

Methods are easily forgotten if not practiced. Correcting each mistake or learning as you go is more effective to the learner.

The majority opinion then, is that if it is administratively possible, methods and supervised teaching should be taken the same semester, and as a single course, it would be more ideal.

Along with the place, and allotted time for supervised teaching, we considered the manner in which the graduates would meet proposals for internship programs for teachers. The question - Should students serve an internship after graduation, met with the following results:

Yes 76

No 31

The dissenting opinions can be placed in three general classifications. Most of the persons felt that (a) supervised teaching, if thorough, should be just as effective as an internship (b) such practice would further emphasize the teacher shortage (c) a satisfactory plan for remuneration could not be realized.

Of the 107 persons responding, 71 per cent reported favorably to an internship. Undoubtedly such programs can be and are being operated to the benefit of all concerned. Nearly all of the Kansas City teachers from whom questionnaires were received spoke very highly of the "cadet training program" in operation there. To emphasize the point that the majority of the teachers favored a good internship program, here a few of the comments received.

I am sure I learned to teach only by teaching and also that I would have developed skill much more rapidly under adequate guidance.

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Had I had good supervision my first year of teaching I would have made a much better teacher.

I believe the standards could be raised if every school had a good supervisor....I feel that supervision is needed all of the time.

This is something to work toward as an ideal situation.

...or else the pupils will suffer from ... being used as guinea pigs.

The number of subject matter areas in which a supervised teacher should work was asked in section 2-c. Following is a table of the number of subjects in which supervised teaching should be done and the number of times each was suggested.

TABLE VII

THE NUMBER OF SUBJECTS IN WHICH
SUPERVISED TEACHING SHOULD BE DONE

Number of Subjects	Frequency
One	6
Two	15
Three	17
Four or more	70

These figures represent 5, 14, 16, and 65 per cent of the total responses respectively. The prevailing viewpoint can be further emphasized by these statements:

If we believe in educating the whole child, the teacher must be adequately prepared to teach in a

self-contained classroom, where she can study the child to the utmost possibility.

Teaching should be required of more than one subject - not only to acquaint one with the subject matter but also the methods and techniques to be used.

How can she do her job well if specifically trained in only one or two (subject matter fields)?

The persons casting their lot with those desiring fewer subjects to be taught also presented logical arguments. Although they agreed that teachers should have experience in most of the basic courses, they reported that teaching more than two courses would require too much work if the student were enrolled in other courses. One teacher stated that if a longer period of supervised teaching were provided, we could accomplish a great deal more.

I wish that I might have had complete days with children at Horace Mann. I would have been much more at home the first day in my own classroom.

Again it seems that, although not a panacea, lengthened periods of supervised teaching could provide more teaching assignments, resulting in more effective teachers. If a student were enrolled in no other courses for a semester or even a year, a more complete understanding of the learning processes and the teachers' role in this process could be realized.

It was also determined from the questionnaire that the supervised teachers should work with the supervisors in determining the materials to be covered until eventually the individuals would be competent enough to plan work by

themselves. The graduates stated that the length of time spent before such competency would be reached would vary considerably. However, they were firm in their convictions that students should eventually control completely the full day's work of the grade. This point of view found only 23 per cent of the correspondents dissenting. Some graduates stated that freedom of this sort had not been provided them. There was one person who answered the question with this simple statement - "more than I was." Perhaps this person was not capable of determining or planning the work to be done before the completion of her supervised teaching period, but, if that were so, was she capable of presiding over a class the following September?

The graduates were asked to list the ways in which supervised teaching at Kansas State Teachers College could have been made more valuable for them. This request netted the following responses. Table VIII presents these suggestions and the number of times that they appeared. It is well to note that there were twenty persons who stated that they felt no improvements need be made.

