A STUDY OF THE PRESENT STATUS OF SUPERVISED TEACHING IN OREGON

Submitted to the
OREGON STATE AGRICULTURAL COLLEGE

In partial fulfillment of the requirements for the Degree of
MASTER OF SCIENCE

by
Grace Hayward Blow

June 1933
In Charge of Major

Professor of Education

Head of Department of Education

Chairman of Committee on Graduate Study
# A Study of the Present Status of Supervised Teaching in Oregon

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>II</td>
<td>A Historical Sketch of Teacher Selection and Training in:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Greece</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Rome</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The Dark Ages</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Germany</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>France</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>England</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>The United States of America</td>
<td>20</td>
</tr>
<tr>
<td>III</td>
<td>A Historical Sketch of the Institutions of Higher Learning in Oregon</td>
<td>27</td>
</tr>
<tr>
<td>IV</td>
<td>The Principal Regulations for Teacher Certification in Oregon</td>
<td>52</td>
</tr>
<tr>
<td>V</td>
<td>A Tabulation of the Results of the Questionnaire</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Sent to the Institutions Training High School Teachers in Oregon</td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>A Survey of Some of the Current Practices and Recommendations On Supervised Teaching</td>
<td>79</td>
</tr>
<tr>
<td>VII</td>
<td>Summary and Conclusions</td>
<td>111</td>
</tr>
</tbody>
</table>

Bibliography
Acknowledgement

I wish to acknowledge my appreciation for the help of my major professor, Dr. H. R. Laslett; and also for the cooperation of The Honorable C. A. Howard, State Superintendent of Public Instruction, and all people filling out questionnaires.

Dean L. O. McAfee, Professor of Education, Albany College, Albany.
Sister Mary Joan, President, Marylhurst Normal School, Oswego.
Dean Paul J. Orr, Head of Department of Education, and
Prof. J. Kenneth Riley, Registrar, Linfield College, McMinnville.
Sister Emelda, Rev. Alcuin Heibel, Supervisor and Rector,

Mt. Angel Normal School, St. Benedict.

Dr. H. R. Laslett, Director of Supervised Teaching, Oregon State College, Corvallis.

Dean Chase L. Conover, Professor of Psychology and Education,
Pacific College, Newberg

Dean H. S. Tuttle, Professor of Education, Pacific University,
Forest Grove.

Dr. L. C. Martin, Lecturer in Education, Reed College, Portland.

Prof. R. W. Tavenner, Assistant Professor of Education and
Assistant Principal of the Salem High School, Willamette University, Salem.

Dr. N. L. Bossing, Director of Supervised Teaching, University of Oregon, Eugene.
The purpose of this thesis is the study of the present status of supervised teaching in Oregon. In 1930 at a conference called by The Honorable Charles A. Howard, State Superintendent of Public Instruction, and attended by the heads of the divisions of education of the several institutions of higher learning of Oregon, it was agreed that supervised teaching to a minimal extent of two semester hours of credit should thereafter be made a requirement for certification for teaching. This became effective in the fall of 1931. Some of the institutions had had supervised teaching as a part of their teacher training programs for several years before that, e.g., the Oregon State Agricultural College established supervised teaching in agriculture, home economics, industrial arts and secretarial training about 1920, and in the academic subjects in the spring of 1930. The University of Oregon established supervised teaching in the academic subjects, principally, in 1911. Since the field of supervised teacher training is so new in Oregon and the possibility of varying practices in the field are so great, the writer of the thesis believed that a study of this field would prove to be of possible value and positive interest. The study may prove to be of interest, also, to the future classes in supervised teaching.
The methods of the study were those (a) of surveying the field historically in order to discover the developmental phases of this work and (b) of sending out a questionnaire to the directors of supervised teaching in the Oregon institutions of higher learning in order to find the current practices.
A Historical Sketch of Teacher

Selection and Training

Chapter II

Early Historical

The problem of teacher selection, which should be closely related to teacher training, began, according to our present knowledge, in early Greece where the ephebians of Athens and the boys and girls at the adolescent age in Sparta were tested for their proficiency in the fields of training regarded as important in these countries (city-states) and then taught by certain ones of their "elders" who were selected by acclaim or by the council of the elders until they were ready to be pronounced adults and placed upon their own responsibilities as adults. In the later years of the Grecian states when culture was stressed more than military training, the elder of these young men -- and to some extent, the young women -- chose their own teachers by more or less attaching themselves as disciples to the accepted leaders of thought and of citizenship in their communities according to the respective abilities of the teachers and the pupils. Occasionally, the outstanding young men traveled what were then long distances to be disciples of some teacher who was believed to be unusually able. In both earlier and later Greece, the parents of the children and the informal "council of the elders" attended both the testing and the teaching of the young people and pronounced it good or bad. They also questioned the teacher, often publicly, if they
thought his practice or his ideas poor or wrong and, thus, exercised a general community supervision over his work.

The organized schools of Rome were notoriously poor from every point of view except that of eliminating the physical weaklings. Disciplinary abuses were the rule rather than the exception. There was little evidence of lesson planning as we understand it and there was little of the applicatory or utilitarian point of view. The schools, especially of the middle and later Roman periods, were merely "child-parking" institutions. Apparently, the only common supervision over the schools was that of an outraged neighborhood when the noise of the laments of the abused boys or their wild cries of anger as they engaged in pitched battles with their "master" and his servants became so great that the more kindly members of the neighborhood injected themselves into the scene on the side of the boys or the more conservative ones on the side of the teacher. Obviously, there were some good teachers among the entire group and there were community leaders who urged the value and importance of good schools and -- like many of their modern contemporaries -- did nothing to bring them about. The older Roman youths, like the Athenians, attached themselves informally to local leaders and citizens and listened to their discussions of law and its applications to citizenship. Later, the youths would argue among themselves the points of view that they had heard discussed earlier. In the cities there were teachers of gymnastics
and sports to whom the youths paid fees to be taught boxing, sword-fighting, chariot-racing, etc. These teachers were usually former gladiatorial or games contestants who had grown too old for further competition.

The only schools of the early medieval period — The Dark Ages — were the more or less formal schools of the monasteries and, more occasionally, of the convents. The teachers of these schools were chosen on a basis of natural selection in that the schools were developed by individual monks and nuns who had a fondness for teaching. They must have had to be fond of teaching to be willing to teach the heavy witted local youth as they are described in the records of the time. The monasteries as a whole were schools on a hierarchical plan, however, with the teachers of the lower groups learning, usually both formally and informally, from their superiors; and they, in turn, from their superiors. Often both the teaching and the supervision were lax but not usually cruel.

Kandel (62) refers to a teachers' guild founded at Munich in 1596 and to others founded about the same time in Frankfort, Nuremburg, Augsburg, and Lubeck. "No person who was not a 'master' could keep a school for the teaching of the elementary subjects. To become a 'master', it was necessary to go through a period of apprenticeship, to pass an examination, to teach for several years as an assistant until a vacancy for a master should arise in the guild. The period of apprenticeship usually lasted six years, be-
ginning at eighteen years of age."

"But the system actually contributed nothing to the preparation of teachers. The use of older pupils as monitors has occurred often in the history of education."

In the will of Duke Ernst of Gotha, he insisted that teachers "would remain at one central place and through practice learn that for which in the future they will be employed."

In 1696 ten seminaria scholastica (62) were established in Gotha. The candidates were instructed "to listen to the lessons given by the directors and themselves to give lessons in their presence. After that, he (the director) should discuss the school method with them at certain hours and not only point out how to act in accordance with what he, the preceptor, has found practicable but also to give them a model lesson in the school so that they may learn well how to apply it hereafter."

Historical: Germany

Francke, at Halle, in 1696, with his Seminarium Praeceptorium, stated that it included actual teaching, visitations, and conferences and that he had prepared a manual for the guidance of the students. (12)

Perhaps the chief contribution of Gesner was the establishment of the Seminarium Philologicum in 1728 for the training of teachers for secondary schools. In addition to their general subjects --
mathematics, physics, history, geography, and philosophy, the student seminarium gave the students special training in the subject-matter of a secondary school classical course broadly conceived to include grammar, reading, rhetoric, poetics, and antiquities. Opportunities for practice teaching were afforded in the Göttingen schools.

Christian Gottlieb Heyne, the successor of Gesner, began to teach the learning process in a new direction, i.e., as guidance of the thinking of the pupils rather than as the learning of lessons.

Friedrick August Wolf, about 1782, established a philological seminar and succeeded in organizing the study of the classics on a footing independent of theology or law. Here he trained an influential body of teachers through a detailed training in the subject-matter of which the teacher must be master; opportunities for practice teaching were provided in the local schools.

From 1700 to 1800 Germany made little development in teacher training although private normal schools were founded in Berlin in 1748, in Hanover in 1751, and in Halberstadt in 1778. It seems doubtful that their plans included observation by their administrators of student teaching. (62)

During the nineteenth century progress in this field was more noticeable. Herbart established two pedagogical seminaries during this period. These followed somewhat the Pestalozzian influence.
Prussia, in 1819, enacted a law requiring each department (province) to maintain a normal school which should admit not more than seventy pupil-teachers, aged sixteen to eighteen years, who had to remain in the school three years and bind themselves to public school teaching afterwards. Each normal school was to have a practice school and each pedagogical seminary was to have attached to it in some relation a gymnasium for use during the student's 'seminarjahr' and 'probe-

Cousin's Report from Barnard

"To the school of (-----) is joined a school of poor children (41) in which the young men have an opportunity of going over what they have learned by teaching it to others, and of exercising themselves in tuition according to a fixed plan. The school consists of a single class in order that the students may see how a good school for poor children should be composed and conducted and how all of the children may be kept employed at once."

The Normal School of Potsdam established its annexed school (training school) in 1825. It was a free school for one hundred and sixty to one hundred and seventy boys, supported partly by the normal school and partly by the town. This was a school used for directed, supervised student-teaching. The most advanced class of students in the normal school were to be employed in the school for practice benefits. For them the school was divided into five divisions, each composed of five or six pupils. Each division taught
two subjects only during two months and a half and then passed on to two other subjects, so that each in succession had practical exercise in all the subjects taught. The master of the normal school, who had prepared the young masters beforehand, was present during the lesson. He listened, observed, and guided them during the lesson and afterwards communicated his observations and his opinions of the manner in which the lessons were given. Each class had a journal for each branch of instruction in which what had been taught was entered after the lessons. As far as possible, the young masters who were to give the next lessons witnessed those of their immediate predecessors. It was held to be requisite that every upper pupil of the normal school should teach all the branches of the lowest classes in succession. A similar system of practice was in vogue at the normal school at Brühl, there being a slightly different system of alternation of student-teachers and a practice school of eight classes, however. The seminary for teachers at Weissenfels (Prussia), organized in 1822, included a burger school of four hundred pupils and an elementary school of two hundred children. The seminary also made use of staged demonstrations of teaching.

Barnard (31) lists nine teacher's seminaries in Saxony in 1848, but mentions student-teaching facilities for the one at Dresden only. This had connected with it six common schools of the city "in which the students of the seminary acquire practice." The normal school
at Schluchtern (Hesse-Cassell) listed a model school as a part of its equipment in 1839.

The outstanding features of the German system of Teacher-training are (a) its leadership in this field, and (b) the seminarjahr and the probejahr. These were given some mention as early as 1826. The latter consists of a trial of one year's duration as a probationary teacher. It was designed to give the intending teacher an opportunity to familiarize himself with the work of a teacher and to prove to the authorities that he had the practical abilities requisite for a successful teacher. These student-teachers were expected to teach six or eight hours a week under the immediate supervision of a director or head-teacher. There were, in addition, requirements concerning the visitation of classes taught by experienced teachers, preparations of lessons, supervision of attendance and pupil's study, the marking of examinations, attendance at teacher's conferences, and other participation in the practical working of the school. In 1890 the seminarjahr was added and was to precede the probejahr in the system of training.

In the more recent (1890-1919)\(^1\) years, the German teacher training program has these principal requirements for a teacher-candidate: he must graduate from a 9-year secondary school: must spend 8 semesters in a university: must spend 6 semesters in a German University. He is expected to take considerable work in education and philosophy, and some psychology as it is bound up in these subjects: he is

---

\(^1\)These requirements are taken from the regulations of July 28, 1917.
expected to specialize in a particular subject: and, if the subject is a foreign language, he is expected to attend a foreign university for one year. He must have, also, two semesters in gymnasmum work and athletics, and two semesters in the theoretical athletics. He must have a comprehensive examination, both written and oral, before entering his teacher-training course.

The group of students in preparation is not more than eight in any one school. (12) The first year is devoted to the study of the history of education, the organization of German education, methods of instruction in the selected major subjects, psychology and ethics, methods in religion, German, and history, and their places in the curriculum, and the marking of pupils' written work. The work of the teacher is studied in the second year. Courses are organized in both years in school hygiene with participation in physical training, the principles of discipline, discussions of important educational works, and observation and practical teaching. The work is conducted under the supervision of the school principal and selected teachers directly, although all teachers are expected to participate. Unsatisfactory candidates may be dropped during or at the end of the first year; the others continue their preparation for another year.

On the basis of satisfactory reports as to character, suitability for the teaching profession, health, research, and teaching ability, candidates are admitted, at the end of the second year, to the professional examination, which is in three parts. (12) The written examination consists of a thesis on educational method, based on practical experience. The oral examination takes the form of a discussion by
all the candidates of a subject selected by the chairman of the examining committee, and intended to demonstrate the students' ability to handle educational and class problems. The third part consists of a lesson of about 30 minutes duration conducted before the committee in one of two topics assigned at two day's notice, and based on the work done in the last semester of preparation. In the final decision all the foregoing factors are taken into consideration -- written examination, oral examination, the lesson, and reports on the candidate during his period of preparation. The list of successful candidates is then arranged by subjects, as, for example, religion; German, history, and geography; Latin and Greek; French and English; mathematics and physics; chemistry, natural science, and geography; additional subjects; but whatever the combination of subjects, they are, in all cases, closely related.

This system of selecting teachers offers a certain guarantee of mastery of the subjects they intend to teach, but the system of preparation is too much of the apprenticeship type -- a type in which the older generation is more likely to transmit its own methods, aims, and ideals than to encourage the progress and reforms that are today in direct contradistinction to the traditions under which they were educated and trained. The situation is somewhat aggravated at the present time because political views tend to color attitudes toward educational innovations. Hence, while new methods, governed less by old practices, by requirements of the examinations, and by standards demanded by the universities are found, older methods
still prevail. It is for these reasons that proposals are being made for a reorganization of teacher preparation on a professional basis in the universities where a more sympathetic attitude toward the subject would be created more easily, rather than adhering to the apprenticeship preparation which takes place in the schools. This is recognized as all the more urgent in view of the progress made in the reform of the preparation of teachers for the elementary schools.

