

THE EFFECTIVENESS OF THE TEACHER-TRAINING PROGRAM

AT OREGON STATE COLLEGE

by

Verna Christine Larsen

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APPROVED:

Redacted for Privacy

Professor of Education

In Charge of Major

Redacted for Privacy

Head of Department of Education

Redacted for Privacy

Chairman of School Graduate Committee

Redacted for Privacy

Dean of Graduate School

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Typed by Verna C. Larsen

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CHAPTER I

INTRODUCTION

It is the function of the School of Education to supply competent teachers for secondary schools. The achieving of satisfactory programs for their preparation has long been a major problem of the profession. The basic areas to be emphasized, the bridging of the gap between theory and practice, and the proper integration of content and technique must be given careful consideration in planning any course content. At no time can we feel that we have reached the final answers for our present needs--adjustments and modifications are always necessary in attaining our objectives of teacher education.

Teaching is concerned with the complete development of the human being--the development of the whole personality of the individual to meet the problems of life in an intelligent way. The teacher in the classroom assumes a large share of the responsibility of developing citizens in a democratic society. Therefore, the teacher must be prepared to meet these responsibilities that will be thrust upon him.

There are, in general, two phases to the educational preparation. The teacher needs to have a broad general

education which includes experience in all fields of knowledge relating to the major human activities. This should not only include a thorough knowledge of the subject matter of his major teaching fields, but also an understanding and appreciation of its relationship to life and to related fields of teaching. It is imperative that the teacher should have a broad range of information and interests. Also, he should have a good background of cultural experiences that will enable him to be effective as a leader in the school and the community. The second phase of the teacher's education consists of the specific professional preparation that will enable him to determine the needs of young people and to guide them in relating subject matter bearing on these needs.

Colleges and universities preparing teacher trainees need to become more conscious of their responsibility to the profession. Better screening techniques, through the guidance and testing of teacher candidates, are necessary in the selection of individuals possessing the ability and personality essential for good teachers.

It has been generally agreed that one effective way to obtain better prepared teachers within the state is to increase the minimum requirements for certification. There has been a gradual increase in the number of years of academic preparation. Four years of preparation above the

high school level has become a common requirement. It is, however, now generally recognized by educators in Oregon that even the four years of preparation may be too low. Certification standards in Oregon for secondary schools require not less than a four-year professional program, including a bachelor's degree for a limited certificate. Regular certification of five year duration is given only after an additional period of study of approximately one year.

Mere extension of the amount of education will not in itself assure a supply of properly qualified teachers. Experts in the secondary field of education properly contend that the quality of the teacher's preparation should also be improved. This contention reverts the problem to the teacher-training institutions. They must point the way for the future teachers of America so that they may gear the public high school program to meet the needs of an ever-changing society.

Statement of the Problem

The area of the problem with which this study is primarily concerned is that of determining what professional training would be of most benefit to the prospective teachers. The adequacy of the preparation of the teachers is in

a large measure determined by the curriculum and the methods of presentation.

Purpose of the Study

It is the purpose of this study to discover what the experience of administrators and teachers has been as to the relative utility of the courses taken in preparation for teaching and the comparative effectiveness of the teaching methods employed. It is important that the subject matter be not only abreast of the times, but, if at all possible, a selection of that which seems most likely to be of future importance. Likewise, methods of instruction must be those which recent developments in technology have made possible and current findings in teaching techniques have indicated as desirable.

Location of the Study

The School of Education, Oregon State College, Corvallis, Oregon, is extremely interested in offering to its prospective teachers the best possible program. This survey is an indication that it is seeking ways and means of adjusting its program to the changing conditions in the educational field. The School of Education recognizes this responsibility of supplying well-trained teachers for the high schools in a changing democratic society.

Source of Data

This survey of the teacher-training program was undertaken by a graduate student under the supervision of the School of Education. Two questionnaires were prepared. One questionnaire was directed to all graduates of the Oregon State School of Education who were teaching in the high schools of Oregon during the school year 1948-1949. The second questionnaire was sent to superintendents or principals of the schools in which the graduates were teaching. Such a planned study of the opinions of graduates and their administrators would serve as a guide in improving the current program.

Methods Employed in the Study

Since the questionnaire was the most practical tool to assemble the data for this study, the survey technique was applied to the inductive method of research. From the data compiled, it is hoped that some general conclusions may be reached that will throw light on the strengths and weaknesses of the pre-service training of teachers. Data of this type help to solve practical problems because the data coming direct from the field represent field conditions. These data tend to be practical because they grow out of practical situations.

Limitations of the Study

The limitations of this study are largely those inherent in any study conducted by the survey technique.

Copies of the questionnaires used in this thesis are shown in the Appendix. As may be noted, they require the opinions of the persons to whom they were sent. This affords an insight into the attitudes of a group, but a revision of a program based solely upon subjective appraisal would not seem justified. The full interpretation of the returns definitely involved evaluation and judgment on the part of the writer. A check-list with a simple set of questions for the respondent to check would be an easier type to interpret and compile, and would be completely objective.

Another limitation of the questionnaire technique is failure to get complete returns. Out of the 481 questionnaires sent to teachers, 124 were returned, or 26 per cent. Out of 140 questionnaires sent to administrators, 74 were returned, or 53 per cent.

There are probably several reasons for the poor return of the questionnaires. In the first place, it required too much writing from the respondent. As a result, many individuals probably disregarded it as requiring too much time and effort. In the second place, it was sent out in May, just at the end of the school year, when teachers and

administrators have a great many school details to attend to in the final functions of the school year.

Therefore, unreturned questionnaires and incomplete questionnaires present problems of interpretation. There is always the doubt in one's mind if the results would have been the same had all the questionnaires been returned.

Data from this source can only supplement or confirm judgments from other sources. No modification of the curriculum or methods can be successfully introduced without the active support of the staff of the teacher-training institutions. This support must be based upon their conviction that revisions are essential and will improve the effectiveness of the program.

These general limitations are cited as a caution to the reader. As the material presented is studied, other limitations will no doubt occur to the careful reader. A considered weighing of this evidence with that from other sources is necessary for valid conclusions.

CHAPTER II

HISTORICAL BACKGROUND AND PRESENT DEVELOPMENT

Work done in the field of curriculum building for the training of teachers has been quite extensive. Several formal studies have been made and the problem has been the subject of many special articles, or has been touched upon as a part of other studies or articles dealing with related problems. Undoubtedly, the problem has been of concern since the founding of the first schools for teacher training, since it is an integral part of any teacher training program. A study of the history of the problem is important as it may indicate why changes in the curriculum were necessary and how our present curriculum evolved. It will serve to present our present curriculum in its true light. It should be regarded as a phase in our development, not something static or perhaps even sacred, and therefore not to be touched or changed. A review of the history should serve to remind us that the curriculum must constantly reflect the needs of the times. It should equip teachers to fill their roles in the current scene and tomorrow's scene rather than the world as we knew it yesterday.

A study of the history of curriculum changes indicates that in practically every case the revision was demanded because the end product, the secondary school graduate, was not considered properly equipped to take his rightful place

in our type of democratic society. In looking for reasons for his deficiency, one of the first objects of criticism was his teacher. What was she teaching him? and how effectively was she teaching him? The teacher who is not well grounded in the subject matter of her special field cannot teach the student very much. Equally fatal is a lack of skill in presenting the subject matter in such a way that it becomes an effective part of the student's working knowledge. Thus, it is just one short step back to the teacher's own preparation for her work. The adequacy of that preparation is largely determined by the curriculum of the teacher's college. Jules Koloday and William Isaacs (9, p. 4) stated in their article that

Present training does not adequately meet the needs for our teachers. We cannot secure teachers by simply requiring of prospective teachers more courses in principles and methods of education. Many prospective teachers get little training in pedagogy. They go forth, model their own teaching after that of their instructors, and sin as they were sinned against.

Professional educators recognize that education is in an unhealthy state of affairs. They feel that there is a discrepancy between promise and performance, between what education can do and what education is doing. Possibly the teacher-training curriculum and the methodology are equally to blame for the failure to produce the well-trained teacher for our present day needs.

Several decades ago the task of preparing teachers for our schools and communities was relatively simple. The teacher's responsibility at that time was largely that of teaching certain assigned bodies of knowledge. They had little or no share in determining what should be taught or how it should be taught. They were not expected to broaden their concepts of teaching to include emphasis upon understanding of children, meeting the individual needs, or contributing to community life. Thinking people in the field of teacher education recognize these needs and are continuously alert in their study and modification of the pre-service program to better meet current demands on the profession.

A review of the history of studies of curricula indicates that in practically every case the complaint was that the curriculum change lagged far behind the need for the change. It might seem at first glance that bringing the curriculum abreast of the time would be sufficient action to correct this situation. A moment's consideration will indicate, however, that even this would not be enough. Actually, the curriculum of the teachers' college must anticipate changes in a society of the future. We cannot avoid making some sort of estimate of what will come to pass. A decision not to change the curriculum or simply neglecting to change it has effects just as surely as a decision to change it.

In short, a study of the educational history indicates that it is imperative that the teacher's training not only keep abreast of the times, but, whenever possible, it must anticipate changes in society. As a matter of fact, we might even deliberately include in our curriculum some changes which will help to evolve the type of democratic society we wish to see promoted.

One of the first studies to be made on curriculum building was The Commonwealth Teacher Training Investigation by W. W. Charters and Douglas Waples (2). Its master lists of the traits, of trait actions, and of the type activities of teachers in public schools provide a basic check list of general and specific objectives for professional courses. The evaluation of the type-activities of teachers with respect to importance, difficulty, and the desirability of learning them in institutional training programs should be of assistance in determining the training emphases that should be provided. They felt that since teachers must be trained to produce the sort of citizen that the community expects from the schools, the builder of teacher-training curricula must first learn the objectives and content of the existing public school curriculum as it is and also the ability to improve it wherever conditions permit.