TABLE VIII

SUGGESTIONS FOR IMPROVING SUPERVISED TEACHING

Suggestion	Frequency
More time should be spent in teaching in a more typical situation	31
No improvement needed	20
More observation prior to teaching	16
Teaching more subjects and grades	12
Observation in all grades	4
More adequate guidance of students	3
More contacts with parents	3
More and better supervision	3
Limit the number of students in a grade	3
More field trips and excursions	1
Provide experience with a core curriculum	1
Provide better facilities for Negro students	1

The foregoing list is overbalanced with the opinions of those teachers who wanted a supervised teaching program that would give them more experience where they were completely responsible for the learning activities throughout an entire day. They also desired programs which would provide more observation and participation in more than one subject on more than one grade level.

Following are some of the comments received:

I would like to have become more familiar through experience with a full day's schedule of an elementary classroom.

...a longer teaching time in a more real classroom situation - I mean not so many student teachers.

My student teaching and observation were limited too much to just one grade. I wish I might have had opportunity to observe - even if for only one week - each of the Horace Mann supervising teachers. I wish that I could have observed a little of the work of the third, fourth, and sixth grades while taking my student teaching in the fifth grade.

...make it more of a classroom situation instead of cutting the children up into little groups of 5 or 6.

The only experiences I had as a student teacher in kindergarten were these two: watching over 3 or 4 children at the work bench and telling a story once a day to a group of eight children. I should have had a better over-all picture of kindergarten work.

Negro students receive little of value relative to practice teaching. This is unfortunate and should be corrected.

Summary. From the information obtained, the writer summarizes that in respect to supervised teaching the graduates prefer a more functional program. They prefer at least one full semester's work of methods and supervised teaching possibly increased to a full year. They state that observation and participation should take place in three grades of as many subjects as time permits. The results of the questionnaires show that a student should acquire, through full days at Horace Mann, the ability to be completely responsible for a class and its activities. Thus, after having worked under good supervision for this period, and completing an internship which would be supervised by the College, they

feel that a person is far more capable of entering a true profession. It is their consensus that with this preparation a teacher can more adequately serve the profession, herself, the community, and the children with whom she works.

Extra-class Activities

Section three of the questionnaire dealt with the extra-class activities in which students should participate. Following are the tabulated results obtained from the questionnaires:

3-a. Should students take part in community activities as they will be expected to do later?

44 Required

63 Elective

3-b. Should students be required to participate in Horace Mann's extra-class activities?

94 Yes

13 No

As can be seen, only 41 per cent of the respondents indicated that students should be required to participate in community activities. Yet they agreed that this was definitely expected of most teachers. On the other hand, 88 per cent of the graduates stated that students should be required to participate in playground supervision, operettas and the like. This point was further clarified by section 3-c. The respondents agreed that under a plan where supervised teaching was the only course being pursued, as much time as possible should be spent in these activities. The most frequent suggestion was for supervised teachers to

spend as much time as a regular teacher would spend in out-of-class activities.

General Education

Question 4 asked - How much time do you feel that elementary education majors should spend on general education? This question resulted in a general agreement with present practices. The most common response, given by 45 persons, was that they should have as much as possible or at least enough to provide a well rounded education. There were 15 persons who suggested thirty semester hours as adequate, while the remaining respondents, 31 persons, considered two years' work as the more promising position.

Different individuals made the statement that less "book learning" and more visits, excursions, field trips, and panel discussions could enhance the value of such work.

Suggested Changes

The fifth and sixth questions asked respectively - What experience do you feel that you should have had at K. S. T. C. that you did not have, and - What changes, if any, would you suggest in the professional education of elementary teachers at K. S. T. C.? The completed compilation of suggestions are practically the same for both questions; so for that reason the combined list is presented in Table IX. Many of the suggestions have previously appeared in

TABLE IX

SUGGESTIONS FOR IMPROVING THE PROFESSIONAL
EDUCATION CURRICULA

Suggestion	Frequency
A better supervised teaching program that parallels the duties of a regular teacher	25
More opportunity in meeting parents	22
Better integration of theory and practice with less overlapping	20
Summer session offerings equivalent to regular semester offerings	20
A more functional program	14
Present program is adequate	14
More time spent observing master teachers	13
More work in music, art, and crafts	13
More functional work in child growth	11
Provide good playground supervision	9
More electives	5
More adequate guidance of students	4
More workshops	4
Good internship program	3
More experience in teaching reading	2
A stronger faculty is needed for graduate work	2
More emphasis on ethics	1
A good selection program	1

other questions. This is a consistency that should be given due consideration. As we have said, Table IX submits a list that is repetitious of the material and suggestions that have been presented previously in the study under other headings.