Historical: France

The French normal schools (31) came into existence with the new historic education laws of 1833. These assumed that each normal school was to have a model school annexed to it and under the control of the director of the normal school. Not until later, however, did the model schools become a reality.

The development of the laboratory phases of teacher preparation in France, as far as it is related to secondary teachers, is bound up with the development of the higher normal school. Farrington (7) traced the earlier movements and wrote regarding the situation in 1810 as follows:

"The students of the school registered with and followed the courses of three professors in the faculty of arts or the faculty of science, according to the subjects they were preparing to teach. This university work was supplemented by conferences and quizzes at the school in charge of the tutors, which assumed, during the
last months of the course, the form of lectures by students themselves, intended to demonstrate their teaching ability."

In 1830 a reorganization occurred which fixed the length of the course at three years. The third year constituted a special preparation for the particular aggregation (related group of major subjects) the student had in mind to teach, together with a kind of practical work.(7) In 1839 "the practical work of 1830 became a reality, and the third year students were sent out into the lycées for six or eight weeks of contact with real school conditions. How much actual teaching they did we have no means of knowing, but the same order of the council authorized them to act as substitutes during the period of the general prize competitions." Some years later the six or eight weeks were reduced to two, and the work was superficially done. In 1910 the practical work of the third year was still retained and included lectures by the students to their confrères in the same school and at least three weeks of work in a lycée.

The present plan of choosing potential teachers is highly selective. On graduating from a secondary school the student is required to take a competitive examination and may then enter a training school. There is, thus, a control of supply and demand with a varying standard. After a student is admitted to the training school, he must pass an annual examination to determine whether or not it is profitable to permit him to go on with training.
The success of the educational program of France depends on her ability to maintain the high standards of the leaders among the teaching personnel in the secondary schools. (12,14,20) This, at present, seems to be threatened by the tendency of the best-educated and best-trained men to be attracted into the more lucrative positions open in industry and commerce. The highest award for teachers in the secondary schools which is required for appointment in the lycées is the "agregation." The "agregation" is not a university degree but a diploma conferred by the ministry of education on the basis of a competitive examination. Some students prepare for this examination in the Higher Normal School which is now a part of the University of Paris. Admission to the Higher Normal School is obtained by graduates of secondary schools by competition. Retention is, similarly, dependent on success in the annual examinations. Other candidates prepare in the other universities or privately, but all must hold a "Licence d' Enseignement" and the "Diplome d' Etudes Superieures," which are qualifying examinations and require intensive specialization in one or several allied subjects taught in the secondary schools. Since 1924, candidates must have taken courses in secondary education, its history, and its general organization in France and abroad, as well as courses on the essential studies of the secondary schools; and, in addition, they must have spent three weeks in observation and practice in a secondary school.
The examinations for the "aggregation" are given in eight groups — philosophy; literature, grammar; history; geography; modern foreign languages (English, German, Spanish, Italian, and Arabic), mathematics; physics, and chemistry; and the natural sciences. Only that number of teacher candidates is selected annually that is required to fill vacancies in the lycées.

The lowest qualification, which is generally all that is required in the colleges, is the Licence d'Enseignement, which is obtained after at least two years in a faculty of letters or a faculty of science. For the Licence d'Enseignement en Lettres candidates are required to have one of the certificates offered by the universities in the four following groups of studies: (A) PHILOSOPHY: (a) general history of philosophy; (b) psychology; (c) logic and general philosophy; (d) ethics and sociology. (B) LETTERS: (a) Greek; (b) Latin; (c) French literature; (d) grammar and philology. (C) HISTORY: (a) ancient; (b) medieval; (c) modern and contemporary; (d) geography. (D) MODERN LANGUAGES: (a) classical literature, (b) foreign literature; (c) philology; (d) practical studies. For the Licence d'Enseignement en Sciences candidates must present a certificate in one of the following groups: (A) Differential and integral calculus, mechanics, and general physics. (B) General physics, general chemistry, mineralogy or another subject in the mathematical or physical sciences. (C) Zoology or general physiology, botany, and geology. At least two years of study are re-
quired to obtain certificates in any of these groups.

The French system guarantees a teacher with a thorough command of subject-matter but it is open to the criticism that while the teachers have relatively profound academic attainments, their professional ability is somewhat vague. Experiments are being made, especially in the field of modern languages to correct this defect, and the principles may be extended to other fields later. In the classrooms the mastery of subject-matter becomes evident in the freedom and flexibility of the methods of instruction with the older pupils, just as it is equally obvious in the lower sections in the frequency of lecture methods. As contrasted with the system of preparing secondary teachers in Germany there is a greater variety of practice in the French schools. In general, however, the strength of the French system — the academic preparation of the teacher — is at once its weakness and its strength when supplemented with the excellent personalities so frequently found; and of this the authorities, in their consideration of methods of reforming the professional preparation, are fully aware.

Historic: England

From comparatively early times, schools in England have used monitors who were the older and more mature pupils. (90) This plan found its highest development in the monitory systems\(^1\) of Bell

---

1. Bell, Alexander "An Experiment in Education" (1797)
(1758-1832) and Lancaster (1778-1858). Its relation to the pupil-teacher system are described as follows: (90).

The difficulty of securing and retaining trained monitors led to the experiment of having some of the most promising pupils taught by the headmaster outside of school hours, thus, in a measure, preparing and compensating them for duty as monitors. Here was the beginning of the pupil-teacher system, still so prominent in British schools. To retain them after a certain amount of experience, it was necessary to allow them a moderate stipend. Then it was decided that monitors of a certain standing should be allowed examination and admission into Her Majesty's service. A further step was the organization of the senior or most successful monitors into a normal class, with a prescribed course of study and work, graduation from which fitted them to become heads of schools elsewhere. Lower monitors were still employed, earning their admission to the normal schools by early service. Thus Lancaster organized the first model and training school.

There are also other antecedents to what is known as the "pupil-teacher system." Jones (11) states that Sir James Kay Shuttleworth was the prime originator of this system in 1846. He had had experience in training monitors in poor-law schools and, in 1837, during a visit to Holland, found an apprenticeship system which seemed very promising as a means of solving the teacher-preparing problem. A minute of the Privy Council (1846) put the idea into effect. The pupil-teacher was bound to the schoolmaster as an apprentice and an indenture was used.
The period began at thirteen years of age and continued five years. A small stipend was paid the apprentice-teacher. The pupil-teacher was to observe, teach, study, and confer with his head teacher. Various regulations were also prescribed. The first group of pupil-teachers came into the training colleges in 1862. The system has remained in use up to the present time. It is not popular and is usually criticized adversely, but it still remains and is occasionally modified.

The Board of Education provided another system as an alternative in 1907.(11) By this plan the intending teacher might, by examination, qualify for entrance to a training college; or, after a stay at a secondary school until he was seventeen or eighteen years of age, he might go to an elementary school and have experience in teaching before entering a training college. This has become known as the student-teacher system.

On the subject of training (12), the Board of Education has never taken direct leadership, and a well-organized system of training secondary-school teachers has not existed until very recently. Teachers may be trained in the universities in post-graduate courses, or they may be appointed as probationers in a recognized school for one year, during which time they receive guidance on the practical side and instruction in the theory of education in preparation for an examination conducted by one of the universities. The adoption of a definite scale of salaries, in 1921 and 1925, offering an
additional increment to trained graduates, has been effective in increasing the number of trained teachers. The English Board accepts three years of successful teaching experience in lieu of training.

Historical: The United States

Before the close of the eighteenth century men in the United States advanced the theory that teachers should be trained for their work.(13) One of the first references to the subject by an American writer appeared in the plan for Benjamin Franklin's academy about the middle of the century. One of the purposes of this school was that "others of the lesser sort might be trained as teachers."

"The Importance of Studying the English Language Grammatically," in the Massachusetts Magazine, June, 1789, insisted upon the proper training, selection, and some form of certification of teachers.

The first definite proposal in the United States for a school designed exclusively for the training of teachers appears to have been made by Denison Ames in an address at Yale College in 1816 on "The State of Education in Connecticut." He recommended a school in which prospective teachers could "study and recite whatever they themselves were afterwards to teach" in order to gain a better knowledge of the subjects and of the "principles and the art of teaching." In this proposed school attention was to be given to the organization and management of schools.
About a decade later (than 1816) James L. Kingsley, another Yale professor, in an article in the "North American Review," made suggestions for the training of teachers to give "new vigor to the whole system of education." (13) He thought of the prevailing method of ascertaining the qualifications of teachers "a very imperfect check on the intrusion of ignorance. The teachers have very seldom any other preparation than they receive in the very school where they afterwards instruct, or in the school of some neighboring district where the advantages for improvement are no better."

William Russell, a teacher in an academy in New Haven, published a pamphlet in 1823 entitled "Suggestions on Education." (13) In this and in the American Journal of Education (Russell was editor of this professional magazine in 1826) he attributed the weakness of common schools to the lack of trained teachers. He believed this weakness could be removed by teacher-training schools. In "Suggestions on Education" he said among other things, "The common schools for children are in not a few instances conducted by individuals who do not possess one of the qualifications of an instructor, and in many cases there is barely knowledge enough to keep the teacher at a decent distance from his scholars.

In 1825, Walter R. Johnson, of Germantown, Pennsylvania, suggested in an article that schools for training teachers be established similar to those in Prussia.
In the same year (1825) Philip Lindsley, the acting president of the College of New Jersey, urged in an address at Princeton the necessity of teacher-training institutions. "We have our theological seminaries, our medical and law schools, which receive the graduates of our college and fit them for their prospective professions, and whenever the profession of teaching shall be duly honored and appreciated, it will not be doubted but that it will receive similar attention and be favored with equal advantages. Shortly afterwards Lindsley became president of Cumberland College in Tennessee (University of Nashville). He urged the necessity for properly prepared teachers and said until "schoolkeeping be made an honorable and lucrative profession suitable teachers will never be forthcoming in this free country."

Henry E. Dwight's "Travels in the North of Germany, 1825-1826," and appearing in 1829, contained an account of the successful practice of seminaries for the education of schoolmasters in that country. It also pointed out that "to understand a subject will not of itself enable one to impart a clear view of the best mode of communicating knowledge to the minds of children," a capacity which Dwight said could be acquired only by previous preparation or by long experience. He urged the proper preparation of school-teachers for Connecticut, and said that with such teachers "the intellectual character of the mass of inhabitants would in one generation not only become superior to that of every other people, but it would become the wonder and admiration of our country."
Perhaps the earliest attempt to train teachers in the United States was made by Samuel McCorkle in his academy, Zion Parnassus, in North Carolina as early as 1785. McCorkle was a graduate of Princeton in 1772. His academy was of a private nature. It maintained a high order of scholarship and had an extension influence, and was well known for its teacher-training department from its founding to 1811.

James Edward opened a Lancastrian school in Philadelphia, where he undertook to teach Latin and French on the monitory plan. The monitory system of instruction does not seem to have been employed in the English High School, but in August, 1825, the Common Council considered a report "on the subject of a High School for females, upon the year of monitory or mutual instruction," and in November of that year a public notice was issued under the heading "Monitory High School for Girls," announcing that the School Committee would proceed to the appointment of a master for this school to be conducted upon the system of monitory or mutual instruction. The school was opened in 1826.

"Educate men for the business of teaching, employ them and pay them when educated," urged Samuel R. Hall, who in 1825 opened in Vermont one of the earliest seminaries for teachers in the United States, and who a few years later published "Lectures on School Keeping", the first American textbook on education.
The plan of Thomas H. Gallaudet (1825) was among the earliest proposals to receive attention and to be discussed, and made available in this country. It gave a report of the practices in Europe. This served to stimulate interest in the whole question of teacher-selection and control.

The idea that prospective teachers should have special preparation for their work arose out of the influence of the Protestant revolt. Along with free, secular, and universal education Luther and other leaders in that movement advocated the training of teachers.

Gallaudet in his "A Plan of a Seminary for the Education and Instruction of Youth", in the Hartford "Connecticut Observer" of January 4, 1825, proposed a school for training teachers, to be supported by the "liberality of the public" and equipped with a library containing "all the works, theoretical and practical, in all languages which could be obtained upon the subject of education", and a practice school for "indigent children and youths." The training consisted of lectures in the subject of education, reading and studying the best books on the subject, and practice teaching in the experimental school.(13)

The beginnings of public or state control of licensing or certificating teachers began in 1877 through a system of examinations when the introduction of academic examinations began to define standards, both for graduation from the secondary school and for admission to college.(16) These examinations introduced more
orderly arrangement of courses for those who took them. The practice of issuing syllabi began in 1880. In 1890 a new system of courses and credits was introduced, that is, the weighing of subjects in terms of counts. According to Bagley (30), however, the first state normal schools in the United States -- those at Lexington, Barre, and Bridgewater -- had laboratory facilities for teacher-preparation in 1839-40. Attached to each normal school was an experimental or model school in which the students practiced under the supervision of the principal and the observation and criticism of their fellow-students. There the knowledge which they acquired in the science of teaching was practically applied. It was held that there would be less social loss than in the trial and error acquisition of skill in teaching. The Westfield (Mass.) State Normal School (31) had a cooperative plan which provided a school of observation so related to the normal school that its principal could, by permission from the town school committee, nominate the teachers, suggest a course of study and exercises, and suggest the method of teaching that should be practiced. The normal school students were granted the privilege of observing the operations of this school and of teaching some of its classes. Interest in the proper training of teachers was, however, slow to develop in the United States although the idea was early advocated.
The Worcester State Normal School used the public school of the city and soon a system of teaching apprenticeships was established. For six months the apprentices did observation, what we now call participation, and some student teaching. They kept daily records of their work. The teachers under whom the apprentices served made detailed reports and made recommendations as to their fitness for teaching. The idea has spread so that hardly a normal school has been established since 1830 without facilities for observation and supervised teaching.

Lafayette College (Easton, Pennsylvania) had a model school for actual student teaching before the Civil War period. Brown University, at Providence, R.I. had student teaching in 1895.

By 1905, Holmes found student teaching in twenty-one universities out of fifty; sixteen colleges out of forty-two; and ninety out of ninety-three normal schools. In 1908, Farrington, Strayer, and Jacobs reported eleven colleges and universities had their own laboratory schools, twenty-two used local schools, and twenty-one did not offer such work at all.

Mead found in 1914-1915 that one hundred and seventeen colleges and universities provided supervised student-teaching in either their own or cooperating public schools. In 1928 he found one hundred and sixty-nine colleges and universities offering this work. At the present time student-teaching under constructive supervision is taken almost as a matter of course.
A Historical Sketch of the Institutions of
Higher Learning in Oregon

Chapter III

As the writer is not a native of Oregon, she did not know either the names of the institutions of higher learning in Oregon, their histories, nor the special purposes for which they were founded. More or less casual inquiry showed that many of the young people of Oregon knew little more about it. This chapter has been included to give, in one place a historical sketch of these institutions. They have placed alphabetically according to their names and without reference to the dates of their founding or to their sizes. The three state normal schools are placed together at the end of the chapter.