An analysis and evaluation of the prescribed courses in Education for prospective high school teachers at the

University of Minnesota was made by W. E. Peik, (17, p. 4) In this study a curriculum is examined in considerable detail to ascertain its character and content and to evaluate its adequacy directly in terms of the reactions of those who have been trained by it. It is a method of self-checking by local instructors in Education, as curriculum makers, for the validation of their offering against the professional demands of secondary teaching in the field where teachers whom they have trained are working. It was hoped that the findings would locate strengths and weaknesses with considerable detail, justify the current program, or suggest the modifications necessary to improve it. The particular professional curriculum that was selected for such a check-up is the one that the University of Minnesota required for the University certificate in a secondary school from 1923-1928. It consisted of the following courses: A Brief Course in the History of Education; Education Sociology; Educational Psychology; Technique of High School Instruction; The High School; Special Methods (in the major academic field); Practice Teaching (including Observation). The courses of this series were found to be representative of most common practice. The local motive back of this study was to analyze these Minnesota courses in detail for rather complete identification of the content, and to ascertain to what extent it met the acid test of usefulness to teachers.

Ralph U. Moore (15, p. 1) made a similar investigation for the years 1929-1940 inclusive to determine the value of the education courses of the School of Education at the University of Oregon. These courses are required by state law as certification courses for prospective teachers. The courses studied included Secondary Education, Principles of Teaching, Educational Psychology, Supervised Teaching and Methods courses taught in connection with the student teacher's major or minor subject field of preparation. The aim of this study was to secure information from the in-service teachers which may prove valuable in improving the teacher-training program of prospective teachers. The questionnaire method was used and teachers were asked to estimate the value of these courses in their preparation in view of their teaching experiences. They were asked to state wherein the professional courses and teacher-training courses failed to give them the needed experience, understanding, or appreciation which would have been valuable in their early teaching. It was hoped that such a study might be valuable in the future guidance of prospective teachers by pointing out future difficulties to be avoided.

In 1944, the faculty of the College of Education of Louisiana State University, (10, p. 22) planned a study of its graduates that would serve as a guide in revising and improving the current teacher-training program. Two

questionnaires were prepared cooperatively by the faculty of the College of Education. One questionnaire was directed to all graduates of the College of Education, regardless of their occupation or employment at that time, and to all other graduates of Louisiana State University who were teaching in the public schools of Louisiana. The other was directed to principals and superintendents under whose supervision the graduates of the University were currently employed. The results of such a study should be a challenge to improve the professional course content. When asked for suggestions for improvement, the following five items were reported by the largest number of teachers: (a) eliminate some of the theory, (b) provide additional observation, (c) make work more interesting and practical, (d) provide additional and better courses in educational psychology, (e) eliminate duplication in courses. The College of Education is failing to do its function if it is falling down in these areas, and a reorganization program is inevitable.

In a recent article, "Inflation in Educational Curriculums" by Paul Klapper, (8, p. 13) the duplication of course content is discussed. He feels that an effective program of studies enriches basic concepts and principles by meaningful repetitions each of which deepens and widens the understanding of them. To illustrate:

The study of methods of instruction may be given in a cycle of two repetitions; a first

study preparatory to teaching as an apprentice under close supervision; a second and more intensive study, after a year or two of experience in teaching against which the young teacher appraises the educational practices advocated by the university professor. Here repetition is planned and purposeful and, therefore, decidedly rewarding. . . . Planned repetitions have a primary purpose, to enable a student to live with ideas until they glow with meaning and become a part of his thinking.

This same author writes that the program of studies of many of our leading Schools of Education seem to follow no intellectual design. The graduate schools and especially Schools of Education are course bound. Pages upon pages in their catalogs are devoted to "expounding the minimum courses required--their number, their value in credits, their distribution, their sequence--and, of course, the minimum residence expected in which time the courses are to be completed." The excessive repetition of subject matter and reading lists tends to develop a disrespect for teacher education and rouse in many minds a suspicion that it lacks the intellectual integrity associated with higher education.

Teachers' College of Columbia and others was severely criticized by Albert Lynd for this same reason. (13, p. 36)

There are galaxies of courses in the theory, the practice, and the supervision of teaching every conceivable subject, with the inevitable addenda on "administration". There are courses on practice teaching and on the teaching of practice teaching. There are even a couple which are concerned with the teaching methods of a teachers' college. . . . "Laboratory" courses abound, with apposite courses in administering the laboratory. . . . The purpose

of the vast inventories of courses is not merely that of forming new teachers. They are also rigged to keep the working teacher and administrator returning for more tutoring throughout the years of his professional life in which he may hope for job improvement.

The handwriting is on the wall--the teacher-training program must confess its deficiencies and try to do something about them. Schools of Education and educators recognize these needs and the current literature is abounding with hopeful suggestions for improvement. From this research the author has included in this study some of the "musts" in teacher training as seen by present day educators in the field.

First of all, "A broad general education is a must for today's teachers." (12, p. 137) Margaret Lindsey quoted this statement from a thesis written by R. J. Maaske, President of the Teachers' College at La Grande, Oregon. General education, he continues, through whatever content and organization, should give the prospective teacher the following:

- (1) competence in the subject matters and resource backgrounds in his area of teaching preparation;
- (2) a sound psychological understanding of himself and other individuals;
- (3) a broad social understanding of present-day modes of living and the attendant social, economic, moral, and aesthetic problems.

General education may then be defined according to W. T. Edwards (3, p. 136)

as that part of the total education of the teacher which deals primarily with common persistent problems of the individual and of society (as they interact) which gives meaning and commonness of purpose. Such education at the same time contributes to the capacity of the individual to function also in situations related to the areas of differentiated or specialized education and of professionalized education.

Edwards, (3, p. 137) also cautions us that general education is not something which takes place in certain years or in certain courses. Its surest test is whether it functions in and through life with emphasis upon democratic values. He writes,

If general education fulfills its responsibilities, it will provide a substructure upon which differentiated and professionalized education can feed; in turn, differentiated and professionalized education should lead to further need for general education.

Edith Keller (7, p. 165) writes in her report to the Bowling Green Conference,

The organization of such a program should be characterized by sufficient flexibility to remain sensitive to the changing needs of a dynamic society and a growing profession. It should recognize the continuous nature of general education and should be so articulated that the proficiencies and deficiencies at any level may be compensated for on succeeding levels.

The development of a general education program should be the work of the administration and the entire faculty, and they, in turn, should secure help from their students and the public for ideas and suggestions.

Along with a General education, the prospective teacher must also have an extensive and intensive professional education program which would provide for contacts with professional problems and situations.

The role of today's teacher is not confined to the classroom nor to the school. The professional education program must provide for students such extensive experiences as are needed to help them recognize the function of education in society at large. Adequate guidance of children and youth today requires understanding of the complexities of human personalities as the function in a variety of situations. Prospective teachers cannot develop this fully during four years of education, but they can be helped to acquire those skills and techniques which contribute toward a growing understanding of individuals. To provide such help for students the professional education program must be intensive in nature. (12, p. 138)

Can such a job be done through a series of unrelated courses arranged in logical sequence? Any school that has taken a survey among its past or present students asking for suggestions on the courses in the education department will find that the students are not satisfied. Criticism of overlapping and duplication, of too much theory unrelated to practice, and of not enough concrete experience with children and schools, is most frequently mentioned in the replies of the surveys. Revision in the number, sequence, organization, and content of the program should be the outcome. Give the student learning experiences that have meaning to him in terms of his purposes. Florence Stratemeyer (19, p. 155) suggests that we apply the same

principles of learning in developing the curriculum of the prospective teacher that he in turn will use in guiding the experiences of children and youth. Experimentation has been in the direction of working on the problems of teaching and learning in a way to relate the developing interests and needs of the learner to the selection and guidance of curriculum experiences. She feels that the curriculum should be so designed to guide the student in a consideration of:

- (1) personal and immediate problems
- (2) the larger social implications of these issues
- (3) professional aspects of the problems, with reference to the guidance of children and youth in meeting and dealing with these same problems at their stage of maturity
- (4) those situations and issues peculiar to the profession of teaching and to the particular division selected by the student

In short, courses should be organized with reference to problems of the college student as an individual, as a citizen, and as a professional worker.

This same author feels that the student should participate in a cooperative planning development of college courses. This experience would not only help to make those experiences more meaningful but also assist him to understand what is involved in guiding learners in cooperative planning of activities. Kenneth E. Howe (5, p. 64) recommends in a report to the Bowling Green Conference, that such activities as faculty conferences, study committees, and curriculum councils be instituted in the interest of

improving teacher education. Possible activities should be investigated for opportunities for staff, students, and community to work together in curriculum building.

Problems of teaching do not respect course lines. Strands of learning as gained from courses in general and professional education do not, by magic, fall into meaningful relationship when a teacher is faced with a problem of discipline, guidance, promotion, or learning. When the inadequacies of teacher education programs were first realized, a short period of student teaching was introduced during the final year of preparation. It has become increasingly clear, however, that much learning in advance of actual work with boys and girls is without clear purpose on the part of the student; hence such work is highly artificial and is forgotten readily. Recently the need has become apparent for continuous and extensive laboratory experiences which begin early in the student's program and culminate in a period of full-time responsible teaching. (1, p. 239)

Many colleges are revising their curriculums to give more emphasis to student teaching. School administrators, supervisors, and teachers are requesting more practice before employment. Presumably, the prospective teacher who leaves the college today is not ready to assume the responsibility that is expected of him. He needs more experience. How then, shall he get this experience?