The last section of the questionnaire asked the graduates what Kansas State Teachers College could still do for them. The responses are submitted to the reader in Table X.

TABLE X
WHAT COULD K. S. T. C. STILL DO FOR YOU
AS AN ELEMENTARY TEACHER?

Suggestion	Frequency
Publish information bulletins on new curricular offerings, new techniques of instruction, and happenings in the profession	33
Offer more workshops in the summer	16
Maintain a "Dorothy Dix" department	4
Furnish a professional lending-library	3
List the latest professional books in a publication	3
Offer more good extension classes	3
Continue their work for better salaries, retirement, tenure, etc.	3

It is rather apparent that most of the persons who contributed to this item are in favor of having the College publish an information bulletin written by the Education

Department staff. It should include among other items:

- (a) Newer techniques of instruction.
- (b) The newer curricular offerings.
- (c) A list of the latest professional books.
- (d) The progress that has been made by the profession and the work that has been contributed to it by K. S. T. C.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

A general outline of the present curriculum for the professional education of elementary teachers at Kansas State Teachers College is included in Chapter II of this study. Also in Chapter III, we presented some of the successful programs of teacher education that are in operation throughout the United States. The preceding chapter of this study submitted to the reader, the opinions of recent graduates concerning the present program and possible changes that would more adequately prepare future teachers for this area.

The writer feels that the following conclusions can be drawn from the opinions of the respondents:

1. There is not adequate guidance and counseling of beginning students.

2. There are professional education courses that are considered to be of questionable value because they offer only vicarious experiences. These courses seem to overlap too much and are lacking in "carry-over" value.

3. Although considered very valuable, the Observation and Participation and Supervised Teaching courses seemingly do not provide adequate opportunities for some students. They do not offer work that permits the student to realize an over-all view of the entire day. The enrollment is such that students do not receive enough preparation in teaching as many subjects, grades, and days, as they would like. Some students stated that

they had taught small groups of children instead of carrying on regular classwork. Student are limited, too, in teaching art and music.

4. The graduates reported that their responsibilities to other courses detracted from the amount of time they could spend in extra-class activities at Horace Mann.

5. There is a need for more opportunities for supervised teachers to meet parents and study the needs of individual pupils in view of the various socio-economic backgrounds.

6. The graduates voice the opinion that a good program of internship would promote the entire profession by realizing better teachers for the future.

7. There are some graduates who stated that a more adequate program for experienced teachers should be offered.

8. It is the desire of some of the respondents to have the staff of the Education Department publish information bulletins that would assist Pittsburg, Kansas State Teachers College graduates in keeping abreast of happenings in their profession.

9. The statement was made by some respondents that Kansas State Teachers College, Pittsburg graduates on the whole are better prepared than other teachers with whom they have come in contact.

Recommendations

In view of the conclusions that have been drawn, it seems appropriate to offer the following as recommendations for improving the professional education program for elementary teachers at Kansas State Teachers College, Pittsburg.

1. An adequate selection and recruitment program should be inaugurated.

2. More time should be spent in counseling beginning students.

3. The faculty of the Education Department should be

increased and strengthened in order to more adequately guide and direct the activities and experiences of future teachers.

4. There should be increased effort to provide more visits, field trips, and excursions to all types of community activities, and to industrial, religious, penal, and mental institutions.

5. Attempts should be made to eliminate, as much as possible, the overlapping that occurs in some professional education courses.

6. Consideration should be given to presentation of materials in theory courses that are more applicable to classroom situations.

7. The Education Department should continue its effort to offer more workshops and seminars.

8. Curricular offerings should be as adequate during the summer session as they are during the regular semesters.

9. Students should be enrolled in professional education courses during every semester of the entire college enrollment.

10. An introductory course representing more time and study than the present one should be offered during the preparatory program which would represent one semester of work. This course should cover three areas: child growth and development; techniques of instruction; and observation and participation, and should credit 15 college semester hours. Study should be made in the first two areas while observing the best practices being used with children of the same chronological age group.