Albany College

Albany College (101) as a college of liberal arts, "offers opportunities to the student to fit himself for the complexities of modern life, and to become mentally disciplined, physically strengthened, and morally and spiritually stabilized."

Albany College was founded in 1847 as the Presbyterian contribution to education in the new west. Established by pioneers, and supported by those who believed in Christian education, Albany College has served Oregon through many varying fortunes.

A rebuilding program begun in 1927 has seen the greatest period of growth in the history of the College. The entire College
was moved from the old site in the center of the City of Albany to a forty-four acre campus called the "Montieth Campus," in honor of the first president of Albany College, the Rev. W. J. Montieth. Three splendid and permanent buildings have already been erected on this site, as the first units of a complete college organization.

Albany College offers courses leading to the degrees of Bachelor of Arts and Bachelor of Science. Students of Albany College who are preparing to teach in Oregon high schools should ordinarily prepare to teach one of the following four combinations: Group I, English, Foreign Language, Social Science; Group II, English, Commerce, Social Science; Group III, Mathematics, Science, Commerce; Group IV, Mathematics, Science, Social Science.

Albany College is accredited by the Oregon State Department of Education for the issuance of High School Teacher's Certificates.

Blue Mountain University

Blue Mountain University (9) was the only university established in eastern Oregon. In 1875, Blue Mountain University was opened at La Grande under the auspices of the Methodist Episcopal Church. Because of certain unavoidable but far reaching financial reverses, Blue Mountain University closed its doors in 1883, having completed a comparatively brief but signaly important career.
Columbia University

Columbia University, of Portland, a boarding and day school for the Christian education of boys and young men, was founded in 1901 by Archbishop Christie. Since 1902 the institution has been owned and conducted by the congregation of the Holy Cross, a religious community of priests and brothers with the mother house at Notre Dame, Indiana. The institution has a grammar grade, a high school, and a college department. The present administration hall was erected under the auspices of the Methodist Episcopal church in 1891. This was the Portland University, which began to languish after the panic of 1893 and some years later closed its doors. Columbia University is strictly Roman Catholic, but admits students of other denominations and respects their conscientious beliefs.

There is a growing and urgent demand for skilled laborers in all the pursuits of life. This demand comes from the learned professions as well as from the ranks of the artisan. There is especially a strong demand for trained and skilled teachers in our public schools, and to aid in meeting this demand this department was established.

The school laws passed by the last legislature provide that "diplomas shall be considered equivalent to the teaching experience required by a state certificate."
"Diplomas from any chartered institutions of this state of collegiate or university grade granted upon the completion of a course consisting of at least five years' work above the eighth grade of the public school system of this state, on the basis of twenty recitations per week and thirty-two weeks per year, the State Board of Education being the judge of the standard of such schools; provided, that this section shall not be so construed as to permit the issuance of only state certificate or state diploma without the examination provided for in section 3 of this act; provided, further, that no certificate shall be issued under the provision of this act to any person who is not twenty-one years of age."

"Holders of state certificates granted under the provisions of this section may become candidates for a state diploma when they have taught thirty months with approved success from the date of their state certificate.

The certificates are issued by the State Board of Education after an examination by the State Board of Examiners over questions based on the textbooks adopted by the state, and, shall cover all the branches required for a first-grade county certificate, and, in addition thereto, algebra, bookkeeping, composition, physical geography, physics, and psychology; those for state diplomas, in addition to the foregoing, botany, plane geometry, general history and English literature."
Linfield College

Linfield College (102) was founded in 1857 through the foresight and faith of our Baptist pioneers. Their leaders recognized the need of education under Christian influences as a means of strengthening the work to which they gave themselves with absolute abandon. While efforts were being made in various places to establish such educational work, a special opportunity presented itself in the heart of the Willamette valley in that an institution of higher learning under the auspices of another denomination came into the hands of certain Baptists who obtained a charter for the school from the Oregon legislature on January 30, 1858.

Its constituency was originally confined to the Central Baptist Association, but it comprises now the Baptist Conventions of Oregon, Washington, and Idaho.

The College bore for many years the name of McMinnville College, but on January 10, 1922, at the semi-annual meeting of the board of trustees, the name Linfield College was adopted. By this action the College has become a memorial to the life of the Reverend George Fisher Linfield, late principal of Mayland Academy, who in the prime of his life, passed away as a sacrifice upon the altar of Christian education. The memorial was created at the instance of his widow, Frances E. R. Linfield, who in appreciation of the work and ideals of the college, deeded to the institution several pieces of real estate in the city of Spokane, Washington, representing a total net
value of more than a quarter million dollars. It has a splendidly improved campus of over forty acres, nine substantial buildings, and an endowment of $1,078,219.92.

McMinnville College

The name of McMinnville College was changed to Linfield College in 1922. (102)

Marylhurst College

Marylhurst College is a Catholic College for young women conducted by the Sisters of the Holy Names of Jesus and Mary at Oswego under the patronage of The Most Reverend E. D. Howard, D.D. Archbishop of Portland-in-Oregon. (103)

The president and officers of the Society of the Sisters of the Holy Names form the Board of Regents of Marylhurst College. The Society was incorporated under the laws of the State of Oregon in 1880. "Marylhurst College, the first standard Catholic College for women in the Northwest, is not a new institution, but the crowning achievement of the 70 years of earnest and fruitful service rendered by St. Mary's College and Academy, Portland, Oregon. St. Mary's was founded October 21, 1859, by twelve Sisters of the Holy Names of Jesus and Mary from Montreal, Canada. From humble beginnings, marked by privations and hardships, St. Mary's the foundation house in the western province, has grown steadily until today she views with natural pride, throughout Oregon and Washington, thirty-two schools and over seven thousand students, all maintaining her high ideals and sharing in her honored traditions."
"With the pressing need for a standard Catholic College for women in the Pacific Northwest, it was decided to move St. Mary's College from its limited space in connection with the academy of Portland to its present beautiful location at Marylhurst, where it opened its doors to students in the fall of 1930. Marylhurst College was formally accredited by the Northwest Association Colleges and Secondary Schools on April 9, 1931.

Marylhurst Normal School

Adjoining the Marylhurst College (103) campus is the campus of the Marylhurst Normal School. This normal school is conducted by the Sisters of the Holy Names. Marylhurst Normal School is a standard two year school, granting a diploma which is recognized fully by the State Board of Public Instruction.

Mt. Angel College and Seminary

"Mt. Angel College, conducted by the Benedictine Fathers, was founded in the year 1887, at St. Benedict, by The Rev. Adelhelm Oderwatt, O.S.B., with the approbation of the archbishop, The Most Rev. Wm. H. Gross, D. B. (104) By an act of the Legislature, the Institution was granted a charter, with the power to confer the usual academic honors. In 1888, the Seminary was opened for the training of candidates for the priesthood. In 1926 all the buildings were wiped out by fire. Despite this terrible loss, the Benedictine Fathers immediately began to plan a greater and better Abbey Seminary and College. The first unit is St. Benedict's Abbey. The south wing is set aside for school purposes."
Boys must be at least 12 years of age and have completed the eighth grade before they are accepted. Only boys and young men, intending to study for the priesthood, are admitted as boarders. Day scholars, however, come from various nearby towns to attend the Seminary.

The curricula of studies includes a six-year classical course; a four-year philosophy course; and a four-year theology course.

St. Anselm's Junior Seminary is conducted in connection with Mt. Angel College, and has for its object the instruction of boys and young men in the various branches of the classical course and their preparation and training for priesthood. The seminarians attend recitations in the College, but they have their own study-hall, recreation room, and dormitories. Day scholars are not admitted.

The Order of St. Benedict is not limited in its scope to any particular kind of religious activity. Its primary end is the chanting of the divine praises in choir.

St. Thomas Grand Seminary is intended for advanced students of the ecclesiastical course -- philosophy and theology. To begin the study of philosophy it is necessary to have completed the classical course (6 years of Latin). In recent years there has been a demand for two-year pre-professional courses which would satisfy the requirements of the various institutions. The courses given in the Junior College Department are recognized and accredited by the Northwest Association. Students are admitted to the freshman
class of Mt. Angel College and Seminary on the completion of a four-year high school course or its equivalent. This division of the institution includes the work in Education which is accredited by the Oregon State Department of Public Instruction.

Mt. Angel Academy and Normal

 Conducted by the Benedictine Sisters.

The Mt. Angel Academy and Normal School is a first-class boarding school for girls and young women (104). It has a standard four-year high school, and commercial, grammar and primary courses. It has, also, a standard normal school above the four years of high school. Graduates of the Mt. Angel Normal School are teaching in almost every county in Oregon.

The Oregon City College

Pioneer Baptist missionaries (9) established the Oregon City College in 1849, but for want of ample support the school was closed and the property sold. The money thus acquired was paid into the funds of McMinnville College, which, in the meantime, had come into existence in the manner related by Bancroft, the historian, as follows: "The Legislature in 1857-8, granted a charter to the Baptist College at McMinnville, a school already founded by the Disciples, or Christian Church, and turned over to the Baptists with the belonging six acres of ground and a school building, as a free gift upon condition that they should keep up a collegiate school."
The Oregon State System of Higher Education

The preparation of teachers for high schools (105) is provided on a parallel basis for assigned specialties at Corvallis and Eugene under the control of the Director of High School Teacher Training at Eugene. The preparation of teachers for the elementary schools is provided for on substantially the same basis at Ashland, Monmouth, and LaGrande under the control of the Director of Elementary Teacher Training of Monmouth.

The Oregon State System of Higher Education, as organized in 1932 by the State Board of Higher Education, following a federal survey of higher education in Oregon, included all state-supported institutions of higher learning in Oregon. The educational program is so organized as to distribute as widely as possible throughout the state the opportunities for general education and to center on a particular campus specialized technical and professional curricula closely related to one another. On the Corvallis and Eugene campuses, however, opportunity is provided for full two years of unspecialized junior college work.

The State University and the State College had their inception soon after Oregon's admission into the union. Colleges in territorial Oregon were confined to several privately supported institutions. State-supported higher education in Oregon was the outgrowth of two acts of the National Congress, the first on February 14, 1859, when the act admitting Oregon as a state provided for a grant of 72 sections of land for the establishment and support of a
state university; the second, July 2, 1862, when the Federal Land-Grant Act as applied to Oregon provided 90,000 acres for the establishment and maintenance of a "college where the leading object shall be without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in such manner as the legislatures of the states may respectively prescribe in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

Oregon State Agricultural College

The Legislative Assembly of Oregon accepted the provisions of the latter act October 9, 1862, (Federal Land-Grant Act) and in 1868 "designated and adopted" Corvallis College, a private institution first established in 1856, as the state's agricultural college. The curriculum of Corvallis College was immediately expanded (1869) to include instruction in agriculture. The first class was graduated in 1874. In 1885 the State assumed complete control of the College and established the present campus. The cornerstone of the Administration Building, oldest of existing buildings, and a gift of the citizens of Benton County, together with 35 acres of land, was laid in 1887.

The institution (9) called a college in 1856 was opened as an academy. In 1858, Corvallis College was chartered as a non-sectarian
school. Later the property belonging to the institution was transferred to the Pacific Conference of the M. E. Church, South. In 1865, the institution offered courses leading to the degree of bachelor of arts. In 1866, the college was incorporated by the M. E. Church, South. During that year, also, it was designated by the legislature of Oregon as the Oregon Agricultural College. In 1885, the State of Oregon assumed complete control of the school through the generosity of the original incorporation.

Pacific College

Pacific College is definitely and exclusively a college of liberal arts and sciences. It has no preparatory or commercial departments; it does not attempt graduate work; but it confines its task to the four years between high school and graduate school during which the student prepares to live a life rather than merely to make a living.

In 1925 the College, which had long measured up to scholastic requirements, completed the necessary permanent endowment to secure from the United States Bureau of Education recognition as a standard college of Oregon.

"The matter of standardization is sometimes very much misunderstood. It means recognition, not uniformity. It means that the graduate of the standard college can teach in the standard high schools and colleges of Oregon and other states without examination, if he has taken the proper educational courses. It does not mean that some outside authority is dictating just what shall be taught,
and how it shall be taught. The individual college is free to
determine its own policy, its own courses of study, its own
methods, and may maintain its own peculiar traditions and ideals
without fear of outside interference."

Pacific College is maintained by the Society of Friends
(Quakers) of the Oregon Yearly Meeting. It offers the work of a
college of liberal arts and sciences leading to the A.B. or B.S.
degree.

"When Friends first came to the Willamette Valley, they
immediately instituted provisions for the education of their
children. Their first school was held in the humble home of one
of the pioneers, with blocks of wood for some of the seats. As
rapidly as possible better and better facilities were provided,
before the public schools offered any opportunity for an education
in this part of Oregon. In 1885 Friends Pacific Academy was
organized, a school of secondary grade. By the year 1891 there
was a demand for more advanced work still, and in that year the
institution was enlarged to college rank." (The preparatory de-
partment was continued until the year 1923-30, but with the gradu-
ation of the academy class of 1930, all work below college grade
was discontinued, and the work of the institution is now confined
to that of fall college grade.)

In January 1895, a joint stock company for the maintenance of
the college was organized and incorporated with a capital of $40,000.
In 1906 the stock feature was abolished, and the stockholders became
life members of Pacific College Corporation.

The other members of the Pacific College Corporation are chosen by the Oregon Yearly Meeting on nomination by the College Board and the Corporation itself.

While denominational in auspices, maintained by the earnest labor and sacrifice of its friends and under the direction and care of the Friends Church, Pacific College is not sectarian in policy.

The first settlers of Chehalem Valley provided for a log school house with rough blocks for seats. (9) There being no high school in 1885, members of that religious body called Friends, in an effort to develop sons of the William Penn type, organized Friends Pacific Academy, which was attended by a large number of young people, many of whom were from distant localities. Although an academy in name, the institution did considerable work of college grade; hence the demand for higher training became so apparent that Pacific College was incorporated in 1891. Suitable buildings were erected at Newberg and twelve years later an endowment fund of $100,000 was raised, which amount has since been materially increased by contributions.

Pacific University

Pacific University, by its inception (107) under the provisional government and its charter granted during the period of territorial administration, is intimately associated with the
early history of Oregon. In 1841, Rev. Harvey Clark, of Chester, Vermont, began an independent work among the Indians of Tualatin Plains. When the Willamette Valley was opened for settlement by white people, Mr. Clark realized the importance of schools for their children. Active plans were not begun until 1847 when Mrs. Tibitha Moffett Brown, of the immigration of 1846, came to visit her son, who lived on a donation claim near Forest Grove. Although past middle life, Mrs. Brown was a woman of unusual energy and resourcefulness. With the cooperation of Mr. Clark she collected the children who had been left orphans by the hardships of the western trails and taught them in the log church. Other children from the settlement also joined the school.