Haskew, (4, p. 150) Dean of the College of Education, University of Texas has set up the following provisions for a student teaching program:

- (1) A period (or periods) of practice that will give each student from eight to sixteen weeks of full-time apprenticeship assignment.

- Within the near future, this minimum time should perhaps be expanded to a full year, probably made up of separated periods.
- (2) An apprenticeship post for each student that will be shared by not more than one other student simultaneously.
 - (3) Placement for student teaching in a regularly constituted public school or a reasonable facsimile thereof. The student-teaching assignment should embrace experience in the total school program not being restricted to classroom activities.
 - (4) Supervision and guidance for the student teacher that will capitalize fully upon the many teaching opportunities that exist in the practice teaching experience.
 - (5) Equipment of the practice centers to employ at least reasonably good teaching and child-guidance techniques. There is some justification for going farther and saying that the school practice centers for prospective teachers should be equal in quality to the hospital practice centers required for prospective physicians.

Haskew proposes that student teaching should become an integral part of the state's public school system. Its cost would be borne in the public school budget. The colleges, the public school systems, and the state department of education would participate in planning and operating the total program, in making collective policy decisions. His second proposal is that student teaching be planned on a statewide basis, rather than by each college or university as at present. Selection of students would be done in terms of uniform criteria. Students would have access to suitable practice centers, regardless of the location of those centers. College-connected supervision would be co-ordinated, perhaps by geographic regions. The machinery commonly

employed would be a State Council on Teacher Education or a special committee appointed for that purpose.

A fifth year of internship with pay is being recommended with adequate supervision by the public school in which the intern is employed, the college, and the state department of education. The fifth year of preparation need not necessarily apply toward another degree but should include a block of professional preparation. During this period of internship the teacher may have opportunity to become aware of faulty methods, techniques, and subject matter understandings so that these errors may be corrected by re-study before permanent certification is achieved.

The teacher intern should be accepted as a bona fide member of the teaching group and should be eligible for full participation and membership in professional organizations. He should be, by law, included in the retirement system, should be eligible for sick leave and any other privileges which are accorded members of the regular teaching staff. His service should not be the basis for claim to tenure. The school district in which intern service is rendered should be entirely free to employ or not to employ the teacher at the end of his internship. . . . He should be assigned a part-time salary proportionate to the teaching load which he carries. His membership in professional groups, his participation in teacher's meetings, and any professional discussions, should be fully recognized. Democratic procedure dictates that he be accepted not as an observer but as a full participant in professional matters, in teacher programs, and in the administration of the school. (20, p. 237)

In a report presenting the major findings and recommendations of the Committee on Student Teaching for The

American Association of Colleges for Teacher Education, Lindsey (11, p. 205) writes that the internship has certain unique values for the preparation of teachers.

- (1) It provides continuity between the pre-service and in-service education.
- (2) It provides gradual induction as a member of a school staff with part supervision by those who know the beginning teacher.
- (3) It would guarantee more effective placement for work.
- (4) It would afford the college opportunity to study the effectiveness of its work and make needed curricular modifications.

We are in need of procedural change as well as needed content changes. There is an urgent need not only for re-examination of the general and professional education programs but also for a study of better ways of teaching on the college level. Lindsey (12, p. 140) writes that

changes in instruction must first be changes in people. College staff members do not change readily. Teaching on any level demands certain skills which are unique to the process of teaching. Such skills are not always considered to be important by graduate schools preparing college teachers. Emphasis upon mastery of accumulated knowledge in specialized areas does not always enhance the possibility of good teaching.

Marguerite Juchem, (6, p. 207) Supervisor of Secondary Education, Colorado State Department of Education writes

Teachers teach as they were taught and not as they were taught to teach. The college professor should teach both content and professional subjects so that this instruction will be a constant example of effective democratic teaching.

The staff, as well as the administration, must assume responsibility for the quality of classroom instruction. In a report to the Bowling Green Conference, E. L. Muzzall (16, p. 59) suggests that a faculty committee should be appointed to set up definite standards concerning objectives, teaching procedures and the content of the courses.

Each division should hold meetings, establish objectives, determine the content of courses, and formulate syllabi and examinations. Personal conferences should be held with students for purposes of guidance and to assist teachers in appraising the effectiveness of their teaching.

Any productive organization should give primary consideration to improving the quality and quantity of its product. Faculty and students, too, feel this concern; but too seldom do they use the microscope of self-evaluation or group evaluation.

The study of this historical background and development of the teacher training program may be summarized by the words of Peik. (18, p. 15)

It is apparent that the over-all objectives of a teacher education institution are teaching and learning. The institution exists for the attainment of these objectives. They are the ends. The administrative and faculty organizations are not ends, but are means. They are means of performing services for the teachers and teachers-in-preparation.

The School of Education at Oregon State College is interested in evaluating its program. The following study should show strengths and weaknesses and indicate areas for revision.

CHAPTER III

THE STUDY

This study was begun in order to evaluate the teacher-training program at Oregon State College from the standpoint of the graduates of the Oregon State College School of Education now in the teaching field and from the standpoint of school administrators. Separate questionnaires accompanied by a letter of explanation were made up for each of these groups and mailed to 481 teachers and 140 school administrators. Copies of the questionnaires and letters are included in the Appendix.

In reporting the results of the study, data submitted by graduates and those submitted by principals and superintendents are treated separately, the former appearing first. Usually, the data are presented in the order in which the questions appeared on the questionnaires.

Out of 481 questionnaires sent to teachers, 124 were returned or 26 per cent. Out of 140 questionnaires sent to administrators, 74 were returned or 53 per cent. Although the percentage of returned questionnaires was low, they show a trend as to the opinions of people now in the field and will be valuable in securing an over-all picture of the School of Education.

Opinions of Teachers from Questionnaires

The first questionnaire was answered by teachers who were graduated from Oregon State College covering a period from 1910-1949 inclusive. Only five questionnaires were returned in the period from 1910-1919; 17 from 1920-1929; 23 from 1930-1939; and 70 from 1940-1949. The last ten-year period will be of most value in this study, but the other three periods will serve to show the trend of opinions through the years and will be of value for comparison purposes.

This questionnaire consisted of seven questions and they will be discussed in the order that they appear on the questionnaire.

What courses in Education at Oregon State College do you think have been of most benefit to you in your teaching?
(list in order of preference).

The teachers were asked to rank the courses required for certification in Oregon. These include Educational Psychology, Secondary Education, Principles of Teaching, Oregon School Law, Methods and Materials and Supervised Teaching. Table I shows a composite ranking of the courses from 1910-1949 inclusive.

TABLE I--COURSE PREFERENCE, 1910-1949

Name of Course	Order of Preference							Total
	1	2	3	4	5	6	7	
Educational Psychology	4	7	20	15	14	4	0	64
Secondary Education	1	5	5	12	17	13	1	54
Principles of Teaching	7	10	18	18	8	3	0	64
Oregon School Law	1	1	6	9	4	4	15	41
Methods and Materials	16	44	9	3	2	1	0	75
Supervised Teaching	55	16	7	1	2	1	0	82

Other courses mentioned which were of benefit are listed in Tables II, III, IV, and V.

Of the 124 questionnaire returns, 82 teachers ranked Supervised Teaching as having the greatest teaching value. Fifty-five teachers ranked it as first; 16 as second; and only a few ranked it lower than third. Methods and Materials ranks second in value in their teaching experiences. Only 16 ranked it as first and 44 ranked it second. Educational Psychology, Principles of Teaching and Secondary Education fall into the third, fourth and fifth place in the order named. Oregon School Law is ranked of least teaching value. Many of the elective courses in Education and courses in specialized fields were considered of greater value than the courses required.

Breaking down the questionnaire into ten-year intervals, we find slight variation in the order of preference for the courses.

TABLE II--COURSE PREFERENCE, 1910-1919

Name of Course	Order of Preference							Total
	1	2	3	4	5	6	7	
Educational Psychology	0	0	1	1	0	0	0	0
Secondary Education	0	0	0	0	1	0	0	1
Principles of Teaching	1	0	1	0	0	0	0	2
Oregon School Law	0	0	0	0	0	1	0	1
Methods and Materials	0	1	0	0	0	0	0	1
Supervised Teaching	1	1	0	0	0	0	0	2

Other courses mentioned which were of benefit were Mental Hygiene and Vocational Education.

We cannot evaluate ten years of course value from only five questionnaire returns. Principles of Teaching and Supervised Teaching each received one vote for the first rank. Methods and Materials and Supervised Teaching received one vote each for the second rank. Educational Psychology and Principles of Teaching vary between third and fourth; Secondary Education in fifth place, and Oregon School Law in sixth place for least teaching value.

TABLE III--COURSE PREFERENCE, 1920-1929

Name of Course	Order of Preference							to- tal
	1	2	3	4	5	6	7	
Educational Psychology	0	2	2	3	1	1	0	9
Secondary Education	0	1	1	4	1	0	1	8
Principles of Teaching	0	2	3	3	2	0	0	10
Oregon School Law	0	0	0	1	1	2	0	4
Methods and Materials	3	4	1	0	1	0	0	9
Supervised Teaching	8	2	0	0	0	0	0	10

Other courses mentioned which were of benefit were Guidance, Practice House, Shop Classes, and Current Trends in Short-hand.

In this period, with 17 returns, we find that the courses rank in the following order: first, Supervised Teaching with eight comments; second, Methods and Materials with four; third, Principles of Teaching with three; fourth, Secondary Education with four; Educational Psychology ranks between third and fourth; and Oregon School Law in sixth place with two.