11. A supervised teaching program for seniors should be inaugurated that would require one full semester of work and carry 15 semester hours credit. This should permit study of children on at least three grade levels and, the student should be expected to be responsible for all of the activities of that class. For those persons whom the supervisors should deem incompetent to take complete charge of the class, an incomplete for the course should be registered just as it would be in any other course in which the assignments were not met.

12. An internship cooperatively set up by the College, and various public school systems in this area,

should be the fifth year of preparation for teaching in an elementary school. The supervisors under whom the interns would work, however, should be master teachers and under the direction of the College.

13. The Education and Psychology Department of Kansas State Teachers College, Pittsburg, should publish semi-annually, an information bulletin that would assist its graduates in keeping abreast of trends in the profession.

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Books

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This is a summary of the work completed and goals that have been set up by the Teacher Education Commission from its time of conception up to 1944.

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The author stresses throughout the book, the idea that to continue to function as a democracy, this United States must give more than lip service to our schools if we are to realize an educated citizenry. He concluded by listing eighteen points which should be improved upon if our public schools are to assume the place of leadership which is theirs.

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(2) Point to the implementation of the principles through reporting descriptive practices.

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- (a) General Education of Teachers
- (b) Professional Education of Teachers
- (c) In-service Education

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2. What kind of teacher is needed in this excellent elementary school?
3. What experiences in content and living must the teacher education institution provide this type of pre-service education?

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- (a) Initial selection
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- (c) General Education
- (d) Professional Education
- (e) Student Teaching
- (f) Follow-studies
- (g) In-service Education

and takes up each topic extensively.

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APPENDIX

Following is a list of persons who gave so kindly of their time and effort and returned completed questionnaires:

Ahrens, Irma Box 464 Lake City, Iowa
 Alexander, Ann 2620 Virginia Joplin, Missouri
 Allen, Eleanor 1108 South Sixteenth Parsons, Kansas
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 Barr, Sadie 831 Leavenworth Manhattan, Kansas
 Billings, Alma Washington School Pittsburg, Kansas
 Blankenship, Ona Ja Box 15 Corwin, Kansas
 Brown, Frieda 616 West Maple Independence, Kansas
 Burkett, David 122 Elm Bonner Springs, Kansas
 Byard, Jessie Lincolnville R. R. #1 Miami, Oklahoma
 Cameron, Cora 137 North Denver Eldorado, Kansas
 Carlson, May L. Hugoton, Kansas
 Calvert, Dorothy 2406 Ficher Joplin, Missouri
 Carter, Fennie P. O. 1527 Tucson, Arizona
 Carter, Mildred R. T. Coles School Kansas City, Mo.
 Christensen, Esther Burns, Kansas
 Clingan, Alda 722 North Market Wichita, Kansas
 Cookerill, Constance 3241 Jackson Kansas City, Mo.
 Coover, Grace 107 South Denver Eldorado, Kansas
 Copeland, Virginia Wayside, Kansas
 Crossfield, Ruth 209 South Lincoln Chanute, Kansas
 Cullumber, Blanche 1315 E. Sixth Winfield, Kansas
 Devoss, Flora Arma, Kansas
 Dow, Ruth 100 West Second Caney, Kansas