In the meantime both as a missionary enterprise and as the beginning of a future state the Oregon Territory appealed to eastern men of large vision. In 1847, the Home Missionary Society commissioned Rev. George H. Atkinson to extend religious work in Oregon, and Rev. Theron Baldwin, Secretary of the American College and Educational Society, advised him to "found an academy that shall grow into a college." In 1848, soon after his arrival in Oregon, he attended the meeting of the Congregational and Presbyterian Conference in Oregon City and urged the immediate establishment of the academy. Members of the conference visited Forest Grove and with the consent of Mr. Clark, decided to merge the orphan school into the proposed academy. On September 29, 1849, the Territorial Legislature granted a charter "for a seminary of learning for the
instruction of both sexes in science and literature, to be called Tualatin Academy" from the Indian name of plain and river. Rev. Cushing Bells was the first principal and, for a time, was assisted by Mrs. Bells. In 1851, under the auspices of the National Board of Popular Education promoted by Governor William M. Slade of Vermont, Miss Elizabeth Millar, the late Mrs. Wilson of The Dalles, came to Forest Grove. She was the first woman especially appointed to Tualatin Academy, then under the charge of Rev. D. R. Williams. To establish an endowment fund Mr. Clark gave his donation claim which, with other gifts of land, was sold for town lots. Several acres, however, were reserved for a building site and grounds for the school. A subsequent gift from Rev. Elkanah Walker and the purchase of additional acres enlarged the grounds to thirty acres. These constitute the present campus of Pacific University. The raising of the first frame building for Tualatin Academy is graphically described by Mr. Edwin Bells who was an early student — "For days, men from all parts of Tualatin Plains camped with their families on the grounds, and while the men worked on the frame, the women cooked the meals."

Believing that a more advanced course of study was essential to the training of young men for their part in the development of Oregon, Dr. Atkinson enlisted the Society for the Promotion of Collegiate and Theological Education in the West. He secured as president of the contemplated college Rev. Sidney Harper Marsh, of the Union Theological Seminary. In 1854, the Territorial Legislature granted a new charter with full collegiate privileges to
"Tualatin Academy and Pacific University."

The history of Pacific University is a record of steady advancement, both in equipment and standards. The discontinuance of Tualatin Academy in 1915 gave added dignity to student life. The standards for admission meet the requirements of the Carnegie Foundation. In 1912, after inspection by the United States Bureau of Education, Pacific University was placed upon the list of standard colleges. This rating was verified by a second inspection in 1922.

The Pilgrims and Puritans founded a type of school that embodied their democracy in representative and federated government. The famous schools of New England, founded by them, have been followed by similar schools all across the country established by the descendants of the Pilgrims and Puritans.

These women and men who laid the foundations of Pacific University were cultured educators of New England. Pacific University has been known as "The New England College of the West." It has inherited the educational attainments and religious freedom of New England. "It is destined to fill that enviable position filled by all colleges of this lineage between the tax-supported universities and the church schools."

Philomath College

On February 14, 1866, a number of residents of Benton County met at the "Maple Grove Schoolhouse" to consider the matter of
founding an educational institution in their midst. After some discussion and following several adjourned meetings, the present site was chosen. A proposition was drawn up and presented to the session of the Oregon Annual Conference of the United Brethren in Christ at their fall meeting. This was accepted by the Conference and a Board of Trustees elected. The organization was perfected and in November 14, 1865, the Institution was chartered as Philomath College.

The early history of the College represents a very hard struggle. Our people were not very numerous -- but they were most vitally interested in the education of their children. No sacrifice was too great for them to make. No task was too large for them to undertake, but in 1930 Philomath College was closed.

Reed College

Reed College owes its foundation to Mr. and Mrs. Simeon G. Reed, pioneers of 1854, who were long identified prominently with the life of Portland and of Oregon. Mr. Reed bequeathed his property to his wife with the suggestion that she devote part of the estate to some purpose which should be "of permanent value and contribute to the beauty of the City (Portland), and to the intelligence, prosperity, and happiness of its inhabitants." Mrs. Reed, at her death in 1904, made provision by will for "an institution of learning in the City of Portland for "the increase and diffusion
of practical knowledge among the citizens ______, and for the promotion of literature, science and art, this institution to be known as the Reed Institute, in memory of Simeon G. Reed."

By the terms of the will the trustees were left the widest latitude in determining the type of institution to be founded. They decided to establish as the first department of Reed Institute a college of arts and sciences, offering courses leading to the bachelor's degree. It first opened its doors in September 18, 1911.

The degrees conferred by Reed College are Bachelor of Arts and Master of Arts. The College does not conduct a graduate school; only in exceptional cases does it offer work leading to the degree of master of arts. Ordinarily no student is admitted as a candidate for the Master's degree unless he or she is a graduate of Reed College and a graduate assistant.

Reed Institute had in the beginning an endowment of $300,000.00 through the terms of the will of Mrs. Susan G. Reed, Mr. Reed was one of the promoters and managers of the Oregon Steam Navigation Company, and he had amassed a fortune in that enterprise.(9)

In its efforts to elevate college standards, it was the first institution in Oregon to announce its refusal to admit special students, preparatory students, or other students on condition.

The following curriculum is offered at Reed College:
(a) literature and language; (b) history and social science;
(c) mathematics and natural science; (d) philosophy, psychology and education.
The University of Oregon at Eugene

On October 19, 1872, the Legislative Assembly (105) established the University of Oregon at Eugene. The first building, Deady Hall, was erected by the citizens of Lane County and presented to the Board of Regents in July, 1876. In September, 1876, the University opened its doors for the reception of students. The first courses were limited almost entirely to classical and literary subjects, but with the growth of the institution the demand for a broad curriculum was met by the addition of scientific and professional courses. The first class was graduated in June, 1876.

The predecessor (9) of the University of Oregon was Columbia College. This college was located (1860) by the Presbyterians at Eugene. The school languished for want of patronage.

In admitting Oregon to the Union, the federal Congress had set apart (1859) the sum of $80,000 for the establishment of a state university in Oregon. Accordingly the Union University Association, which was organized to place the school at Eugene on a better basis, proposed to the State to provide a building, grounds, and furnishings to cost not less than $50,000 if the Legislature would establish the state university at Eugene.

In 1880, Deady Hall, the only building of the University, was practically ordered sold to satisfy unpaid bills on its construction; and the institution was in desperate financial straits. Mr. Henry Villard came to the rescue with the unsubscribed balance. Later, Mr. Villard made various liberal contributions to the University, one of which was an endowment of $50,000.00. In recognition of
these loyal and generous services, which came without solicitation, the second building of the University was named Villard Hall.

Willamette University

Willamette University is the oldest institution of higher learning west of the Missouri River(111). Jason Lee, a missionary, established in 1834 an Indian Mission School a few miles north of the present site of Salem, Oregon. A few years later this school was moved to what is now the campus of Willamette University. Meanwhile, in 1839, other pioneer missionaries came to the Northwest to build a Christian civilization. They were persuaded that the foundation must be laid in religion and education. While on the ship "Lausanne", as it sailed the Pacific Ocean for the new land, they took up a collection of $650.00 for the purpose of establishing there a Christian School for white children.

In 1842 a board of trustees was organized among the new settlers to promote an institution of higher learning for the white children. The Indian Mission was abandoned in 1844. These trustees then purchased property of a value of $4,000.00 for the newly established Oregon Institute.

Instruction began that year (1844), five years before General Lane, who afterwards became the first territorial governor, proclaimed the government of the United States at Oregon City. At first the Institute was mainly a boarding school for the children of the widely scattered settlers. When it was organized, it was not denominational, but within a short time it was taken over by
the Methodist Mission since that body was best able to assume the responsibility. It maintained from the outset a strictly non-sectarian character, however, and its influence gradually spread throughout the wide but scantily populated territory. Its growth, though at no time rapid, was steady.

It was the intention of the founders of the Institute that it should ultimately be raised to the rank of a college. This purpose was carried out in 1853 when the Oregon Territorial Legislation granted a charter to Willamette University.

The first class was graduated in 1859. Waller Hall was erected in 1867. The Medical School was opened in 1867. In 1880 Lausanne Hall, the women's dormitory, was added. The College of Law came in 1885 and a gymnasium was built in 1895. In 1905 the Medical Building was erected, its expense being assumed by the people of Salem. Eight years later it became Science Hall, when the Willamette Medical College was merged with that of the University of Oregon. In 1906 the Kimball College of Theology was organized. The building for its housing was presented by Mrs. H. D. Kimball. The following year Music Hall was presented to the University. In 1930 the Kimball School of Theology was discontinued, and the Department of Music was transferred to the building which it had occupied. In 1908 Eaton Hall was completed. The Oregon Institute was discontinued in 1916. Willamette University offers courses of study leading to the degrees of Bachelor of Arts and Bachelor of Laws.
The Oregon Normal School at Monmouth

Bethel College, near McCoy, Oregon (9) was built by the religious denomination known as the Christians (1857). The school prospered a number of years, but as Bethel College and Christian College Monmouth was dependent upon the same sources of support. The doors of Bethel College were later closed and the working force of the institution was moved to Christian College located at Monmouth.

In 1854, Rev. John E. Murphy, Elijah Davidson, J. B. Smith, F. H. Lucas and S. Whitman (9) donated a mile square of land in Polk county on which to found a town. The proceeds from the sale of town lots were to be used in establishing a college under the supervision of the local Christian church and to be called Monmouth University. The school was placed in charge of the Christian Church of Oregon. An endowment of $20,000 was immediately raised from the sale of forty scholarships at $500 each. In 1858 the name of the school was changed from Monmouth University to Christian College. Elementary teacher training became a responsibility when in 1882 the buildings and grounds of Christian College at Monmouth became the property of the state. Upon this material basis was erected the first state normal school in Oregon. Within the next four years four other similar institutions were established in the state. In 1882, the name of Christian College was changed to Oregon State Normal School. The school was dependent upon tuition, fees, and donations for its support; and the control remained in the hands of
the faculty, subject to the state superintendent of public instruction. The buildings and grounds were given to the state for a normal school, free of debt and the gift was accepted by the Legislature of 1891. When it was taken under the control of the state in 1891, a board of regents was appointed and the legislature made its first appropriation to the institution. In 1909 the legislature failed to provide funds for the maintenance of any normal schools in the state; so the normal school at Monmouth was closed in 1909. However, at the general initiative election held November, 1910, the people voted a yearly tax of one twenty-fifth of a mill for the support of that institution, and the State Normal School at Monmouth reopened. It has remained open since that time.

The Southern Oregon Normal School: Ashland

The Southern Oregon Normal School was established by legislative action in 1926.

The Eastern Oregon Normal School: La Grande

The Eastern Oregon Normal School was established by legislative action in 1925. This was, later, ratified by a vote of the electors of the state. The institution was opened in 1929.
Oregon Institutions Recognized as Standard by State Department of Education

1) Albany College
2) Eastern Oregon Normal School, La Grande
3) Linfield College
4) Marylhurst College
5) Marylhurst Normal School
6) Mount Angel Normal School
7) Oregon State Agricultural College
8) Oregon Normal School at Monmouth
9) Pacific College
10) Pacific University
11) Reed College
12) Southern Oregon Normal School at Ashland
13) University of Oregon
14) Willamette University
During (9) the first fourteen years after Oregon became a state, the duties of the office of superintendent of public instruction were performed by the governor. At this time there was not a high school building in Oregon — high school instruction usually being relegated to academies, seminaries, and other institutions of learning provided by the churches. These were supported chiefly by subscription, and were, therefore, in some respects select schools during a portion of the year, open only to the well-to-do.

As a rule, the public schools were ungraded, and there was no uniform system of textbooks in use. Above all, the laws governing teachers and the "granting of teachers' certificates were lax and teachers' institutes were rarely held." There was a provision in the state constitution, however, that after five years from its adoption, the legislature should be held competent to provide for the election of a state superintendent of schools. The office was, therefore, separated from that of governor in 1873. The first superintendent of public instruction was Sylvester C. Simpson, who was appointed to the office by Governor L. F. Grover. Mr. Simpson assumed the duties of his office January 30, 1873. Upon the appointment of (9) state school superintendent Simpson, a meeting of the State Board of Education was held to reorganize the department of public instruction. The Board appointed the president of Corvallis College, the president of Willamette University, a professor
of Pacific University, the superintendent of the Portland schools, and the principal of Oregon City Seminary to act in conducting examinations of teachers and in adopting a uniform series of textbooks for the schools of the state. In July, 1873, the following textbooks were adopted for use in the public schools of Oregon for four years beginning October 1, 1873. "Thomson's New Primary Mental, New Rudiments of Arithmetic, and Practical Arithmetic; Brook's Normal Mental Arithmetic; Monteith's Introduction to Geography (Pacific Coast Edition); Beginners' Grammar, and Clark's Normal Grammar; Barnes' Brief History; Peter Parley's Universal History; Spencerian Penmanship; and copybooks; Robinson's Higher Arithmetic; Brooks' Algebra and Geometry; Anderson's General History; Hart's Composition; Steele's Fourteen Weeks in Physiology; Natural Philosophy, and Chemistry; Woods' Botany and Florist; and Bryant and Stratton's High Bookkeeping." On September 22nd of the same year the Board, upon the recommendation of a majority of county school superintendents, adopted the Pacific Coast First, Second, Third, Fourth and Fifth Readers, with Hopkins' Manual of American Ideas in lieu of a Sixth Reader; and the Pacific Coast Spellers replaced Webster's Elementary Speller which had done service as primer, first reader, and spelling book in many schools. The printed course of study with a list of rules adopted by the board was officially placed on the walls in all public school rooms of the state. Also, strong influence was brought to
bear upon communities to support their schools by taxation so that elementary education might be free to all persons between the ages of four and twenty years; and among numerous other beginnings, county institutes were held for the improvement and uplift of the teaching profession. State Superintendent Simpson continued in office until September 14, 1874, when he was succeeded by Dr. L. L. Rowland, who had been connected with Bethel College mentioned elsewhere.

Types of Certificates

Certificates valid for the following types of educational work may be issued by the state superintendent of public instruction:

1) Kindergarten
2) Elementary Grades (teacher, principal, or supervisor—regular and special grades)
3) Junior High School (teacher, principal, or supervisor)
4) One, two and three-year high schools (teacher, principal, or supervisor)
5) Standard four-year High (teacher, principal, or supervisor). Regular and special grades.
6) Special subjects. Home economics, industrial arts, physical education, public school art, public school music, band and orchestra music, commercial subjects.
7) City Superintendent.
8) Vocational Courses — Smith-Hughes.
9) "Hourly Teaching" of Physically Handicapped children.
10) Public School Nursing.

11) Private Music Lessons for High School Credit.

Substitute teachers as well as those in regular employment in the public elementary and high schools of this state must hold valid Oregon certificates.

The State Department of Education has no authority to grant temporary certificates of any kind.