TABLE IV--COURSE PREFERENCE, 1930-1939

Name of Course	Order of Preference							to- tal
	1	2	3	4	5	6	7	
Educational Psychology	2	3	1	2	6	2	0	16
Secondary Education	1	3	2	3	3	4	0	16
Principles of Teaching	1	2	4	5	1	1	0	14
Oregon School Law	0	0	2	2	1	1	0	6
Methods and Materials	4	5	1	1	1	0	0	12
Supervised Teaching	7	4	3	0	0	0	0	14

Other courses mentioned which were of benefit were Measurement in Education, Mental Hygiene, Observation, Counseling, Social Hygiene, School Hygiene, Remedial Teaching, Character Education, Psychology of Adjustment, Statistics, and Technical Agricultural Courses.

Out of the 23 returns received for this period, again we find Supervised Teaching and Methods and Materials in first and second place; Principles of Teaching and Secondary Education in third and fourth; and Educational Psychology falling down into fifth and again Oregon School Law in the sixth place.

TABLE V--COURSE PREFERENCE, 1940-1949

Name of Course	Order of Preference							
	1	2	3	4	5	6	7	to- tal
Educational Psychology	2	2	16	9	7	1	0	37
Secondary Education	0	1	2	5	12	9	0	29
Principles of Teaching	5	6	10	10	5	2	0	38
Oregon School Law	1	1	4	6	2	11	5	30
Methods and Materials	9	34	7	2	0	1	0	53
Supervised Teaching	39	9	4	1	2	1	0	56

Other courses mentioned which were of benefit were Guidance, Home Management House, Nursery School Procedure, Construction and Use of Visual Aids, Seminar in Science Courses, Secondary School Supervision, Measurements in Secondary Education, Organization and Administration, Philosophy of Education, Current Occupational Trends, Character Education, Adult Education, Technique of Teaching Typewriting, Technique of Teaching Shorthand, Seminar in Business Education, Adolescent Growth and Development, Organization and Administration of Physical Education, Organization and Administration in Homemaking Education, and Workshops.

In this last ten-year period 70 questionnaires were returned. Supervised Teaching, Methods and Materials, Educational Psychology, Principles of Teaching, Secondary Education, and Oregon School Law is the order of preference for this interval. In comparing the four breakdowns with the total picture as given in Table I, we find that the ranking through each period is almost the same. Supervised Teaching and Methods and Materials definitely ranking first and

second. Educational Psychology, Principles of Teaching, and Secondary Education receiving about equal preference for third, fourth and fifth place. Oregon School Law never gets out of the last ranking as being of value in teaching.

In the Louisiana State University study (5, p. 80) courses in Education other than Supervised Teaching were ranked as to their value in preparation for teaching. These courses included Introduction to Teaching, Principles of Education, Educational Psychology, Materials and Methods, and Tests and Measurements. Materials and Methods ranked first; Educational Psychology, second; and Principles of Education, third. The ranking of course preference compares with this study made at Oregon State College.

What aspects of these courses helped you most in your teaching?

The answers for this question were compiled into seven major areas and tabulated under the course that was of most benefit to the teacher. The answers were grouped into ten-year periods as shown in Table VI on the following page. There were 186 responses to this question. In reading this table, the totals at the right indicate the number of comments made for a particular aspect of the course; while the totals at the bottom indicate the number of comments specifying certain courses as being beneficial.

TABLE VI--ASPECTS OF COURSES MOST BENEFICIAL

Aspects	1910-1919						1920-1929						1930-1939						1940-1949										
	Ed. Psychology	Sec. Education	Prin. of Teaching	Oregon School Law	Meth. & Materials	Sup. Teaching	Others	Ed. Psychology	Sec. Education	Prin. of Teaching	Oregon School Law	Meth. & Materials	Sup. Teaching	Others	Ed. Psychology	Sec. Education	Prin. of Teaching	Oregon School Law	Meth. & Materials	Sup. Teaching	Others	Total							
1. Practical application and experience	1	1			2					1		3	3		1	1	1		2	7			1	14	40	78			
2. Background for future use in classroom	1							3	2			1	5	1	3	2	2			3	1	3		10	4	41			
3. Methods of presentation								1		2		3	1					3	3					14	4	31			
4. Understanding of students					1			1		1			1		2					1	4				3	14			
5. Personality of instructors						2														1					4	3	10		
6. Formation of a philosophy of education																		1	1	2	1				3	8			
7. Understanding of technical and legal aspects											1												3			4			
Total	2	1			3	2		5	2	4	1	8	9	1	6	3	3		5	10	2	8	2	6	4	38	55	6	186

The practical application and experience aspect was rated by the largest number of teachers as being the most beneficial. Out of the 78 teachers responding to this question, the Supervised Teaching course and the Methods and Materials course were by far the favorites in all four periods. Forty teachers of the 1940-1949 group indicated that they had found the course in Supervised Teaching to have a high degree of practical application. The course in Methods and Materials was the second most often mentioned course in this regard, being checked by 14 teachers. Only one teacher listed Principles of Teaching as being especially helpful in actual teaching. These results are quite natural because in these two courses, the student is actually teaching or applying theory and subject matter to actual teaching experiences. Let me quote directly from some of the answers received on the questionnaires:

Gave me an opportunity to develop a technique in Supervised Teaching.

The actual classroom experience--supplanted by ideas from Methods course.

Affording practical planning and carrying out of the teaching program.

The chance of actually applying what we were attempting to learn from a book.

Actually planning units and lessons, and the teaching them.

My technical knowledge and practical work in Supervised Teaching are about all I have to fall back on now.

The Method and Material Courses were valued high for providing background material for future use in the classroom. They also gave valuable assistance in preparing subject matter for classroom presentation. However, it is interesting to note that in the 1930-1939 interval, the teachers rated Education Psychology, Secondary Education and Principles of Teaching the most beneficial in this respect.

Fourteen teachers felt that the Educational Psychology course gave them an understanding of students and their problems.

Personality of instructors and supervisors was mentioned by ten teachers, seven in the last period, as being the most beneficial aspect of the courses. One teacher wrote, "The examples of fine instructors were most inspiring." Another wrote, "It wasn't the course that I liked so well, but the personality of the instructor that made the course stand out as of great importance to me."

In the last group, eight persons felt that courses such as Educational Psychology, Principles of Teaching, and Secondary Education helped them to form a philosophy of education which was the most important aspect. A Commercial teacher wrote, "The philosophical background built up through all the courses put together gave me a 'home base' upon which to build."

Four teachers who are now serving in an administrative capacity felt that Oregon School Law was highly beneficial because of the understanding of technical and legal aspects that were gained. However, the classroom teachers as a whole found no value in this course as far as being beneficial in their teaching.

What courses in Education at Oregon State College do you consider were least beneficial to you in your teaching?

A common criticism of all Education courses is that they are too theoretical and therefore fail to give enough practical experience. Educational Psychology received 20 criticisms of being impractical; Secondary Education, 21; Principles of Teaching, 17; and Oregon School Law, 11. These same courses were also frequently checked as being too theoretical. Again let me quote from the questionnaires:

Too general and unrelated to current teaching situations--too abstract.

Little meaning for one who has not taught.

Too much theory--nothing concrete.

Irrelevant--should be more practical and specific.

Lack of coordination of theory and practice.

Abstract situations and principles.

Secondary Education gave interesting background but it didn't tell me what to do with Johnny.

Oregon School Law was least beneficial--I don't remember any of it. I realize it is necessary to have a working knowledge but what is essential

TABLE VII--ASPECTS OF COURSES LEAST BENEFICIAL

Aspects	1910-1919							1920-1929							1930-1939							1940-1949							
	Ed. Psychology	Sec. Education	Prin. of Teaching	Oregon School Law	Meth. & Materials	Sup. Teaching	Others	Ed. Psychology	Sec. Education	Prin. of Teaching	Oregon School Law	Meth. & Materials	Sup. Teaching	Others	Ed. Psychology	Sec. Education	Prin. of Teaching	Oregon School Law	Meth. & Materials	Sup. Teaching	Others	Ed. Psychology	Sec. Education	Prin. of Teaching	Oregon School Law	Meth. & Materials	Sup. Teaching	Others	Total
1. No practical value								6	4	4	3			2	3	7	2	1			3	11	10	11	7	1			75
2. Method of presentation								1	2	2	1					1	1					4	13	7	9		1	42	
3. Too theoretical				1							1			1	1	1	2					8	10	9	5			39	
4. Duplication of material in courses	1	1	1																			2	4	1				10	
5. Instructors out of touch with high school level.																				1		1		1		1	4		
Total	1	1	2					7	6	6	5			3	4	9	5	1			4	25	38	28	22	1	2	170	

could be worked in with another course. Have the course for administrators.

The teachers felt that there should be more definite training in techniques or methods in specific phases of a teacher's actual work. These phases include more specific treatment on discipline control, lesson planning, administrative duties such as records and reports, testing and extra-curricula activities.

The method of presentation was also listed frequently as one of the aspects of the courses that made them least beneficial. The teachers request that the college instructors "practice what they preach." The lecture method is very unpopular and results in criticisms such as, "dry, boring, uninspiring, uninteresting." Other comments made by the teachers included the following:

Uninspirational, given straight from a text.

Educational Psychology had little practical value the way it was taught.

Almost all courses of little benefit due to methods of presentation rather than subject content. Use more teaching aids, such as actual illustrations of class work.

Have more variety in the method of presentation to make it more interesting.

Table VII shows that the Secondary Education course was listed 13 times in the last ten-year period as being least beneficial due to the method of presentation. Oregon School Law and Principles of Teaching followed with nine and seven

comments respectively. Many of the teachers felt that it was not so much the course content that made the course impractical as it was the method by which it was presented.