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Dreher, Rose Apt. 104 Ambassador Hotel Kansas City,
 Missouri
 Eaton, Odessa 2748 Olive Kansas City, Missouri
 Edson, Helen 3946 Adams Kansas City, Kansas
 Esch, Mary Cherokee, Kansas
 Evilsizer, Fay 104 East Sixth Lamar, Missouri
 Exum, Jaunita 726 West Adams Pueblo, Colorado
 Floyd, Marjory Galena, Kansas
 Forbes, Ethel Cherryvale, Kansas
 Frederick, Eva 4307 St. John Ave. Kansas City, Mo.
 Geiser, Bessie R. R. #2 Leavenworth, Kansas
 Giles, Carrie 814 East Sixth Cherryvale, Kansas
 Goodwin, Fern 300 N. Main Medicine Lodge, Kansas
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 Griffin, Clara 121 Byers Joplin, Missouri
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 Halliday, Margaret 404 West Forest Pittsburg, Kansas
 Horely, Dorris 352 North Thirty-first Kansas City, Ks.
 Hatton, Ferda 1902 South Elm, Pittsburg, Kansas
 Henderson, Thelma 3838 Lloyd Kansas City, Kansas
 Hendrickson, Alda Oakley, Kansas
 Herbin, Vanetta Box 51 Ringo, Kansas
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 Kenney, Pauline Baxter Springs, Kansas
 Keve, Miriam Summit Place Apt. #2 St. Joseph, Mo.
 Kingsbury, Eleanor 315 South National Ft. Scott, Ks.
 Kinsey, Gladys 647 Ann Kansas City, Kansas
 Lair, Glenna Commerce, Oklahoma
 Lewis, Bernita 103 South Pennsylvania Webb City, Mo.
 Long, Eva 1304 North Jefferson Wellington, Kansas
 Lowe, Edith 602 South Jefferson, Webb City, Mo.
 Lowe, Jennie 602 South Jefferson Webb City, Mo.
 Lyerla, Lorraine 5017 Grand Kansas City, Mo.
 McBean, Mayme R. R. #4 Coffeyville, Kansas
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 Masters, May 115 East Seventh Ottawa, Kansas
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 Miller, Olivia 3329 East Kellogg Wichita, Kansas
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 Norman, Mildred 2518 North Tenth Kansas City, Kansas
 Parkes, Mildred 1301 Madison Galena, Kansas
 Passmore, Bessie 512 East Tenth Pittsburg, Kansas
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 Soderburg, Helen 510 Haylman Ft. Scott, Kansas
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Wright, Dorothy 212 Magnolia Park Hill North Little
Rock, Arkansas

*Longacre, May Wapato, Washington

*This questionnaire was returned too late to be used in this study.

INTRODUCTORY LETTER

March 14, 1949

Dear

Mr. Howard D. Forbes, who is a graduate assistant in the Department of Education and Psychology, is interested in the preparation of elementary teachers. We feel that such a study is necessary and we have full confidence in Mr. Forbes' ability to make a worthwhile contribution.

You are one of a small group of selected graduates whose assistance in this study we are soliciting. We feel that your opinion would be valuable in examining the strengths and weaknesses of the present elementary teacher education program at Kansas State Teachers College and would like to include it in this study. We are hoping that you will be willing to spend fifteen or twenty minutes filling out Mr. Forbes' questionnaire.

Enclosed is a postal card which may be used to express your willingness to cooperate in this study. Immediately upon receipt of your card, Mr. Forbes will send you a questionnaire.

Sincerely,

Jane M. Carroll, Ed. D.
Principal of Horace Mann
Elementary School

William A. Black, Ph. D.
Head of Education and
Psychology Department

RETURN POST CARD

Dr. William A. Black:

I cannot take part in this study_____.

I am willing to cooperate with Mr. Forbes
on his proposed study_____.

Was your mailing address correct on the
envelope?_____ If not, please list your
correct address.

Signed

Jane M. Carroll
Wm. A. Black

Howard D. Forbes

The following pages contain questions that we feel are pertinent to the study of the professional education of elementary teachers at Kansas State Teachers College, Pittsburg. Some of the questions require a check (Use X) while others can be answered with two or three sentences. It is assumed that you will use the space provided under "Comments" to freely express your views. For the sake of validity, it is hoped that everyone will answer all of the questions fully, concisely, and expediently.

From this study, it is hoped that the professional education program for elementary teachers at Kansas State Teachers College, Pittsburg, may be made more effective in meeting the needs of the public school systems in this area.

Your consent to cooperate in this study is appreciated.

Name _____ Age _____

Position _____

City _____ State _____

Year of Graduation _____

Total years of teaching and administrative experience (including this year) _____

Years of teaching experience prior to receiving your degree

After how many hours did you receive your first teaching experience? _____

Did you major in elementary education at K. S. T. C.? _____

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Describe the following courses in order of the value of that course to an elementary teacher by placing the number in the space provided that most nearly classifies it.