Certificates secured in other states are not transferable to this state; neither do the laws of this state provide for the issuance of certificates by indorsement.

All certificates issued in Oregon are based on the preparation which the applicant has had and not on any certificate which he may hold.

The term standard college, university or normal school is one which is on the accredited list of some standardizing agency that has adopted the standards of the American Council in Education.

Examination grades earned in other states may not be applied toward the securing of an Oregon certificate.

Duplicates are issued only in case of permanent loss or destruction of certificates. Requests for duplicates should include a statement of the type and the approximate date of the issuance of the original certificate. The fee for the issuance of a duplicate certificate is $1.00.

Vacancies are not reported to the superintendent of public instruction. Applications for information regarding openings should
be made direct to county and city superintendents.

Oregon has no law in regard to the employment of married women to teach. This is altogether a matter of local regulation.

Certification of Graduates of Standard Normal Schools and Teachers Colleges

To graduates of standard normal schools or teachers colleges who have had at least five semester hours (or \( \frac{3}{4} \) quarter hours) of supervised teaching, the superintendent of public instruction may issue state certificates authorizing the holders to teach any subjects in the elementary grades, in one-year, two-year, and three-year high schools, and in regularly organized junior high schools of this state, and to act as principal of the same, and to act as city superintendent of any school district in Oregon.

Teaching experience cannot be accepted in lieu of the requirement in supervised teaching.

For elementary certification, the state of Oregon does not recognize normal courses offered by colleges or universities, except teachers' colleges.

(a) A one-year state certificate may be issued without examination to the graduate of a standard normal school who has met the requirement in supervised teaching. The fee is $2.00.

(b) A five-year state certificate without examination may be granted to the holder of a one-year state certificate issued in accordance with the above provision, after six months' successful
teaching experience in this state and on the recommendation of the county superintendent, or county superintendents, of the county, or counties, in which the applicant last taught for the required length of time. The fee is $2.00.

(c) A life state certificate without examination may be granted to the holder of a five-year state certificate issued in accordance with the foregoing provisions, after 30 months' successful teaching experience in this state and on recommendations of the county superintendent, or county superintendents, of the county, or counties, in which the applicant last taught for the required length of time. The fee is $3.00.

Certification of Graduates of Standard Colleges and Universities (57)

To graduates of standard colleges and universities who have completed fifteen semester hours (or twenty-three quarter hours) in education, including the specific courses set forth below, the superintendent of public instruction may issue state high school certificates authorising the holders to teach in the high schools and in the regularly organized junior high schools of this state, and to act as principal of the same, and to act as city superintendent or principal of any school district in Oregon. Such certificates are not valid for teaching in the elementary grades.

The fifteen semester hours in education must include a minimum of two semester hours each in principles (general technique) of secondary teaching, secondary education, educational psychology, and
supervised teaching. These specific education courses must have been taken in residence at a standard college or university.

The state department of education will accept not to exceed six semester hours in education earned by correspondence toward the requirements for a high school certificate.

Teaching experience cannot be accepted in lieu of the requirement in supervised teaching.

General psychology will not be accepted toward meeting required hours in education.

The Oregon laws do not authorize the granting of high school certificates on the basis of graduation from teachers' colleges. (See Section I)

Education hours earned in a standard normal school or teachers college must first be accepted by a standard college or university before such hours may be applied toward the requirements for a high school certificate.

(a) A one-year state certificate may be issued without examination to one who has met the above requirements. The fee is $2.00.

(b) A five-year state certificate may be granted without examination to the holder of a one-year state certificate issued in accordance with the above provision, after six months' successful teaching experience in this state and on the recommendation of the county superintendent, or county superintendents, of the county, or counties, in which the applicant last taught for the required length of time. The fee is $2.00.
(c) A life state certificate may be granted without examination to the holder of a five-year state certificate issued in accordance with the foregoing provisions, after 30 months' successful teaching experience in this state and on the recommendation of the county superintendents of the county, or counties, in which the applicant last taught for the required length of time. The fee is $3.00.

Certification by Examination in the State of Oregon

In order to be admitted to a state teacher's examination a candidate must have completed the amount of training indicated below:

(1) From January 1, 1931 to January 1, 1933. Sixty weeks of training in a standard normal school or teacher's college or eight quarters in a standard college or university above high school graduation.

(2) After January 1, 1933, 72 weeks -- nine quarters.

(3) Evidence of having held a valid Oregon State Teacher's certificate which has been in force within the period of ten years. Exception: The holding of a certificate based on the "Elementary Course" of less than two years, formerly offered at Oregon normal schools, and issued subsequent to January 1, 1929.

The examinations are held at the county seat of each county in June and December. The three types of certificates that may be granted are a one-year state certificate, a five year state certificate or a life state certificate.
Special Certificates

Any certificate issued in accordance with the provisions of Section 1, 2, or 3 of this circular of certification is valid for teaching special subjects as well as regular subjects in the grades covered by the certificate.

A special certificate is valid for teaching its subject or subjects named in such certificate, and none other, in any school in the state, either high school or elementary.

The fee for a special certificate of any duration is $3.00.

Smith-Hughes Vocational Certificates.

When a school board, in cooperation with the State Board for Vocational Education, wishes to employ a man or woman to teach a vocational course under the Smith-Hughes plan, a certificate is granted to such man or woman on the recommendations of the state director of vocational education. The state director of vocational education must be assured that such person is fully qualified to teach the vocation for which he asks to be certificated.

Application for vocational certificates should be made through the state director of vocational education, and only after employment has been secured.
A Tabulation of the Results of the Questionnaire Sent to the Institutions Training High School Teachers in Oregon

Chapter V

QUESTIONNAIRE ON THE PRESENT STATUS OF SUPERVISED TEACHING IN OREGON

FINANCIAL —

I. What persons or what positions are responsible for the supervised teaching on the part of the institutions of higher learning?

A. (name) ________________________________

B. (position) ______________________________

Director of Supervised Teaching 3
Assistant Professor of Education
(really a director) 1
Lecturer in Education (really a director) 1
Professor of Psychology & Education 1
Professor of Education 2
Head of Department of Education 1
President 2

II. What persons or what positions are responsible for the supervised teaching on the part of the city or rural
public schools in which the supervised teaching is done?

A. (name)_________________________________________________________

B. (position)______________________________________________________

   Superintendent of City Schools  4
   Principal of High School  5
   Assistant Principal of High School  1
   Assistant Superintendent of High School  1

III. What is the official relationship between these representatives of the elementary or high schools and of the institutions of higher learning?

   Unofficial agreement  6
   Direct joint control of instruction over college and school  2
   One person in two positions  1
   Official agreement  2

IV. Is there a formal contract between the elementary or high schools and the institution of higher learning or only an informal agreement of cooperation?

   Formal  3
   Informal  6
   One general management  2

V. Is the agreement or contract renewed annually or does it cover a longer or an indefinite period of time?

   Indefinite  6
   Annual  4
   Indefinite subject to annual clarification and modification  1
VI. What are the financial arrangements between the elementary or high schools and the institutions of higher learning by means of which the supervised or student teachers are permitted to work in these schools?

Annual contracts with teachers under joint management —

Public schools pay part of whole salaries and university pays part.

$15 paid directly to critic teachers for each student-teacher each quarter.

One-half of salaries paid to Smith-Hughes critics.

University and public schools each pay part of supervisor's salary.

No answer 2
No financial arrangement 6

VII. Are special fees assessed from the students who take the course or courses in supervised or student-teaching? If so, what is the amount per unit?

No 11
Yes --

SELECTION --

VIII. What means of selection is maintained for the encouragement or discouragement of students to take the work in supervised teaching?

1) Personal acquaintance of directing supervisor extending almost always over 2 years-6
2) Upper 50% in college grades  
3) Personality factors  
4) Fulfillment of subject prerequisites  
5) Freshman entrance test (supplementary)  
6) Endorsement of major professor  
7) Satisfactory grade average  
8) Moral factors  
9) High school examines student-teacher in subject-matter  

(3, 4, 6, 7, & 8 are tallied as they were actually listed. The writer feels that it is obvious that these items are considered extensively by all of the directors.)

IX. Are standardized tests or scales used in the selection of the candidates for student-teaching?  
Which tests or scales?

No  

American Council in Education Test for High School Graduates and College Freshmen  
High School and College Scholarship Records  

X. From which classes are the supervised teachers selected: first year, second year, third year, fourth year, fifth year, combination courses of more than four years?  
Seniors or seniors and graduates  
Second year normal
XI. Is a certain scholastic average required before students are permitted to become student teachers? ___ If it is, what is this average and what is the general system of grading?

C 3
A and B only with occasional exceptions 1
No 2

C-working toward higher demands (1)
C-with occasional exceptions (1)

XII. Do you specify any conditions as to physical status before students may become student teachers? ___ If so, what are the requirements?

Yes, sufficient energy, endurance, cleanliness 1
Normal good health 5
No 5

XIII. Do you specify any conditions as to moral status before students may become student teachers? ___ If so, what are the requirements?

Yes 10
No 2

Personal judgment of director 5
Unanimous committee 2
Standards for entering the college 2

XIV. In whose hands (person or position) is the selection of student teachers placed?
Director of supervised teaching 2  
Supervisor and committee 2  
Dean of education (ex officio director) 6  
Not answered 2

XV. What number of student teachers took supervised teaching last year (1931-32) in each of the various subjects in which your institution offers supervised teaching? 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>29</td>
</tr>
<tr>
<td>Art</td>
<td>18</td>
</tr>
<tr>
<td>Athletics and physical education</td>
<td>110</td>
</tr>
<tr>
<td>Band</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>15</td>
</tr>
<tr>
<td>Bookkeeping*</td>
<td>(2)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>7</td>
</tr>
<tr>
<td>Civics</td>
<td>(3)</td>
</tr>
<tr>
<td>Dramatics**</td>
<td>(4)</td>
</tr>
<tr>
<td>English***</td>
<td>120</td>
</tr>
<tr>
<td>Foreign language</td>
<td>22</td>
</tr>
<tr>
<td>French</td>
<td>9</td>
</tr>
<tr>
<td>General science</td>
<td>20</td>
</tr>
<tr>
<td>German</td>
<td>1</td>
</tr>
</tbody>
</table>

* Included under secretarial training in some reports.  
** Included in English  
*** Including journalism, dramatics, and public speaking.  
1 Two institutions did not report.
XVI. How many were supervised directly by the general supervisor of student teachers?

By special supervisors?

160 students were supervised by six supervisors in six institutions.

343 were supervised by special supervisors, principals, and classroom teachers.

XVII. Do the student teachers work in or with any extracurricular activities? To what extent?

<table>
<thead>
<tr>
<th>Yes* (institutions)</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No (institutions)</td>
<td>6</td>
</tr>
</tbody>
</table>

* Apparently most of these were doing their supervised teaching in the fields below.

**** includes civics but not history.

***** includes bookkeeping.
Athletics and physical education (Individuals) 4
Music (Individuals) 3
Art (Individuals) 2
Dramatics (Individuals) 3
Debate (Individuals) 1
General participation 1

XVIII. By what means are the teachers under whom the supervised teaching is done selected?

High School principal gives a recommended list 3
Director of supervisor-teacher (joint management) 2
Conference -- public school and college 2
Superintendent 2
Major or minor subject of student 2

XIX. Are these teachers in the classroom all of the time that the supervised teacher is present in the classroom?

Yes 3
Not always 1
Not assigned 3
Usually 3
First half yes:
2nd half no 1
XX. Who gives the final grade on the work of the student-teacher?

<table>
<thead>
<tr>
<th>Role</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervising teachers</td>
<td>3</td>
</tr>
<tr>
<td>Director and teacher</td>
<td>6</td>
</tr>
<tr>
<td>Director</td>
<td>2</td>
</tr>
</tbody>
</table>

XXI. Are any specific bases used in arriving at this grade or is it a general evaluation of the work done or the promise given by the student-teacher?

<table>
<thead>
<tr>
<th>Rating Method</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>General evaluation</td>
<td>10</td>
</tr>
<tr>
<td>11-point -- 5 degree rating sheet</td>
<td>1</td>
</tr>
<tr>
<td>Scoring sheet in addition</td>
<td>(1)(1)</td>
</tr>
</tbody>
</table>

XXII. How many clock hours or classroom period (estimated) does the supervisor spend in observing each one of the student teachers?

- Average number of hours: 3.55
- Average deviation: 3.87
- (2, 0.2, 12, 0, 2, 6, 0, 0, 11, 93)

XXIII. Are daily or weekly reports of the practice teacher required? of the classroom teachers? of the student teachers?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>4</td>
</tr>
<tr>
<td>Daily</td>
<td>1</td>
</tr>
<tr>
<td>1 report at end of practice period</td>
<td>2</td>
</tr>
<tr>
<td>Weekly</td>
<td>1</td>
</tr>
<tr>
<td>Weekly</td>
<td>4</td>
</tr>
<tr>
<td>Daily</td>
<td>1</td>
</tr>
</tbody>
</table>
XXIV. What is the usual number of credits per semester or quarter given for supervised teaching?

____________________ quarter hours
____________________ semester hours

XXV. How many clock hours per week does this represent?

In class ___________________ hours
in preparation _______________ hours
in conference _______________ hours
in marking papers, etc. ________ hours

2 semester 6- hours weekly
5 semester 15- hours weekly
2 semester 14- hours weekly
2 semester 14- hours weekly
2 semester 6- hours weekly
5 semester 7- hours weekly
5 semester 15- hours weekly
5 quarter 24 hours weekly
12-15 quarter 10-hours weekly
6 quarter 10- hours weekly

XXVI. What is the maximum and what the minimum number of credits permitted in supervised teaching?

A. First or major subject

maximum: ________ hours
minimum: ________ hours
B. Second or minor subject

maximum: _______ hours
minimum: _______ hours

C. Third subject

maximum _______ hours
minimum _______ hours

D. Fourth subject

maximum: _______ hours
minimum: _______ hours

2 semester total
5 semester total

5 semester total (1932-3 -- 1 2/3 in each of 3 fields --
elementary school)
2 semester total (1 field)
2 semester total (1 field)
2-5 semester total (minimum and maximum fields)
2-7 quarter (minimum and maximum fields)
12-15 quarter (minimum and maximum fields)
1-10 quarter (1 or 2 fields -- usually 1)
5-4 1/3 quarter (in major subject)

XVII. What courses are prerequisite to the supervised or student-
teaching course?

A. general psychology
B. educational psychology
C. introduction to education

(recommended and most will have--4)
D. secondary education 11
E. principles of teaching 11
F. principles of education
G. history of education -- recommended 3
H. philosophy of education
I. adolescent psychology 1
J. special methods 5 1 same
K. civic education
L. character education
M. observation 6

(part of supervised teaching in two institutions)

(part of principles of teaching in two institutions)

N. educational measurements 1

XXVIII. What specific provisions are made for the observation of teaching methods prior to enrolment in supervised teaching?