Closely connected with this criticism was the response that the instructors were out of touch with the high school level.

Professors, in some cases, have been away from high school too long and talk about situations true of a preceding generation but not practical at the present time.

I think that college personnel should learn more about what the high school situation is and gear their instruction accordingly. College people should make professional growth in the subjects they teach as the elementary and secondary teachers are required to do. Many education instructors have not visited a high school or grade school for many years.

Instructors assume that the high school has much better equipment, more ideal class situations, etc. than the teacher actually finds when he goes into the high school.

Only four comments were listed regarding this criticism, but it is referred to in several other places on the questionnaire.

The last major criticism named was the duplication of material in the courses. Secondary Education and Educational Psychology were specifically cited as containing material that had already been covered in other courses.

What other criticisms do you have of Education courses at Oregon State College? (Methods of instruction, etc.)

Table VIII on the following page, indicates very clearly that the main criticism of Education courses is one of too much theory and not enough practice. The issue of theory versus practice has always been evident. This charge is not peculiar to the training program at Oregon State College. The results of this questionnaire shows that out of 77 comments, 26 indicated that theory was stressed too much --approximately 33 per cent of the comments. This result has also been found in surveys made by other schools. In a study made by the Louisiana State University, (5, p. 80) 39.03 per cent of the teachers felt that the courses were too vague--not practical. Peik found the same to be true at the University of Minnesota (3, p. 481) where 30 per cent of the teachers found the courses too theoretical.

The first four criticisms listed in this Table closely follow those given in Table VII and probably need no further comment. However, the value of most of the courses offered depends greatly upon the instructor, but the student, too, must be able to apply the principles and make them practical in his teaching experiences. Possibly there should be more emphasis on specific training for the duties of a high school teacher and some reduction in the absolute amount of theoretic professional orientation.

TABLE VIII--CRITICISMS OF EDUCATION COURSES

Criticisms	1910- 1919	1920- 1929	1930- 1939	1940- 1949	To- tal
1. Stress theory too much-- make courses more practical	0	6	3	17	26
2. Instructors do not seem to come down to the level of high school age experiences	0	3	2	5	10
3. Instructors in college should use methods they advocate	0	0	0	9	9
4. Education courses tend to overlap, especially in theory	0	0	1	7	8
5. More observation of high school classes would make methods course more mean- ingful	0	0	2	5	7
6. Need more instruction in methods for specific sub- ject field	0	0	2	3	5
7. Need for developing an educational philosophy	0	0	1	3	4
8. More actual experience needed	0	0	0	3	3
9. Practice teaching should be divided so that some of the courses would come after the first trial	0	0	1	1	2
10. Practice teaching should be done in small commun- ities	0	0	1	0	1
11. Combine education courses to allow more time for courses in major field	0	0	0	1	1
12. Plan a whole course or series of courses to carry out the complete teaching program	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>
Total	0	9	13	55	77

That more specific training is desired is indicated by some of the other criticisms given in the responses to the questionnaire. The need for more instruction in methods for a specific subject field and the need for more actual teaching experience indicate that a more thorough background is favored along with a longer practice teaching period. Two teachers suggested that the practice period be divided so that some of the Education courses would follow a teaching period. They feel that this would make the courses more meaningful and therefore more practical, so that the last teaching period would show an improvement over the first. Seven teachers asked for more observation of high school classes in order to make the Methods and Materials course, as well as Principles of Teaching, more practical. Many times it is easier to apply a principle that one has observed than one that has only been discussed in a class,

The need for developing an educational philosophy was the criticism of four teachers. It is apparent that too many teachers have only vague ideas of the goals they are trying to attain in the teaching field. The courses in Education should give them enough practical material so that they have a chance to formulate their own goals. Possibly the School of Education should analyze its own philosophy towards its teacher-training program before it can assist teachers in developing a working philosophy for themselves.

What additional courses would you like to see initiated in the School of Education?

Many of the teachers responding to this question felt that the School of Education had enough courses in its curriculum but would like to see some of them revised so that they would be more practical for the prospective teacher.

Table IX on the following page lists 18 additional courses or suggestions that the teachers felt would be beneficial to the prospective teacher. At the top of the list with 15 comments is the request for survey courses in activities a teacher may be asked to sponsor. The extra-curricular program in the high school plays an important role. The beginning teacher, as well as the experienced teacher, is given activity assignments along with his teaching assignment. They feel that they had had no training for this part of the teaching program and that some place in their training they should have this experience. The Supervised Teaching program is the logical place for such training. This could be accomplished by carefully appraising the student teachers' interests and capabilities and then definitely assigning them work with the sponsor of the activity selected. This is already being done as far as possible, but the teachers feel this still is not enough, and are asking for special courses dealing with the conducting of extra-curricular work.

TABLE IX--SUGGESTED ADDITIONAL COURSES

Additional courses beneficial to prospective teachers		1910- 1919	1920- 1929	1930- 1939	1940- 1949	To- tal
1.	Survey courses in activities a teacher may be asked to sponsor	0	1	1	13	15
2.	Courses in Guidance for all teachers	0	2	1	9	12
3.	Methods of presenting lectures, explanations, conducting labs, etc.	0	0	4	6	10
4.	Course in Ethics	0	1	3	5	9
5.	Visual Aids--every teacher should be trained to use and choose equipment and illustrative material	1	2	1	3	7
6.	Longer period of Supervised Teaching	0	1	0	4	5
7.	Elementary Psychology, especially of study habits	1	2	2	0	5
8.	Adolescent Psychology for all teachers	0	0	2	3	5
9.	Course presenting a true picture of teacher load, schedules, etc.	0	1	0	4	5
10.	Tests and measurements	0	0	0	4	4
11.	Course in Public Speaking	0	1	1	1	3
12.	Course in Psychiatry	0	3	0	0	3
13.	General courses in Social Studies	2	0	0	0	2
14.	A workshop for working out lesson plans, outlines and other techniques	0	0	2	0	2
15.	More Mental Hygiene	0	0	1	1	2
16.	A course dealing with discipline problems and suggested solutions	0	0	1	1	2
17.	More on procedures of creating and maintaining interest	0	0	0	2	2
18.	Brief library course	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>2</u>
Total		4	14	19	58	95

Closely connected with student activities and adversely criticized is the subject of guidance and counseling. A total of 12 teachers felt that all teachers should have courses in guidance and counseling. At the present time courses in Guidance are not required of undergraduates and is stressed more on the graduate level.

Ten teachers believed they could have profited by more instruction in different methods of presenting the subject matter. Actually the School of Education and the major schools are offering such courses, but the student is not able to apply the theory when he needs it in a teaching situation. Items 6, 9, 10, 14, 16 and 17 all indicate that the teacher wants additional help for use in the classroom. Longer practice teaching, workshops for working out lesson plans, outlines and other methods for teaching, courses dealing with discipline problems and suggested solutions, and procedures for creating and maintaining interest are all problems with which the teachers do not feel qualified to cope successfully.

A course in Ethics was mentioned by nine teachers. One teacher wrote,

There is a need for a course in professional Ethics. This might include grooming, mental hygiene, etc. Teachers fail not because of low grades, poor subject preparation, but because they cannot get along with other teachers and the students.

Another teacher asks that we "put more emphasis on teacher ethics and teacher behavior in a new teaching position." It is certain that standards of conduct in a college environment would not necessarily be acceptable in a small community where one is employed as a teacher.

More Psychology courses are also felt as a need for prospective teachers. Elementary Psychology and Adolescent Psychology were each mentioned five times. They feel that more emphasis should be placed on the study of the child and how to handle individual differences, such as found in the delinquent child or in the indifferent child.

Three teachers thought that a course in Psychiatry would be worthwhile, and two requests were made for a course in Mental Hygiene. A brief Library course and a Public Speaking course for teachers were also suggested.

Most of these requests should be a challenge to the School of Education to include additional courses or to incorporate this material into the present courses and make them more meaningful and practical to the prospective teacher.

What general suggestions do you have for improving the curriculum in your teaching field at Oregon State College?

The suggestions given in answer to this question were grouped into ten categories and tabulated under the various major schools of preparation. The five questionnaires

returned in the 1910-1919 period did not offer any suggestions so the results could only be listed for three periods. Table X shows that a total of 63 comments were given, and the totals at the bottom of the Table shows the number of comments in each field for the three periods.

The suggested improvements for the curriculum in the various fields follow the same pattern as the criticisms given for the School of Education and shown in Table VIII.

A total of 16 teachers felt that there should be more basic technical courses. For instance, in Home Economics the request was for more emphasis on Household Management and Family Relations. Special areas for stronger emphasis were designated. Along with this, eight teachers suggested improved Methods courses for the prospective teacher, and additional graduate courses showing current trends was suggested by six teachers.

Ten teachers felt that their Supervised Teaching was not long enough to qualify them for a teaching position. A six-weeks period is just a start. At least one semester or even a whole year was suggested. Also, in connection with their practice teaching period, five teachers felt that there should be more supervision from the college. In many cases the whole responsibility is left with the high school supervisor. This is not true of all the schools and should not be true of any of the schools.