- 1 - Should be required of all elementary teachers.
- 2 - Of considerable importance.
- 3 - Of some worth.
- 4 - Of questionable value.
- 5 - No particular value to the elementary teacher.

1-a. Education Courses

- | | |
|--|---|
| <input type="checkbox"/> Introduction to Education | <input type="checkbox"/> Curriculum Construction |
| <input type="checkbox"/> Elementary Education (45 or 46) | <input type="checkbox"/> Educational Measurements |
| <input type="checkbox"/> Teaching Social Studies | <input type="checkbox"/> School Supervision |
| <input type="checkbox"/> Children's Literature | <input type="checkbox"/> Vocational Guidance |
| <input type="checkbox"/> Principles of Education | <input type="checkbox"/> Practice in Supervision |
| <input type="checkbox"/> Supervised Teaching | <input type="checkbox"/> Essentials of Reading |
| <input type="checkbox"/> Techniques of Instruction | <input type="checkbox"/> School Administration |
| <input type="checkbox"/> Observation & Participation | <input type="checkbox"/> History of Education |
| <input type="checkbox"/> Educational Sociology | <input type="checkbox"/> Scientific Foundations |
| <input type="checkbox"/> Visual Education | <input type="checkbox"/> Philosophy of Education |

Others

1-b. Psychology Courses

- | | |
|---|---|
| <input type="checkbox"/> General Psychology | <input type="checkbox"/> Educational Psychology |
| <input type="checkbox"/> Child Psychology | <input type="checkbox"/> Social Psychology |
| <input type="checkbox"/> Adolescent Psychology | <input type="checkbox"/> Applied Psychology |
| <input type="checkbox"/> Abnormal Psychology | <input type="checkbox"/> Experimental Psychology |
| <input type="checkbox"/> Mental Hygiene | <input type="checkbox"/> Psychology of Personality |
| <input type="checkbox"/> Logic | <input type="checkbox"/> Guidance of Children |
| <input type="checkbox"/> Moral Values | <input type="checkbox"/> Child Growth & Development |
| <input type="checkbox"/> Psychology of Religion | <input type="checkbox"/> Mental Tests |
| <input type="checkbox"/> Psychology of Exceptional Children | |

Others:

1-c. List what you consider the five courses or experiences that have contributed the most to your effectiveness as an elementary teacher.

1-d. List what you consider the five courses or experiences that represent the most wasted time and effort in your college preparation.

2-a. How much time do you feel should be spent as a student teacher? (If necessary, more than one category may be checked.)

- ☐ One hour per day for 1 semester as a Sophomore.
☐ Two hours per day for 1 semester as a Sophomore.
☐ One hour per day for 1 semester as a Senior.
☐ Two hours per day for 1 semester as a Senior.
☐ One-half a day for one semester as a (Check one)
 Freshman Sophomore Junior Senior
☐ One full semester's work as a (Check one)
 Freshman Sophomore Junior Senior
☐ One full year's work as a (Check one)
 Freshman Sophomore Junior Senior

Comments:

2-b. Where should student teaching be done?

- ☐ The level at which the student expects to teach, the grade above the level, and the grade below the level.
☐ The level at which the student expects to teach, and the one above.
☐ The level at which the student expects to teach, and the grade below.
☐ The level at which the student expects to teach.

Comments:

2-c. To what extent should methods and student teaching be integrated? (Sequence, Concurrently, One course)

Comments:

2-d. Should students serve an internship after graduation? (A medical student must serve in a hospital at a minimum salary before he is allowed a practice of his own.)

Comments:

- 2-e. In how many subjects should student teaching be done?
_____ One _____ Two _____ Three _____ Four

Comments:

- 2-f. To what extent should student teachers be allowed to determine the curricular content of the classes they teach?

Comments:

- 2-g. How could student teaching at K. S. T. C. have been made more valuable to you?

Comments:

- 3-a. Should students take part in community activities as they will be expected to do later?