None 6

1 visit weekly preceding semester --

(part of special methods course)

15 hours per semester -- no credit

1 hour per week in -- general methods course -- none

1 hour per week in -- principles of teaching course

1 hour per week for three quarters -- 3 quarter hours maximum.

1 hour per week for one quarter done in connection with special methods course.
XIX. If credit is given for this observation what is the minimum and what the maximum hours of credit obtainable?

XXX. Are the methods teachers and the supervisors of student-teaching the same individuals? If they are not, what is their official relationship?

No 2
Yes 6

in part

Physical Education, English and drama in Education; all others not.

head teaches general methods: assistant professor=supervisor mostly -- 8 out of 12.

XXXI. Are the methods teachers in the department (school) of education or are they in the subject-matter departments (schools)?

Both 2
Department of Education except
in French 1
Department of Education except
in art, music & physical education (joint)

Subject-matter departments 2
Department of Education 3

XXXII. Is any official "follow-up work" done with the graduates in supervised teaching who are in their first year of teaching? If such a follow-up is made, who (what position) does it, and how?

* See question XVIII
XXXIII. Do the pupils of the training school react unfavorably to the student-teachers as a group? If they do, how do they express this unfavorable reaction?

No 10

(slight occasional "growling": too frequent change)

XXXIV. Does the community react unfavorably to the student-teachers as a group? If it does, what for or what points do they criticize?

No 10

(complaints of poorer discipline occasionally: the University High School has a waiting list of pupils)

XXXV. What plan or technique of conducting classes is followed in the classrooms in which the student-teacher is working?

Plan of regular teacher followed

(almost impossible to define plan, occasionally)

(recommended plan — quick review 5-10 minutes:

lesson proper 30-40 minutes: assignment 2-10 minutes: study 15-25 minutes)

(demonstrations of all types of lessons)

recitation and socialized plan.

modified Morrison plan.

No single type of technique.
XXXVI. Are the lesson plans made by the classroom teacher alone, the student-teacher alone, or by the student-teacher subject to the correction and approval of each lesson by the classroom teacher?

- Usually made by teacher
- Varies
- Student-teacher under direction of classroom teacher and subject to criticism of supervisor
- Student-teacher subject to correction of classroom teacher
- Student-teacher alone

XXXVII. Does the student-teacher begin teaching on his or her first day in the classroom? If not, approximately on what day?

- No
- Yes (with part)
- (Varies)
- (After about ten observations)
- (After about fifteen observations)

XXXVIII. Is either the classroom teacher or the student-teacher clearly in charge at any given period?

- a) One or either clearly in control
- Student assumes control gradually
b) Does the plan of classroom procedure involve the superintendence of supervised study? c) If so, how is the period divided?

b) Yes 3
No 1
c) indefinite 1
   20-35 3
   30-30 3

XXXIX. Of what importance are the grades given to the pupils by the student-teacher, that is, how much consideration is given them in making up the semester or yearly grades of the pupils?

in hands of classroom teacher cooperatively 7
(accepted as equal to those of classroom teacher) 2
final for period taught 3
minor importance at least 1

XL. When and how are the comments of the classroom teacher on the management of the classes of the student-teachers given to the student-teachers? Are general conferences or individual conferences held with student-teachers? By whom?

a) individual conferences 10
b) a few general conferences 7
XL I. Does the classroom teacher give most of the comments to the student-teacher or does the supervisor do most of this work?

- classroom teacher: 5
- supervisor: 3

XLII. How many student-teachers are assigned to one classroom at one period?

- One*: 8
- usually one: 2
- one except in music: 1

XLIII. In how many different classrooms does a student-teacher teach during a quarter or semester?

- one (except home economics and stenography): 1
- one**: 2
- (one except in music): 1
- one: 4
- usually two: 2

XLIV. Upon what phase or concept is the greatest emphasis placed in the training of the student-teachers, e.g., teaching technique?

- a) general: 4
  (remedial work with "failing" pupils): (1)
- b) Teach technique and general understanding of adolescent: 1

* beginning with 1932-1933 there will be three -- after the plan of the state normal schools

**as under XLII, each teacher will teach in three classrooms
c) ability to follow thinking of class and adaptability stressed most  2

d) technique and character training  1

e) teaching technique as related to affective learning  1
A Survey of Some of the Current Practices and Recommendations on Supervised Teaching

Chapter VI

The Duty of the State

Each state has ordered (13) that schools be established for the education of all of its children under the democratic theory that each child is entitled to as good a teacher as his state can afford. Moreover, the teachers with whom a public school system begins each year should be stronger and of higher rank in training, in teaching skill, and in personal culture than the average of the teachers in the service of that system any previous year. The duty of training, of rewarding, and of retaining in the schools a wholesome supply of adequately equipped teachers has become and remains a perpetual duty binding upon every American state.

The Wisconsin Plan of Supervision

The late Harry L. Miller (76) of the University of Wisconsin is often considered to have developed supervised teaching plans for prospective teachers in secondary schools with at least as great insight and practical skill and at as early a date for the degree of development as any other educational leader in the United States. A brief account of his aims and methods follows:

"The Wisconsin High School is a six year secondary school maintained by the University. The function of this school is for demonstration and practice. From 275 to 300 pupils enroll each year. The
aim of the school is (a) to undertake and provide sane and thorough education for its pupils and to demonstrate the best practices of modern secondary education; (b) through the researches and careful experiments of its staff in new methods of teaching and new arrangements of subject matter it aims to contribute to the high schools of Wisconsin productive suggestions regarding improvements in teaching procedure and in curricula; (c) by putting college seniors of the University into close contact with pupils in a high school classroom and by carefully directing their activities, it endeavors to develop for the secondary schools of Wisconsin an unusually strong and competent corps of young teachers."

Professor Edward C. Elliott, Director of the Course for the Training of Teachers University of Wisconsin, 1909-16, formulated the plan. The course for the Training of Teachers is an administrative device for correlating a number of departmental interests connected with professional preparation of teachers. The University of Wisconsin has no professional school for teachers, each department has on its staff a person who gives a departmental teachers course. The course for the Training of Teachers consists of these departmental courses, the work of the department of education and the activities of the high school.

The college seniors enroll for instruction in the Wisconsin High School for nine weeks — five days a week. The seniors are received as students in the various classes on a level with the pupils. They receive no privileges, are not "exalted or set up" as
"practice teachers." They must participate, and they must compete by their own ability with the class. Every pupil has the chance to be leader, so the college senior must prove his superiority and his right to be leader of the group.

The first meetings of the group are conducted by the Wisconsin High School. The work is discussed, explained, and general directions are given. During the second week each college senior is assigned to a high school class group; usually to a class in which his major subject is being taught. The semester is divided into two terms; part of the seniors are assigned to the second half of the semester. Two or more seniors may be assigned to the same class group. No attempt is made to have them participate in more than one class. A few guiding principles are given the prospective teacher to aid her in getting a working conception of the correlation of scholarship and method.

The teaching staff is responsible for the instruction and direction of its pupils. The instructor who gives the departmental teacher's course within the department of the University also teaches in the Wisconsin High School. Each staff teacher is his own critic and supervisor. The college teacher who teaches "the how and what to teach" has the responsibility of demonstrating "how and what to teach." The staff of the high school is composed of those representatives of departments and an additional number of full time teachers.

The prospective teacher takes part in the class and demonstrates the productive ways of dealing with teaching problems. The object is
to develop the student's power of analysis, to direct self-criticism in particular and objective references, to control conditions which foster self-directive activity and aid students to discover such imaginative ability as each may have. Self expression is sought. The test is to place the college senior in the environment of actual teaching and discover his ability to go forward from where the pupils are. His responsibility is to become the best pupil in the class."

The amount of apprentice experience is subordinated to the ability to put intelligent questions to experience; to the cultivation of a taste for analysis in a few specific instances. No attempt is made to have the senior put by a store of ready-made devices to teach by later on. This does not include intelligent application of methods and procedures employed by successful teachers. The students are encouraged to be critical of methods of approach in terms of pupil response. Nothing is discarded simply because it is traditional, nor is it urged that new and amazing devices shall be invented by college seniors. The rigid and continuous discipline under the direction of a master teacher is designed to aid future teachers toward a more rapid, more economical, and more confident professional accomplishment.

The Wisconsin University seniors find this experience in the high school class stimulating and interesting. Practical situations have to be met with facts without guess-work or beautiful theories. The college senior is admitted without prejudice. There is nothing artificial or formal in the procedure. The staff teacher controls
the general direction, and all meet on the common ground of work. Practice in disciplining or managing a group of "practiced-on" pupils is not considered a profitable procedure. By establishing the confidence of the pupils on a basis of cooperative doing and thinking, the student is in a fair way to begin to sense the educational movement of the class as a whole.

Each pupil of the high school is an educative unit and by directed activity works up to his maximal capacity. Socialized recitation includes directed study and discussion. "Set-lesson" assignment fixes the upper limit by definite specification. With directed study with home work in the nature of unfinished business there is no limit to an assignment. The indeterminate assignment idea recognizes individual differences and the problem of individual instruction.

The minimal-essential-contest idea is linked up with the question of the selection of subject-matter appropriate for instructional purposes, and is associated with a uniform assignment system. The minimum is expressed in terms of facts, information, and knowledge necessary to master in order to earn credits.

The aim is to substitute an organizing principle for set-lesson assignments. A challenge or problem is offered and the thinking of the group is directed toward using information to solve new situations. The group works toward common objectives and is given some idea of the means by which these objectives are to be reached.
The University of Chicago Plan of Selection of Student-Teachers

Since the selection of teacher training candidates is of considerable importance to the colleges, the trainees, and the schools in which they may work, the points of consideration used in this work at the University of Chicago are listed below (36). These points are only those which good judgment would indicate, but the list may lead to some systematization of thought on the subject.

1. Command of good oral and written English, and familiarity with the content of the Manual of Usage of the University High School.

2. Prompt and regular attendance at all assigned exercises and conscientious and thorough completion of all assigned work.

3. Familiarity with the subject-matter to be taught as well as the content of the preceding and following courses.

4. A time requirement of one period daily with the class, one period after school hours for giving tests or assistance to pupils who are making up back work, and one hour daily in home study.

Prerequisites to Student Teaching.

1. Introduction to the scientific study of education.


3. A special methods course in the subject to be taught.

4. A general scholastic ranking of C or better for all work done in the University.

5. Must be taking a principal sequence of nine majors, or the equivalent, in the subject to be taught.
Final Selection

Since practice-teaching opportunities are limited, applications are approved (a) in order of professional and academic preparation for special assignments, (b) in order of academic standing of students, (c) in order of graduation, and (d) in order of registration for a given quarter.

The College of Education reserves the right to make final decisions in all practice-teaching assignments, to limit registration for practice-teaching, and to withdraw from practice-teaching students who fail to do satisfactory work.

Exemption.

Students who have had three or more years of successful teaching experience may be exempted from practice-teaching by a vote of the faculty. Usually exemption is based on letters of recommendation from the supervising officers under whom the candidates have taught. Not infrequently an exemption test is required. Such a test consists of three weeks of non-credit work. If a test cannot be arranged, exemption may be recommended on the basis of class work done in the College of Education supplemented by evidence of teaching elsewhere, or by an oral test given by the principal of the high school and a department head."

The Value of General Training for Student-Teachers

While above set of plans is good, it omits two large fields of thought that deserve much thought and that are receiving much more
consideration than they have heretofore. One of these is the development of the personal qualities of the teacher. The prospective teacher's home, earlier schools, and general community have all contributed, well or ill, to his personality. Teacher training institutions are, apparently, unable to do much toward changing these traits. Among these items may well be listed cooperativeness, constructiveness of outlook, tact, kindliness, sense of humor, adaptability, thoroughness, dependability, interest in people, good health, neatness, energy, cleanliness, etc. The other phase is the wide acquaintance with closely related fields of knowledge and of human activity and what is called "a general education." There is, at the present time, a serious questioning of the value of a very direct and specific training in comparison with a more general education. It may well be that a wider acquaintance with the social studies and with philosophy may be of greater value than a greatly detailed knowledge of either subject-matter or of techniques of teaching just as it is far more important that mastery of concepts, principles, and techniques be secured than the formal completion of certain designated courses. Chief among the abilities that should be developed are those which enable the student-teacher to make an analysis of learning and of teaching so that he can teach to fit a real situation and a real child.

The Amount of Supervised Teaching to be Given.

"Under the present conditions (1929-1930) the writer (15) recommends the following minimum for prospective secondary teachers:
ninety high school class periods of actual supervised student-teach-
ing, preceded by ninety periods of observation and participation
(when these latter types are well enough understood to make such a
prescription valuable). These are recommended for the following
reasons: (1) The American Association of Teachers Colleges found
(1926) that a great majority of its members could meet such a
minimal standard then. (2) The large universities are already at-
taining such a standard. (3) Many of the smaller institutions have
already attained this standard. (4) The amount gives opportunity to
have student-teaching in more than one field. (5) It is sufficient
in quantity (in the writer's judgment) to ascertain many of the
initiated teaching traits and to help in the improvement of a con-
siderable number of them.

Student-teachers are (45) actually assigned to do an amount of
student teaching (in all types of instruction) varying from no
semester hours to a figure sometimes as high as ten, twelve, or
fifteen semester hours, but with tendencies about two and one-half
to five semester hours. Translated into weeks, one class period a
day, the amount would be \( \frac{7}{2} \) to 18 weeks (counting 18 class periods
equivalent to one semester hour).

Varied Activities

Another type of activity which student-teachers carry out is
teaching in more than one field of subject-matter (15). The minima
required are often too low to make it possible to cover more than one
field and, still worse, the facilities are lacking for doing it. It
seems that each student-teacher has the right to ask for the privilege of student-teaching in each of the subject-matter fields he expects to teach.

Participation

By participation is meant a phase of student-teaching wherein the student-teacher observes a trained teacher and acts as an assistant teacher or teacher's helper. Under this plan the period of observation may often be cut as short as two weeks. Some institutions today (15) may provide observation and participation and call it supervised student-teaching. One of the first dangers, then, is that the introduction of schemes of participation will be made an occasion to use participation as a complete substitute for supervised student-teaching or to succumb to the temptation to allow participation with observation to degenerate into haphazard observation. These are real tendencies to avoid. Another weakness is that participation, if used alone, is likely to be a wasteful process. If it is to be utilized profitably, it must be made specific and combined with other activities.

If this period of participation is to be short, the student-teacher should

(1) either make or learn a syllabus covering the teaching of the period,

(2) acquire data about the pupils — their names, seating order, differences in ability and attitude.
(3) become aware of unnecessary danger points which may be avoided, e.g., disciplinary cases of certain types.

(4) become a part of the situation by sharing in the teacher's activities. Not only is this brief period useful to the student-teacher but it is also a means of helping the supervising (critic) teacher in that a judgment of a doubtful case among the student-teachers may be formed so that he may be eliminated or allowed to do supervised teaching with considerable assurance of success.