TABLE X--SUGGESTED IMPROVEMENT OF CURRICULUM IN TEACHING FIELD

Suggestions	1920-1929							1930-1939							1940-1949										
	Agriculture	Business Ed.	Home Economics	Ind. Arts	Mathematics	Physical Ed.	Sciences	Social Studies	Agriculture	Business Ed.	Home Economics	Ind. Arts	Mathematics	Physical Ed.	Sciences	Social Studies	Agriculture	Business Ed.	Home Economics	Ind. Arts	Mathematics	Physical Ed.	Sciences	Social Studies	Total
1. Increase demands for basic technical courses				1	1				1	1				1	1		2	1	3		2		2		16
2. Increase length of time for Supervised Teaching and Observation				1						1								1	4	1		2			10
3. Make courses more practical	1		1							1				1			1		2			1			8
4. Improved Methods courses in all teaching fields			1									1	1			1		3							7
5. Additional graduate courses to show current trends			1								3					1			1						6
6. Revitalize teaching staff and method of instruction								1		1		1					1		1						5
7. More supervision from college for student teaching										2								1	1			1			5
8. More Survey courses designed principally for teachers																				1		2			3
9. Integrate courses																	1			1					2
10. More counseling and screening of students								1										1							2
Total	1	2	1	2	1			2	1	9		2	1	2	1	2	5	7	12	2	3	3	5		64

Revitalizing the teaching staff and improving the method of instruction was again suggested by five teachers, and making the courses more practical was suggested by ten teachers. Integrating the courses was mentioned by two teachers.

The suggestion of more counseling and better screening of students was mentioned by only two teachers. This is highly important and probably should be given more emphasis.

Do you think Oregon State College should provide any type of service for those teachers already in the field? If so, what?

This final question on the teacher questionnaire resulted in 76 comments as shown in Table XI. Here again the study was grouped into ten-year periods. Some of the suggestions made by teachers graduating fifteen or twenty years ago may already be in effect.

The greatest number of requests were for a follow-up visit by some instructor in the major field during the teacher's first year in the field. They feel that the college could still be of great help to the beginning teacher.

Workshops and summer session courses designed especially for teachers in their major field was requested by eight teachers. The teachers are interested in current trends and professional growth in their field, but two teachers felt that the eight-weeks summer session was too

TABLE XI--SERVICES FOR TEACHERS IN THE FIELD

Services	1910- 1919	1920- 1929	1930- 1939	1940- 1949	To- tal
1. A follow-up visit by some instructor in the major field during the teacher's first year	0	0	1	8	9
2. Workshops and summer session courses designed especially for teachers in their major field	0	2	3	3	8
3. Publish a bulletin on various aspects of teaching	2	0	0	5	7
4. Provide some type of bureau to give assistance to teachers	0	3	0	4	7
5. Refresher courses to keep up with current trends	0	3	4	0	7
6. Exchange of ideas among teachers	0	0	4	2	6
7. An improved teacher placement service	0	1	2	2	5
8. More graduate extension courses	0	1	0	2	3
9. Improve preparation for future teachers	0	0	0	3	3
10. Closer contact between School of Education and the high schools	0	1	1	0	2
11. More workshops--shorter summer sessions	0	0	1	1	2
12. Bibliography of materials for general education, special teaching fields, and visual education	0	0	1	1	2
13. Require instructors in School of Education to teach periodically in a high school situation	0	0	0	2	2
14. Improve library service to graduates	0	0	0	2	2

TABLE XI (Continued)

Services		1910- 1919	1920- 1929	1930- 1939	1940- 1949	To- tal
15.	A project for illustrative material	0	1	0	0	1
16.	Better organized district and sectional in-service meetings	0	0	0	1	1
17.	An advisory council for beginning teachers	0	1	0	0	1
18.	Conferences for teachers who are supervisors of student teachers	0	0	1	0	1
19.	Require prospective business teachers to spend some time in an office for which college credit could be given	0	0	1	0	1
20.	Provide information on supply and demand of teachers, and trend in salaries	0	0	0	1	1
21.	Revise requirements for Master's Degree	0	0	0	1	1
22.	More assistance to teachers who are out of state graduates	0	0	0	1	1
23.	More stress placed on minor teaching fields	0	0	0	1	1
24.	Revise present certification requirements to eliminate continuous summer sessions	0	0	0	1	1
25.	Publish yearly registry of OSC graduates currently teaching	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>
Total		2	13	19	42	76

long. A concentrated study in a workshop situation was highly favored. A Biology teacher comments,

The Science Institute for Teachers is exactly the right type of service to those of us in the field. The four week course offered provides a nice balance between teaching problems and the enrichment of our own biological background.

Refresher courses were mentioned by seven teachers as being desirable.

Publishing a bulletin on various aspects of teaching was advocated by seven teachers. Whether or not this was to be published by the School of Education or by the various major schools was not mentioned.

The Idea Exchange referred to by six teachers is already being done by some of the departments in the high schools. For example, the Business Education teachers submit ideas to a certain school and then that school duplicates the material and distributes it to all the business teachers in Oregon. This is done under the auspices of the Oregon Business Education Association.

Along this same line, seven teachers felt that a central bureau of information would be of assistance to teachers. They need some place where they can go to get help with their individual problems. A Homemaking teacher writes,

I don't know what is being done in other subject fields, but I appreciate being able to go into the Home Economics Education office and discuss

teaching problems, get suggestions, look over new books and illustrative material, and have access to these materials for short-time loans.

This seems to be the right idea and should be adopted by all the schools if they have not already done so.

Five teachers mentioned that the Placement Service for teachers should be improved. However, they offered no suggestions as to what phases should be improved.

Three teachers suggested a desire for more and better extension courses. The following suggestions were named twice: closer contact between School of Education and the high schools; bibliography of materials for general education, special teaching fields, and visual education; require instructors in School of Education to spend more time in the high schools; and improve library service to graduates. The last 11 items listed in Table XI were each suggested by an individual teacher and are given to show the many opinions that were given in the answers to the questionnaire.

Opinions of School Administrators from Questionnaires

As mentioned previously, a questionnaire was sent to 140 administrators and returns were received from 74 principals and superintendents. This questionnaire asked for the administrator's opinions as to the strengths and weaknesses of Oregon State College graduates currently teaching in their school system. Many of the responses were brief or incomplete, but the writer feels that much can be gained by a careful evaluation of the responses that were given. Possibly the areas of the strengths and weaknesses of the teachers may indicate the strong and weak areas in the curriculum of the teacher-training program.

As in the questionnaire sent to the teachers, the results are also divided into ten-year periods, from 1920-1949 inclusive. The 1910-1919 interval was omitted from this part of the study because of insufficient data. The strengths and weaknesses of the teachers are tabulated under the various departments as shown in Tables XII and XIII.

What is your opinion of this teacher from the standpoint of (1) academic training (2) other qualities making for effectiveness in the classroom?

Table XII on the following page shows that there was a total of 348 responses given to this question. Some of the administrators praised their teachers very highly and listed

TABLE XII--TEACHER STRENGTHS

Strengths	1920-1929								1930-1939								1940-1949											
	Agriculture	Business Ed.	Home Economics	Ind. Arts	Mathematics	Music	Physical Ed.	Sciences	Social Studies	Agriculture	Business Ed.	Home Economics	Ind. Arts	Mathematics	Music	Physical Ed.	Sciences	Social Studies	Agriculture	Business Ed.	Home Economics	Ind. Arts	Mathematics	Music	Physical Ed.	Sciences	Social Studies	Total
1. Academic Training		3	4				2	4		5	2	2	3	1	2	7	3	5	13	7	18	3	6	4	5	7	2	108
2. Conscientiousness		5	1	1				5		1	2	3	3			1		4	4	4	10	4	1		7	3	1	60
3. Personality	1						1			3	1	3	2		2	2	1	4	8	4	8	2	1	2	1	4	1	51
4. Personal Relationships										5	2		1	2	1	4		2	2		4	1	3		2			29
5. Classroom Discipline		3	2							1	1		1		1	1		1			3	1	2		3	2		22
6. Leadership		2	1				2			3		1		1		3			2	1		1		2	1	1		21
7. Breadth of Interest		2	1					1	1			1	3					1	2		3	2		1	1	1	1	21
8. Appearance		1	1							1		1				1	1	1		2	2	1			1	3	1	17
9. Adaptability		1								1		1		4	1			1	1			1			1			12
10. Judgment	1						1												2		1				2		1	8
Total	2	17	10	1			6	10	1	20	8	12	13	8	7	19	5	19	31	18	49	16	13	9	24	21	7	349

many qualities to describe their abilities and others made no comments at all.

The scholarship or academic training of the teachers was rated very high. The administrators mentioned this in regard to 108 teachers. Comments such as "good academic training," "knowledge outstanding," "well qualified," "intelligent," and "well prepared in a wide number of subject fields," are typical of the responses received. Twenty-four administrators praised the outstanding academic training of their Home Economic teachers. On this point, the teachers in Agriculture received 18 comments; Sciences, 14; Business Education, 12; and the other schools in varying numbers. The administrators, as a whole, felt that the training the teachers received in their major fields at Oregon State College was commendable.

The other nine strengths listed in Table XII were qualities that pertained to the teacher himself, to his relationship with the students, to the school, and to the community.

A pleasing personality is indeed an asset for anyone, and 49 teachers received this compliment from their administrators. Character traits such as conscientiousness, interests, leadership, adaptability, purposefulness, good judgment, progressiveness, patience and neatness were all considered as being definite strengths in the teacher. It

would appear that our teacher-training courses are having commendable results in the development of desirable character traits in the prospective teachers.

The teacher's relationship to the students, to other teachers and to the school as a whole was also listed as being of great importance. Community relationships were mentioned three times by the administrators, but they felt that this was a major strength and should be stressed more in the college courses.

Maintenance of classroom discipline is always a major issue, and 22 teachers were rated as being superior in this respect.