_____ Required _____ Elective

Comments:

- 3-b. Should students be required to participate in Horace Mann's extra-class activities? (Annual operettas; Intramural athletics)

_____ Yes _____ No

Comments:

- 3-c. Approximately how much time should a student teacher be required to spend in out-of-class activities with children?

Comments:

4. How much time do you feel that elementary education majors should spend on general education or liberal arts?

Comments:

5. What experiences do you feel that you should have had at K. S. T. C. that you did not have?

6. What changes, if any, would you suggest in the professional education of elementary teachers at K. S. T. C.?

Comments:

7. What could K. S. T. C. still do for you as an elementary teacher?

Comments:

Feel free to make any additional comments not covered by the preceding questions.

Howard D. Forbes

PORTER LIBRARY

FOLLOW-UP CARD

Dear

We have had excellent cooperation in our study of the professional education of elementary teachers. We feel quite sure that your opinion would be of great value, but as yet we have not received it.

It would facilitate Mr. Forbes' work if the questionnaire were returned at your earliest convenience.

Sincerely,

William A. Black, Ph.D.
Kans. St. Teachers College
Pittsburg, Kansas

This is a complete tally of the courses that were listed by the respondents as contributing the most to their effectiveness.

Supervised Teaching	70
Observation and Participation	56
Children's Literature	35
Essentials of Reading	31
Child Psychology	26
Methods	25
Educational Psychology	17
Educational Measurements	13
Techniques of Instruction	10
School Supervision	9
Speech Correction	8
Guidance of Children	7
Teaching the Social Studies	7
Art Appreciation	6
Psy. of Exceptional Children	6
General Psychology	6
Psychology of Personality	6
Mental Hygiene	5
Speech	5
Visual Education	4
Music Appreciation	4
Curriculum Construction	4
Sociology	4

Sight Singing	4
Mental Tests	4
Geography	4
Visual Education	4
Social Contacts with Supervisors	4
Recent Investigations in Teaching	3
Introduction to Education	3
Practical Experience	3
Social Psychology	3
Child Growth and Development	3
Applied Psychology	3
Teaching of Music	3
Rhetoric	3
Music	3
Art Education	3
Practice in Supervision	3
Principles of Education	3
Moral Values	2
Math	2
Plant Biology	2
Contemporary Europe	2
Demonstrations and Workshops	2
Literature	2
Nature Study	2
Climatology	1
Educational Sociology	1

School Administration	1
Philosophy of Education	1
American History	1
Journalism	1
Greek History	1
Roman History	1
Hygiene	1
Participation in Panel Groups	1

This is a complete tally of the courses that were listed by the correspondents as representing the most wasted time and effort in their college program.

Educational Measurements	14
Introduction to Education	10
History of Education	9
Educational Sociology	7
Greek History	7
Math	7
Scientific Foundations	6
Physical Education	6
Curriculum Construction	6
Educational Psychology	5
General Psychology	4
Sociology	4
Sight Singing	4
Too much psychology	4
Making lesson plans	4
Play theory	4
Overlapping Education courses	4
Art Education	4
School Supervision	3
Geography	3
Literature	3
School Administration	3
General Science	3

Nutrition	3
Logic	3
Teaching Social Studies	2
Mental Hygiene	2
Speech	2
Applied Psychology	2
Hygiene	2
Economics	2
Agriculture	2
Playground Activities	2
Term Papers	2
Grammar	2
Biology	2
American Government	2
English Literature	2
Rural Life Problems	2
Penmanship	2
Revolutionary Period in Europe	2
Psychology of Religion	2
Rural Sociology	2
Supervised Teaching	1
Observation and Participation	1
Children's Literature	1
Essentials of Reading	1
Child Psychology	1
Methods	1

Music Appreciation	1
Mental Tests	1
Teaching of Music	1
Principles of Education	1
Plant Biology	1
Recent Investigations in Teaching	1
Astronomy	1
Experimental Psychology	1
Grammar	1
Storytelling	1
Shakespeare	1
English History	1
Criminology	1
Chemistry	1
Industrial Education	1
Industrial Survey	1
Political Science	1