The Relations Between Education Courses and Student-Teaching

The relations between the fundamental courses in Education and the student-teaching may be very important. It is possible for these courses to be the guides to a rich understanding and the acquiring of a master's art in the teaching of children. It is possible for them to be of no use. It is possible for them to be of positive harm where the attitude developed is wrong or where the subject-matter taught is in conflict with the practices in supervised teaching. Occasionally there is conflict between some of the instructors, and the student-teachers are caught between two antagonistic personalities and they do not know what course of action to take.

The Relation Between Subject-Matter Courses and Student-Teaching

Anyone who supervises student-teachers (15) is likely to reach the conclusion that the student-teacher's preceding subject-matter preparation is defective to a degree that is serious. (a) Prospect-
ive teachers do not study subject-matter in certain fields at all.

(b) There is an absence from most college teaching of the conception of mastery of learning with clear conceptions of the outcome to be sought in such courses. (c) There is lack of understanding of the need of professionalizing the subject-matter and a lack of desire to do this. (d) There is, often, direct conflict in the objectives sought in liberal arts colleges and in teacher-preparing work. This is, often, even more noticeable in the special courses and in post graduate work. This work is not correlated with student-teaching to any large degree, and is largely independent of it.

Student Activities While Doing Student-Teaching

Some of the activities, problems and difficulties are given below. (50)

Study preparation and planning of work.
Preparation of lesson plans.
Actual class teaching.
Teaching individual pupils.
Other types of teaching.
Grading papers.
Disciplining of pupils.
Supervising study of pupils.
Assisting in laboratory
Assigned professional reading.
Observation of teaching.
Group conferences with supervisor.

Individual conferences with supervisor.

Reports of data about pupils to the school’s official records or registrar.

Reports to directors.

Reports to the students that come after him.

Reports of distribution of student-teacher’s time.

Assisting with organization of the school.

Participating in community activities.

Travel and transportation.

Preparation of bibliographies.

Preparation of syllabus of units to be taught.

Activities pertaining (26) to the setting in which the teaching and learning process takes place are:

1. The cleanliness and orderliness of the classroom.

2. Heating and ventilation.

3. Lighting.

4. Pupils’ physical needs.

5. Dismisses pupils for legitimate purposes; e.g., for wraps, a drink, to go to toilet, to go to playground, etc.

6. Arranges the time for pupils to enter classroom.


8. Keeping records and making reports.

9. Arranging display work.

Activities concerned with the organization of subject matter.

1. Masters course of study of special grade or subject.

2. Plans work with special reference to group of pupils under
his direction.

3. Writes and submits plans to training teacher activities concerned with the teaching of subject matter.

   1. Mechanics of the recitation.
   2. Introduces the subject matter.
   3. Develops the problem.
   4. Directs the solution of the problem.
   5. Shows relation of illustration material to subject matter.
   6. Demonstrates certain units of subject matter through use of demonstration experiments, reflector, lantern, victrola.
   7. Summarizes lesson briefly, reviewing generalizations and indicating points of most importance.

Activities pertaining to discipline of pupils.

1. Personal relations to pupils.
2. Insisting upon courtesy.
3. Discussing with the class certain high standards of conduct.
4. Procedures in disciplinary matters.

Activities pertaining to professional growth.

1. Certain mechanical ones.
2. Reviews own class work to discover strong and weak points as a foundation for improvement.
3. Cooperates with other student-teachers in carrying out a unit of subject matter.
4. Reads professional material from which to get help to apply to own work.
5. Makes reports, oral and written, of material read.

Activities of the school organization.

1. Encourages promptness and regularity of attendance.
2. Goes with and sits with pupils at chapel.
3. Helps plan for school parties.
4. Attends and assists in programs of school clubs.
5. Acts as adviser for student government.
6. Takes or sends pupils to school tests; mental, physical or educational.
7. Upholds the statements of training teacher when questioned by pupils.

Activities pertaining to community activities.

1. Communicates with parents as to pupils.
2. Participates in social functions of training school.
3. Assists in group projects for the good of the whole grade.
4. Arranges for birthday parties.
5. Arranges for celebrating special days.
6. Recognizes and greets pupils wherever she meets them outside of school.
7. Follows up special interest of certain students.

Activities involved in observation of the training teacher.

1. Gains a knowledge of subject-matter taught by training teacher.
2. Records work done by training teacher in class.
3. Observes assembly exercises for new ideas.
4. Picks out independently main aims and problems of lessons observed.

Activities involved in conferences with the training teacher, individual and group.
1. Attendance at teachers' meetings.
2. Attendance at educational associations like state and sectional teachers' associations.
3. Cooperation with local libraries and social settlements.

Another very important type of activity (25) which tends to appear with the expansion of the work to off-campus schools is travel or transportation. In Henderson's study (52), the student-teachers of some schools spent as much as eight or nine hours a week in travel. As these cooperative plans increase, travel to and from a student teaching center becomes a time-consuming factor. The off-campus student-teaching center, if distantly located — as in the case of Montclair (N.J.) State Normal School — raises the question of living conditions for student-teachers, which is another set of activities to be considered.

Student-teachers may also share in the activities of community meetings. This is probably not a common practice. At Ohio Wesleyan University student-teachers are encouraged to do this, and their transportation to such meetings is provided by the department of education.

If the types included in Gray's study (50) are interpreted in
a comprehensive manner and if transportation, securing living
conditions, preliminary participation, showing in community meetings
and other community affairs, making reports, and applications for
student-teaching are added to his list we have a very representative
list of types of activities of student-teachers as they work in
institutions in the United States.

The Value of Supervised Teaching in Teachers' Opinions

The American Association of Teachers' Colleges requires that
student-teaching facilities be maintained in its member institu-
tions.(75). The National Society of College Teachers of Education
voted that supervised teaching was a most valuable course. In 1916
200 superintendents of schools attending a session of the Society
for College Teachers of Education voted unanimously their favorable
attitude toward making supervised teaching a requirement for certi-
fication for teaching in secondary schools.

In 1919 F. J. Kelly (63) secured the judgments of teachers and
school administrators in Kansas on the value of the different
courses in Education. He did not include student-teaching in his
list, but thirteen administrators said, "Stress observation in city
high schools, supervise practice teaching better, and give more
practice-teaching."

The graduates (65) of normal schools "almost universally men-
tioned the lack of proper practice-teaching. Some of them spoke of
having been required to take charge of the classes of which they were
members."
Judgments were obtained from thirty student-teachers on "What the experience has meant to you in personal educational development and values (56)." These people were seniors who were still in college and who had not yet had any in-service teaching. One said, "It is by far the most practical and worthwhile thing I did in college." Six students stated that it causes a renewing of one's knowledge gained in other courses. Six others noted the fact that student-teaching gives opportunity for the application of principles of psychology and education previously learned. Eleven emphasized the improvement of professional ability. Ten claimed that it broadened the professional outlook.

Aspinwall (28) also reports a series of letters in his possession in which these graduates expressed their judgments of the important value that student-teaching had been to them.

Criticisms of Supervised Teaching as it is Conducted

Boardman (35) made a comprehensive study at the University of Minnesota and reports his judgments that:

1. The time devoted to student-teaching is too short.
2. It requires too much time for the credit it brings.
3. Standards vary greatly with critics. Some are vigorous in their demands, others are lax.
4. Critics cannot judge a student-teacher's ability.
5. Student-teachers should teach more consecutively.
6. Constant shifts from one class to another are unfair to the student-teacher.
7. There are too many different students teaching one class.
8. There should not be long stretches of no teaching without observation of the work between periods of teaching.

Criticisms of conferences
1. There should be more criticism and it should be more severe.
2. Both favorable and adverse criticisms should be given.
3. Student-teachers should have a plan of the work before beginning to teach.

The Relation of Student-Teaching to Subjects Taught Later

It is quite evident (15) that the usual custom is to provide student-teaching in one subject and with one class or group of pupils. In the elementary school field, this restriction to one subject does not obtain so uniformly. For example, in the data from Louisiana, 97.4 per cent of the high school teachers of Louisiana are included in a group which teaches from one to three subjects, and, therefore, prospective teachers should expect to be called upon to teach not less than 3 subjects and should be prepared to teach three.

As shown by Dexter, in 1906, the typical high school teacher taught three subjects (15). At the present time this teacher is most likely to be called upon to teach one to three subjects, as they are defined in current practice and by the investigators whose studies are summarized here. Certainly, then, as a typical condition, teacher-preparing institutions should recognize their curricula and requirements so as to prepare high school teachers to
meet the existing situation. It is true there should be more flexibility in the matter, but there is much to be done in other important lines before we need concern ourselves about the need for flexibility.

To render the best service in teaching, the prospective teacher should be prepared in those subjects he is called upon to teach later. But how many subjects shall be included? There must be some limit.

From the data it would seem wise to demand preparation in three different subjects, because only in cities is the number of subjects less than two, and beginning teachers usually start their work in rural, village, and small city high schools. It might be the part of wisdom to make the number four, because most teachers begin in small communities(15).

In colleges with departments of education it is a common practice for each student to have a major and, in some cases, a minor. Here, then, is an apparent and great discrepancy between demand for service and supply to meet that demand.

Thus far the data have been concerned with the status of the teacher's load of instruction (15). It is advisable to consider the matter also from the view of what is desirable in an efficient teacher. The writer posits that a high degree of specialization in one field to the exclusion of other subjects is undesirable and that acquaintance with many fields, with a control knowledge of standard portions of three or four, is a much more desirable condition. Preparation in three subjects would necessarily include (15) supervised student-teaching in three subjects. The writer urgently recommends
that this need be given more consideration in the administration of supervised teaching.

This point of view expressed immediately above is quite acceptable if the total period of supervised teaching is extended enough. In the opinion of the writer of the thesis, more thorough training in one subject and with one group of pupils is more valuable than less thorough training in more subjects. Too many teacher-training institutions train teachers to teach subjects instead of training them to teach pupils. It is an established conclusion that more beginning teachers fail on the phase of pupil-relationships than on the phase of knowledge of subject-matter (57). This point of view re-affirms the very great importance of the personalities of the supervisors and critic teachers upon the success or failure of the student-teachers.

The Induction of the Student into Student-Teaching

The student visits the classroom of the subject he is going to teach while the regular teacher is teaching(15). The student-teacher learns (a) the names of the pupils so that she can easily identify each one; (b) many of the individual differences among the pupils that must be considered in teaching; and (c) facts about attendance, records, reports, teaching methods, and the aims that the teacher hopes to attain. The student teacher prepares a syllabus of the subject-matter she is to teach which has been examined and approved by the regular teacher and on various occasions the student teacher is given charge of certain work, as assigning the lesson, or giving a short
special drill or orally quizzing the pupils. In this way she becomes a valued and trusted assistant to the regular teacher. In preliminary conferences and conferences after teaching periods, the supervisor checks erroneous practices, suggests better ones, and criticizes lesson plans. After this point has been reached, these same processes continue but with finer gradations as they go on and with cheerful cooperation on both sides — if the student-teaching is to be at its best.

General Values to be Obtained from Supervised Teaching

Supervised teaching (15) as a part of the teacher-training program is valuable or invaluable to the beginning teacher; it is valuable to the school in which it is done, if it is done at all well; and it is valuable to the community in as much as the community gains the benefits from its improved schools. (a) Communities are not morally obligated to consent to the use of their schools as laboratories for teacher-preparation unless society will benefit from such an activity. It is the contention of this thesis that society does benefit greatly from this supervised teaching in the better teachers and more interested pupils which it so often brings about. (b) The best equipped schools should supply the laboratory for supervised teaching. While it is true that most beginning teachers will not commence their actual in-service teaching in the best equipped schools, it is also very generally true that they will get little or no supervision in the other kinds of schools. (c) Teachers in service and educational administrators are under moral obligation to assist
in the establishment and administration of student-teaching. (d) State
departments of education, teacher-preparing institutions, and edu-
cational associations are under obligation to assist in the movement
to establish and administer adequate supervised student-teaching.
(e) Our national agencies concerned with education, especially the
United States Bureau of Education and the Federal Board of Vocational
Education, are under similar obligation. (f) In all cooperative plans
for the administration of supervised student-teaching, the work must
be of mutual benefit to both parties concerned in the cooperative
agreement. (g) Supervised student-teaching must be actual teaching
under skilled supervision. (h) Under the conditions assumed it is
morally justifiable to replace a full-time, regularly employed teacher
with a student-teacher and to keep the student-teacher in actual
teaching for a period of several weeks.

A Statement Concerning the Position of Private Teacher Training
Institutions.

"Private or endowed institutions (18) cooperating with public
schools is not so easily understood and has little or no satisfactory
basis, and no judicial basis for its legal existence. Ohio "recogni-
zes" the right of private and endowed institutions to prepare teach-
ers; and no institution can conduct such work unless it is so recog-
nized. As a state function it must be conducted as prescribed by
the state. In this type of work, then, the institution loses its
private or non-state character and becomes partly public in its
function, and all its teacher-preparing work would be a state or
public function. In such a situation, it would be in conformity for public money to be granted the institution for the support of such work; and it would establish a questionable precedent to grant public money to the teacher-preparing division. Conformity with the present policy of any state could not exist if public money were granted to private schools; but it would exist if such money were granted to the cooperating public school. As Myers has indicated in his "Program of Teaching Training for Ohio", the situation would be very greatly improved in that state if a considerable number of private and endowed institutions were refused the right to prepare teachers."

On the other hand, a study of the history of education shows clearly that most of the improvements that have been made in the work of the schools has originated in the private or endowed schools. Where there is no attempt of these schools to usurp the fields of the publicly supported institutions or to use public funds for private enterprises, there should be no difficulty between the two and there should be much of profit.

The Reliability of Various Criteria for Prediction of Teaching Success.

Madsen (38) writes that the most promising measures which will predict teaching success for normal school graduates are:

1) reliable and valid measures of general intelligence; 2) measures of proficiency in previous school career, particularly in the elementary grade subjects the candidate will be called upon to teach;
(3) measurement of achievement while in the normal school—These three measures intercorrelate with each other highly—Ratings for so-called personality traits give little promise. "To the above three measures add a fourth; namely, a rating of general teaching ability while in the training school." All of these, however, have proved to be very fallible and objectively of little use.

The Selection of Supervisors

For anyone who has had long experience with schools there can be little question of the statement that the supervisors have needed selection and elimination quite as much, at least, as the teachers. The writer of this thesis feels that studies of the selection of supervisors are quite in order in connection with the whole problem of supervised teaching.