The teacher weaknesses as shown in Table XIII are grouped into nine major areas. A total of 191 responses were made. Out of this total number, 47 teachers were rated weak in discipline control; 46 weak in their method of presenting their material; and 44 were rated as having a poor personality for the classroom. A glance at Table XIII in the last ten-year period indicates that all the subject fields show signs of weakness in these three respects. In comparing these figures with Table XII, one sees that twice as many teachers were rated low in discipline control as were commended for it. The knowledge of how to direct and control students in a classroom is an ability that probably can best be acquired by actual experience with the students.

TABLE XIII-TEACHER WEAKNESSES

Weaknesses	1920-1929							1930-1939							1940-1949													
	Agriculture	Business Ed.	Home Economics	Ind. Arts	Mathematics	Music	Physical Ed.	Sciences	Social Studies	Agriculture	Business Ed.	Home Economics	Ind. Arts	Mathematics	Music	Physical Ed.	Sciences	Social Studies	Agriculture	Business Ed.	Home Economics	Ind. Arts	Mathematics	Music	Physical Ed.	Sciences	Social Studies	Total
1. Discipline Problems	1	2				1		1	2		3	1							4	4	6	6	4	1	5	5	1	47
2. Presentation of Material	1	1	2				5		1	4	1	1		4	2	1		7	2	1	4	2		4	3		46	
3. Personality		2	4			1	2		1	1	1	2		1	2	2	2	4	2	8	1	1	3	1	2	1	44	
4. Cooperation	1								2	1	1	1				3	1			2		1		1	3		17	
5. General Education			2									1							1	1		1		3	2	1	12	
6. Breadth of Interest		1	2			1	1			1					2	1			1						2		12	
7. Care of Equipment								1			1						1	1				1		1			6	
8. Outside Duties			1							1					1				1								4	
9. Training in Specific Subjects			2																					1			3	
Totals	3	4	15			3	8	1	7	1	11	7	2	1	9	8	5	16	11	18	11	10	4	18	15	3	191	

The Supervised Teaching course probably assumes the biggest share of the responsibility for training students in classroom discipline. Reading or hearing about problems and their possible solutions have little practical use for the prospective teachers. However, actually meeting and solving a problem in the classroom is very real to them and of far more practical value. The supervisors of student teachers have a great responsibility in counseling and directing the prospective teachers so that discipline problems may be met and overcome successfully.

The aspect of presentation of subject matter also brought forth many comments that are worth consideration.

The following criticisms were typical:

Does not make classes interesting.

Needs more training in organization of work.

Fails to point out the practical implications of what he is teaching.

Talks over student's head.

Understands work but is unable to explain it to students.

The personality of the teacher was listed almost as many times as a weakness as it was listed as a strength. Again let me quote some of the phrases that the administrators used: "Too severe," "Set in her ways," "Lacks self-assurance," "Strong temper," "Emotional instability," "Lacks tact and diplomacy."

Any change that a person makes in his character traits is either building a finer personality or detracting from it. The teacher-training courses must provide ways of developing a personality that will be adaptable to the classroom situation.

Cooperation with others is another "must" for teachers. The tendency to over-rate one's own department as compared to others was one of the main criticisms. This criticism was mentioned three times in regard to teachers in Agriculture. The administrators felt that working independently of the administration and other teachers was a definite weakness in the teacher and should be overcome if the teacher is to be successful.

Only three teachers were mentioned by their administrators as not being well trained in their major field, as compared to 12 that listed the teachers as deficient in general background training.

Along with this criticism, the administrators also mentioned 12 times that the teachers were not interested in work outside of their own field.

Lack of care of the equipment in their departments and failure to work on extra-curricular activities also were regarded as weaknesses in several teachers.

The responses on the strengths and weaknesses of the teachers are indicative of the opinions that principals and

superintendents have of the graduates from Oregon State College. As a whole, the administrators feel that the teachers they receive from the College are well prepared. However, the weaknesses indicate that it is apparent that more emphasis must be given to certain areas, such as discipline control and presentation of subject matter.

What can the School of Education do, in your opinion, to strengthen its teacher-training program?

No effort was made to segregate the responses to this question into year groups or to tabulate them according to the various subject matter fields. The suggestions of the administrators were listed and tabulated according to the total number of times they were mentioned. The suggestions also include those listed in answer to the third question on the questionnaire. Most of the administrators did not show any distinction between the second and third question. Table XIV indicates the comments given by two or more administrators. Some of the principals and superintendents gave several suggestions and others made no comment.

Out of a total of 73 comments, 14 administrators felt that the student teaching program should be lengthened or revised in some manner. In their opinion, the short period the students are now given for their student teaching is not long enough to give the desired amount of experience with the school program. They felt that nine weeks should

TABLE XIV--SUGGESTIONS FOR TEACHER-TRAINING PROGRAM

	No. comments
1. Lengthen and revise student teaching program	14
2. Emphasize a broader general education rather than a specialized type	11
3. Greater emphasis on discipline	8
4. More methods and techniques	7
5. Greater emphasis on guidance	5
6. Improve methods of instruction of college instructors	5
7. Train more versatile teachers for the small high school situation	5
8. Inculcation of more ethics	4
9. Better counseling and screening of teacher candidates	4
10. Greater choice of electives	3
11. More emphasis on extra-curricular activities	3
12. Instill a working philosophy of education	2
13. Stress community relationships	<u>2</u>
Total	73

be the minimum and that one semester of teaching in two subject fields would be more practical. One principal suggested that student teachers should teach in two schools of widely varying characteristics. For example, teach six weeks in Corvallis High and six weeks in Philomath High. He felt that this would prepare them better for any school situation.

Five administrators from small schools mentioned that the beginning teacher was not versatile enough and generally had difficulty in assuming the responsibility of the variety of duties and classes that were assigned to him. The following quotation is a typical comment:

Perhaps familiarize students with conditions in smaller schools so that they will be able to make the adjustments when they find conditions are not ideal. From our point of view, teachers should come prepared to handle subjects in two or three fields.

Several administrators felt that the college was leaving too much responsibility to the supervisor in the high school in the teacher-training program. Generally, the high school supervisor has had no specific training for directing student teachers and must rely on her own teaching experience for counseling and guiding the student. It was suggested that the College supervisor should visit the student teacher at least once a week and confer with the high school supervisor and student as to best methods and techniques.

A follow-up service was also suggested by several administrators. Such a service would include periodic visits to the classroom of the beginning teacher by a College instructor.

Emphasizing a broader general education rather than a specialized type was suggested by 11 administrators. For example, two administrators felt that the Agricultural program was too independent of the rest of the school. Another principal asked that the College broaden its requirements to include preparation in fields other than vocational or major subjects.

Again quoting directly from the questionnaires:

I think Vocational Agriculture people need a few lessons on cooperation and just plain "being one of the staff."

I firmly believe that the Physical Education schools have lost sight of the academic program because these boys are very poorly trained for anything other than Physical Education.

My Science program is kicked around terribly by Physical Education majors who are really not Science teachers at all.

Stress the importance of inter-cooperation between departments or at least an acquaintance with the importance of the many departments. Teachers tend to become too specialized in their own department--disregarding the needs and efforts of other departments.

More emphasis on discipline was suggested by eight administrators. One superintendent writes, "How about more work on handling of disciplinary problems? Many teachers

fail there who would otherwise be very fine." This criticism was directed mainly at beginning teachers, but the administrators felt something should be done about it. One superintendent suggests:

A very useful and popular addition to a teacher-training program would be a workshop type of class concerned solely with classroom discipline. If it were to be the type of class I have in mind the prospective teacher would be confronted with, preferably real but if not possible, artificial, disciplinary problems and be required to solve these.

Still another writes:

Another element of training that should be strengthened is in the best methods of discipline in the school. The value of assuming the proper attitude of aggressive leadership coupled with a friendly understanding seems to be lost with many teachers. No amount of training can overcome all personal weaknesses, but I am sure more extensive training in this line would help.

Seven administrators suggested that the beginning teacher needs more methods and teaching techniques. "They need to know more of their subject fields and more about the process of actual classroom teaching," was one comment given on the questionnaire. Others felt that there should be better training in organization and unit planning and a closer coordination between methods classes and actual on-the-job experiences.

The administrators also felt that more stress should be given to guidance and counseling. Too many teachers feel

that work in guidance does not apply to them; that it is a problem of the administration.

Improving the methods of instruction of the college professors was suggested by five administrators. "Teacher trainers should use in the classroom the methods they wish used by their trainees." Another criticism expressed was that the college professors have lost contact with the actual high school level. To remedy this situation, the suggestion has been made to "allow professors one year in every four for leaves of absence to work in and regain familiarity with public school teaching."

Inculcation of more ethics and better counseling and screening of teacher candidates were both cited four times as areas for more emphasis. Three administrators also felt that there should be a wider choice of electives.

More emphasis on extra-curricular activities was mentioned by only three administrators. "Co-curricular activities are as important as the curriculum itself. In a training program great emphasis should be placed on student interests, activities and organizations outside of the classroom."

To instill a working philosophy of education and to stress community relationships were mentioned by only two administrators. One principal writes:

Give the student teachers an understanding of community life and its problems and needs--so

that they will be able to correlate class work with the community in order to better train children for responsible citizenship.

In the Louisiana State University (10, p. 43-44) curriculum study the principals and superintendents were also asked to suggest improvements for the teacher-training program. The five most frequently mentioned suggestions made by principals were:

- (1) Establish higher standards for selecting candidates for teacher training.
- (2) Make available more practice teaching.
- (3) Give practice work in other schools as well as in the laboratory school.
- (4) More guidance.
- (5) Offer more courses in child psychology.

The four most frequently mentioned suggestions made by the superintendents were:

- (1) Higher standards for the selection of candidates for teacher training.
- (2) Place emphasis on methods and techniques of teaching.
- (3) Provide more child study.
- (4) Better teacher-training facilities.

These suggestions closely correlate those shown in Table XIV and the writer included them here for comparison purposes.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study shows the results of answers to a questionnaire received from 124 graduates of Oregon State College currently teaching in the high schools of Oregon. These graduates were asked to supply information relative to their training by stating their opinions as to the strengths and weaknesses of the training program. They were also requested to list suggestions for the improvement of the teacher-training curriculum.

Seventy-four questionnaires were returned by principals and superintendents under whom the teachers were working. They were asked to evaluate the work of the teachers and to make suggestions for the improvement of the teacher-training program.

There was a surprising amount of agreement between teachers and administrators on points upon which both groups were questioned. For example, there was general agreement that college courses should, wherever possible, be made more practical, that the period of Supervised Teaching should be longer, that a follow-up program should be established, and that more stress should be placed upon preparation for guidance work. There was no positive disagreements between

the two groups on any major point. However, there was disagreement as to the degree of emphasis that should be placed on some aspects of the training. For instance, the administrators emphasized the need for more training in discipline control, for more versatility in teaching subject matter fields and for a better general education of the prospective teachers. These points were also mentioned by a few teachers but generally they were not stressed. Considered more important by the teachers were such matters as additional training to cope with the problems of sponsoring extra-curricular activities and the need for more courses in Methods and Materials.

No claim is made to infallibility in these findings. Where they appear to be at variance with information from other sources, further investigation should be made to obtain the most nearly accurate information possible. In some areas the sampling of opinions definitely do not warrant changes unless supported with further evidence. However, it is believed that a large portion of the conclusions are reasonably reliable and together with information from other sources justify the action contained in the recommendations.

The conclusions derived from a compilation of these questionnaires are summarized on the following pages and some recommendations are given based upon the findings.

Conclusions

From teachers questionnaires:

1. The teachers rank the courses in Education that are of most benefit to them in their teaching in the following order: Supervised Teaching, Methods and Materials, Educational Psychology, Principles of Teaching, Secondary Education, and Oregon School Law.

2. The main aspects of the courses most beneficial to the teachers are: Practical application and experience, methods and techniques in all subject fields, methods in presentation of material, and principles related to the understanding of students.

3. Oregon School Law, Secondary Education, Principles of Teaching, and Educational Psychology are not considered by the teachers as being readily applicable to the solution of their teaching problems.

4. The teachers feel there is too much duplication in the Education courses.

5. The method of presentation by the college staff is, in some cases, not so effective as it might be as an example for prospective teachers. Neither does it provide sufficient opportunity for the students to learn by participation.

6. The teachers generally feel that a longer period of Supervised Teaching is needed. The consensus is that at

least one semester should be devoted to actual experience in the classroom.

7. More observation of classroom procedure is considered to be necessary for the prospective teacher.

8. The five courses the teachers mentioned most often that they would like to see initiated in the School of Education are: Survey courses in extra-curricular activities, a Guidance course for all teachers, more Methods courses in all subject fields, a course in Ethics, and a course in Visual Aids for classroom use.

9. General suggestions for improving the curriculum in the major fields of preparation include: Need for more basic technical courses, longer period for Supervised Teaching, more Methods courses, revitalize teaching staff, more supervision of student teachers by College Supervisor, and additional graduate courses.

10. Oregon State College can help teachers in the field by: Having a follow-up service for beginning teachers, conducting workshops in major fields, issuing research bulletins, establishing a bureau of information, promoting exchange of ideas among teachers, and providing refresher courses, improved placement service, and more graduate extension courses.

From administrators questionnaires:

1. The administrators, as a whole, feel that the academic training of the teachers is adequate and many rated it as superior. However, many feel that General Education should be emphasized more so that the training would equip the teachers for several teaching fields rather than specialization in a single field.

2. Teacher qualities that made for effectiveness in the classroom included: A pleasing personality, cooperativeness in personal relationships, conscientiousness, ability to maintain classroom discipline, leadership, breadth of interest, satisfactory appearance, adaptability, and good judgment.

3. Lack of discipline control and poor presentation of subject matter were considered the greatest weaknesses of teachers by their administrators.

4. The administrators feel that undesirable qualities of the teachers, such as poor personality, non-cooperativeness, and narrow range of interests are detrimental to effective teaching.

5. An extended and revised period of Supervised Teaching is deemed advisable by the administrators.

6. Some administrators feel that the college instructors need to be more aware of the problems and conditions of the present day high school.

7. Inculcation of ethics, better screening and counseling of teacher candidates, additional Guidance courses, and more training for extra-curricular activities are phases in the teacher-training program that should be emphasized.

Recommendations

Recommendations based upon the study are:

1. The courses in Principles of Teaching, Educational Psychology, and Secondary Education should be more closely correlated with the courses in special Methods and in Supervised Teaching. This should be done in such a manner that the student teacher will be better able to see the relationships between the principles and their actual application to solution of classroom problems and an understanding of the high school student.

2. In teaching the required course in Oregon School Law, special effort should be placed upon making it more beneficial to the classroom teacher.

3. The courses in Education should be planned to avoid duplication of course content.

4. Education faculty members should accept responsibility for continually evaluating the effectiveness of their own teaching and constantly should be constantly seeking means of improvement.

5. The Supervised Teaching program should be revised so that prospective teachers are given a longer period of student teaching. At least one semester of teaching is recommended. Student teachers should be required to teach in both their major and minor fields and participate in an extra-curricular activity. More supervision from the College during this period would help the high school supervisor in the training program of the prospective teacher. If at all possible, student teaching should be done on a residence basis so that the teacher may devote her time to the complete school program and build desirable community relationships.

Both the administrators and teachers have recommended a follow-up service by the College for beginning teachers. This seems possible only through a cooperative program between the College and secondary schools.

6. Teachers should be encouraged to prepare in a wide variety of fields in order to meet the demands of smaller high schools with a limited faculty.

7. More emphasis should be placed on extra-curricular activities.

8. A Guidance course designed primarily for the classroom teacher should be required of all teachers.

9. A course in Ethics should be added to the curriculum or more emphasis should be given in other courses to the inculcation of ethics.

10. The schools of preparation should provide more special Methods courses, additional basic technical courses, and more courses on the graduate level.

11. Education courses should put additional emphasis on methods of discipline control and presentation of subject matter in order to prepare teachers more adequately on these phases of their work.

12. The various subject areas should provide workshops and refresher courses for graduates. Teachers are more interested in a short, intensive study than in the complete eight-weeks summer session.

13. Research bulletins should be published in the major teaching areas to enable teachers in the field to keep up with current trends.

14. Each department of the college should establish a bureau of information where teachers may write or call for assistance.

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APPENDIX

Letters and Questionnaires

C
O
P
YOREGON STATE COLLEGE
School of Education
Corvallis, Oregon

Office of the Dean

April 26, 1949

Dear Oregon State College Graduate:

As a graduate of the School of Education of OSC, you will be interested to learn that we are conducting a survey to evaluate our teacher-training program. By so doing, we hope to be of service to prospective teachers in providing an increasingly higher quality of training which will better equip them for positions in the field of Education.

We also hope to provide better facilities for those people already in the teaching field who are planning to continue with a graduate program.

We are therefore asking you to complete the enclosed blank, being as frank in your comments as possible, and return it to us by May 16, 1949.

Your cooperation will be greatly appreciated.

Very truly yours,

F. R. Zeran, Dean
School of Education

S. E. Williamson
Director of Student Teaching

L. M. LaVallee
Graduate Student

C
O
P
Y

Name _____ Address _____ Sex _____

Present Position _____ School _____

Undergraduate Degree _____ Institution _____

Graduate Degree (s) _____ Institution _____

Teaching Major _____ Teaching Minor _____

1. What courses in Education at OSC do you think have been of most benefit to you in your teaching? (List in order of preference).

_____ Educational Psychology	_____ Oregon School Law
_____ Secondary Education	_____ Methods and Materials
_____ Principles of Teaching	_____ Supervised Teaching
_____ Other (Specify which)	

2. What aspects of these courses helped you most in your teaching?
3. What courses in Education at OSC do you consider were least beneficial to you in your teaching? Why?
4. What other criticisms do you have of Education courses at OSC? (Methods of Instruction, etc.)
5. What additional courses would you like to see initiated in the School of Education which would be of benefit to prospective teachers?
6. What general suggestions do you have for improving the curriculum in your teaching field at OSC?
7. Do you think OSC should provide any type of service for those teachers already in the field? If so, what?

C
O
P
YOREGON STATE COLLEGE
School of Education
Corvallis, Oregon

Office of the Dean

April 26, 1949

Dear Principal:

The School of Education at OSC is attempting to evaluate its teacher-training program in order to help provide an increasingly higher caliber of teachers to serve in the public schools. We believe that you, as a school administrator, are naturally interested in obtaining the most effective teachers possible; we are, therefore, asking that you complete the enclosed blank (s), being as frank as possible in your criticism, and return it to us by May 16, 1949.

Your cooperation in helping us complete this survey will be very much appreciated.

Very truly yours,

F. R. Zeran, Dean
School of EducationS. E. Williamson
Director of Student TeachingL. M. LaVallee
Graduate Student

C
O
P
Y

TEACHER'S NAME _____

SUBJECTS TAUGHT _____

YEAR GRADUATED FROM OSC _____

1. What is your opinion of this teacher from the standpoint of (1) academic training (2) other qualities making for effectiveness in the classroom?

a. Strengths:

b. Weaknesses:

2. What can the School of Education do, in your opinion, to strengthen its teacher-training program?

3. Other suggestions or comments:

(Signature)

(Title)

(Date)