A set of qualifications for supervisors should be determined and adhered to although it is quite true that these will have to have their bases in observation of and experience with the supervision of student-teaching. These items will, probably, never become established laws nor have a real scientific basis. They will have to give a great deal of attention to the factor of personality — a factor of which we, at present, know very little. Negatively stated, it means that not all persons who have obtained college or university training and who have had some teaching experience are qualified to do effective supervising of student-teaching. Listed below are some of the items that should receive consideration for
such a list of qualities desirable in a supervisor (2,8,19).

a) matured, varied, and extensive experience with human beings and human relationships.

b) ability to respond quickly to the proprieties of an occasion.

c) a wide knowledge of human motives, desires, likes, and aversions, and a rare freedom from irritation, petulance, and anger.

d) an excellent general training, both broad and intensive.

e) general or basic professional training in educational psychology, principles of teaching, the history of education, educational tests and measurements, and teaching methods, techniques, and devices --- also knowledge of the nature and function of the school, the curriculum, and the various subjects of the curriculum...

f) special technical training in supervision or, in lieu of this, self-education until skill in the arts and techniques of supervision has been attained——

g) a harmonious and interested attitude toward the work of supervision and the professional preparation of teachers.....

g) personal traits...A general cooperative attitude; ability to maintain principles and beliefs with vigor; ability to make prompt and definite judgment in one’s special work; an active enthusiasm for the work; an inclination to be idealistic in attitude as well as practical; diligence and industry; considerable initiative or inventiveness with persistence in producing new ideas, devices, procedures; an urge to lead and guide others; a cultured and refined
manner; optimism; a sense of order and a sense of humor; tactfulness and fairness in the treatment of others; self-control; and a respect and reverence for the finer things of life -- religion, beauty, and the hopes and aspirations of our civilization. Of unusual importance are equanimity, open-mindedness, willingness to listen to others, the habit of commending the valuable and promising qualities of others and of directing attention to the undesirable qualities when necessary.

Addition to (f). The supervisor should have an integration of subject-matter and theory and also know the special principles and arts of actual supervision. How to guide a teacher so that he will become a constructive critic of his own work is a problem that intimate knowledge of subject-matter cannot solve. He must utilize an art which is peculiar to supervision. Familiarity with the standard literature in supervision of student-teaching makes the supervisor alert to the problems involved and the limitations of the art of supervision. It is not unreasonable to make such acquaintances a requirement for the supervisor. A knowledge of the principles is not enough. Our graduate schools should supply and require supervised experience in actual classroom supervision of teaching. Work of this kind is as important as supervised student teaching for the teacher.

The Relationship of the Administration to Supervision.

A sound working principle (15) is that the administration of the school should provide the conditions necessary for effective super-
vision. Among the requisite provisions are:

(1) Secure qualified supervisors.

(2) Secure salaries that will accord with good standards for such services.

(3) Adjust the supervisor's load of work and schedule so that the essentials of supervision can be carried out in practice.

(4) Provide the material facilities needed for the work of supervision.

(5) Define the functions of the supervisor.

(6) Make known to those supervised (and others if necessary) what the supervisor is to do.

(7) Make sure that the supervisor understands the conditions of his appointment, work, and tenure.

(8) Give the supervisor much freedom in doing his work.

(9) Support him in his professional activities or act as arbiter if occasion demands. In most cases support should be given very readily. If the administrative staff of an institution will do these things the effectiveness of student-teaching will be increased many fold. A better understanding of administrative functions can be secured if there exists also an understanding of the work, functions, or activities of the persons influenced by the administrator. It is the author's judgment that not one of the nine administrative functions are very well executed in the United States at the present time.
Supervision as Teaching Teachers to Teach.

Another valuable (16) concept of the supervision of student teaching is that supervision is really one kind of teaching. As teaching, it must guide and lead student-teachers in learning to teach. Under such a concept, supervision becomes a high type of art based on empirical, psychological, philosophical, and scientific data of experience. The harmonious, friendly, helpful, constructive relation between a masterful leader and a beginner must exist. A common basis of understanding is necessary. It is necessary that both supervisors and those supervised should possess a common body of knowledge. Upon such common basis of experience, there exists the possibility of guidance, conference, criticism, production, reflection, and growth. Many a prospective student-teacher has attained a certain mastery of subject-matter and an understanding of the reasons for the use of reviews, and then neglected to apply this theory to his own teaching. Human beings have often failed to apply theory to practice. As the various integrations often involve a species of transfer of training, the supervised teaching should be so managed that each succeeding unit of work that the student-teacher does should bring about an increased amount of self-criticism of his own work.

There are numerous supervisory techniques and devices, which are not identical with the usual teaching devices, and which to be effective, must be usable and must be mastered by the supervising teacher(218). Procedures used in collecting data in classroom teaching, those used in analyzing such data, and those used in the conferences are the
chief groups of these techniques and devices. There must be (15) free accessibility of facilities necessary, access to many books in the various subject-matter fields, to recently published encyclopedias, numerous books in all phases of the theory of education, charts, and varied types of classroom apparatus. In certain classes outdoor facilities are needed. A supervising teacher's suggestions should be such that the student-teacher begins to study. The library, the laboratory, and the field are sources of growth for the pupil and the student-teacher. The buildings, the pupils, and classroom arrangements are also important.

There are possibilities of abnormal relations between pupils and student-teachers and many a student-teacher has approached the first period of teaching with actual fear rather than anticipation of a glorious adventure. (15) "Supervision should reduce undue strain or tension of teachers and pupils to a minimum." It is sometimes necessary, however, to indicate to a student-teacher that certain things are not commendable, and no recipient of these criticisms is likely to be happy on such occasion.

Ethics of supervision.

There are problems of right and wrong in all human relations. The nature of supervision is such that each party gradually assumes certain attitudes of loyalty, respect, confidence, and cooperation, which are mutually respected. The best formulation of these is that given by Hutt (18). Such attitudes compel a treatment of student-teachers that is "generous, fair, and sympathetic," and a reciprocal
relation for the supervising teacher.

A Definite, Flexible Program.

There should be a definite program of work but one not fixed in all details. The student-teacher should have no real occasion to doubt what the supervising teacher means, desires, and expects. (15) The situation by the middle of the semester may require considerable modification of aims, subject-matter, and techniques. Again, one may adhere to certain desired outcomes, but change his procedure radically.

Constructive supervision (15) is that which is ever growing and developing in character. It should be dynamic. Three decades ago most so-called supervision was inspection and that condition was reflected in some supervision of student-teaching. The very purpose requires the supervisor to be a changing and improving person in his professional work. Many treatises on supervision of classroom instruction give evidence that supervision is improving.

Qualities (89) which the supervisor should seek to develop in the student-teacher are self-direction, initiative, originality, and a positive and dynamic point of view. "The view is to think of independence, not as unreadiness to follow or obey or believe in other men, but as a readiness and ability to contribute to good causes something more than is suggested by others; to think of initiative, not as an unreadiness to wait or cooperate or be modest, but as a readiness and ability to move ahead, 'speed up', lead and take promising risks, and as an attitude of expecting to create opportunities, and do ten dollars' worth of work for a dollar. Originality
must not mean weakness in doing routine work in old ways, or any
essential dislike of traditional knowledge or customs as such, or
any paucity of fixed habits -- but strength in doing work that
is new or doing it in new ways, an attitude of hoping to change
knowledge or practice for the better, an organization of habits
that causes their progressive modification. The dynamic opposite
of efficient routine is not genius, but disorder. Finally, will it
not clear the whole argument somewhat if in our own thinking about
education we replace the word 'self reliance' by reliance in facts;
'self direction' by rational direction; 'initiative' by readiness
and ability to begin to think and experiment; 'independence' by
readiness to carry thought or experiment on to its just conclusions
despite traditions and custom and lack of company.
Summary

1. The idea of supervision is an old one.

2. "In spite of the allegedly great difference (44) between modern education and that of the past, problems that confronted educators as long ago as 1855 are found to be surprisingly similar to those of today."

3. The different countries have much the same problems and many of them are attempting to solve their problems by using public schools and schools under their own control as laboratory schools.

4. The problem is a cooperative one.

5. The problem is not one of dollars and cents, but one of give and take for the best good of all concerned.

6. Many people have not grasped the idea that there is a science of Education (35) or at least a very complex art.

7. Under diverse lines of procedure, schools of higher education believe teachers are, generally, being trained equally well.

8. Individual schools proceed along independent lines.

9. There are no exclusively established theories or principles of training.

10. The problem is one of the personal responsibility of the supervisor and of classroom teachers for general development vs a "job sheet" type of thinking.

11. The problem is one of an ideal general excellence vs haggling over amounts to be done by both students and supervising teachers or by proponents of methods or principles.
12. Too much may depend on the supervisor and the supervising teacher.

13. Supervisors should be more carefully selected with emphasis on suitable personalities.

14. More analysis and more definiteness of work is desirable if it can be gained without loss to either of the contracting parties.

15. Principles underlying the science of Education and the art of teaching should be studied sanely and without desire for spectacular but empty bursts of energy.

16. The problem is one of relating the functions of the model school to the school of higher learning in subject matter and methods of training.

17. The student-teachers should be trained to teach pupils, with more emphasis upon pupil-relationships rather than on any formal phases of knowledge of subject matter or methods of teaching.

18. Flexibility of both supervision and of teaching which is of a thoroughly conscious and conscientious type is greatly to be desired.
Books:

1. Alexander, Thomas and Parker, Beryl
2. Barr, A.S. and Burton, W.H.
3. Blackhurst, J.H.
4. Brown, J.F.
5. Cubberly, Ellwood P.
6. Ellis, C.C.
7. Farrington, F.E.
8. Gist, A.S.
9. Horner, John B.
10. Jarman, A.M.
11. Jones, Lance G.E.
12. Kandel, I.L.
13. Knight, Edgar W.

Bibliography

14. McMurray, Ruth

15. Mead, A.R.

16. Miller, G.F.

17. Myers, A.F. and Harshman, F.E.

18. Nutt, H.W.

19. Nutt, H.W.

20. Richard, C.

21. Russell, J.E.

22. Sendford, Peter

23. Waples, Douglas

Articles in Magazines:

24. Alexander, Thomas

25. Anderson, L.F.
The System of Mutual Instruction and the Beginning of the High School, Sch. and Soc., 1918, 8, 571-582.

26. Armentrout, W.D.


47. Farrington, F.E.
   Strayer, G.D., and
   Jacobs, C.L. Observation and Practice Teaching.
   College Teacher's Education, 1909, 69:
   from Mead, A.R. Supervised Student-

48. Gordy, J.P. Rise and Growth of the Normal School idea
   Inform., 1931, 6, 7-142.

49. Gray, W.S. The Technique of Supervising High School
   Practice Teaching. Sch. Rev., 1919, 27,
   512-522.

50. Gray, W.S. Use of a Time Record Blank in the Stan-
   dardization and Supervision of Student-
   Teaching courses. Educational Monograph,
   Society of College Teachers of Education:
   1921, 10, 38-47.

51. Haertter, L.D., and
   Smith, Dora V. An Investigation into the Methods of
   Student-Teaching in Thirty-two Colleges
   and Universities. Educ., Adm. and Superv.,
   1926, 12, 577-595.

52. Henderson, J.L. The Distribution of a Student-Teacher's
   Time. Univ. of Texas Bulletin, 1938, Edu-
   cation Series No. 5, 1919, 15-24: from Mead,
   A.R. Supervised Student Teaching. Rich-

53. Henderson, J.L. Statistical Study of the Use of City
   School Systems by Student Teachers in
   Colleges and Universities of the United
   States. Supervisors of Student Teaching,
   1926, 39, 60-63: from Mead, A.R. Supre-
   vised Student Teaching. Richmond: Johnson

54. Hollis, A.P. The Present Status of Practice Teaching in
   the State Normal Schools. Fed. Sem., 1901,
   8, 495-509.

55. Holmes, Manfred J. The Present Provision for the Education
   and Training of Secondary Teachers in the
   United States. The Fourth Yearbook of the
   National Society for the Study of Edu-
   cation, 1905, 1, 65-82.
56. Horn, J. L.  
   Education Values of Practice Teaching.  

57. Howard, C. A.  

58. Humphreys, H. C.  
   Factors Operating in the Location of State Normal Schools. New York, Teachers College, Columbia U., 1925, 142, pp. 152.

59. Hutson, F. W.  

60. Jones, A. J.  


62. Kandel, J. L.  

63. Kelley, F. J.  

64. Kelley, F. J., and Scott, I. O.  
   What Training School Facilities are Provided in the State Normal Schools? Educ. Adm. and Superv., 1915, 1, 591-596.

65. Kirkley, J. A.  
   The Virtues and Defects of Normal School Training as Seen by Graduates of Two, Five, and Ten Years' Service. Educ. Adm. and Superv., 1921, 7, 103-110.

66. Klyver, F. N.  
   Supervision of Student-Teachers in Religious Education. New York: Teacher's College, Columbia University: 1925, 193, 186.

67. Koos, L. V., and Moody, C.  
<table>
<thead>
<tr>
<th>Number</th>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>79</td>
<td>Myers, A. F.</td>
<td>The Course of Observation and Participation in its Relationship to Courses in Principles of Teaching, Methods, School Management, etc., Educ. Adm. and Superv., 1928, 14, 404-412.</td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
<td>Source</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>82. Fryor, H.C.</td>
<td>Graded Units in Student-Teaching. Teachers' College Contributions to Education, 1926, 202, 65.</td>
<td></td>
</tr>
<tr>
<td>89. Thorndike, E.L.</td>
<td>Education for Initiative and Originality. Teachers College Record, 1916, 17, 405-416.</td>
<td></td>
</tr>
<tr>
<td>Author</td>
<td>Title and Details</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Williams, E. I.</td>
<td>Demonstration Teaching and Observation in Teacher-Training Institutions of the U.S. Society of College Teachers of Education Monograph, 1922, 11, 103-121.</td>
<td></td>
</tr>
<tr>
<td>—</td>
<td>The Professional Education of Teachers in Cleveland, Western Reserve University, 1922, Bulletin 25, 63-67.</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>--</td>
<td>Catalogue</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----------</td>
</tr>
<tr>
<td>103</td>
<td>--</td>
<td>of Marylhurst College, Oswego, 1932-1933, pp. 721.</td>
</tr>
<tr>
<td>104</td>
<td>--</td>
<td>Catalogue of Mt. Angel College and Seminary, St. Benedict, 1931, pp. 68.</td>
</tr>
<tr>
<td>106</td>
<td>--</td>
<td>of Pacific College, Newberg, 1932-1933, 22, pp. 56.</td>
</tr>
<tr>
<td>107</td>
<td>--</td>
<td>of Pacific University, Forest Grove, 1931-1932, 27, pp. 70.</td>
</tr>
<tr>
<td>109</td>
<td>--</td>
<td>of Portland University, Portland, 1898-99, pp. 75.</td>
</tr>
<tr>
<td>110</td>
<td>--</td>
<td>of Reed College, Portland, 1932-33, 1, pp. 102.</td>
</tr>
<tr>
<td>111</td>
<td>--</td>
<td>of Willamette University, Salem, 1932-33, 25, pp. 109.</td>
</tr>
</tbody>
</table>