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AT NORTH PARK COLLEGE.

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~~AN EVALUATION OF THE ELEMENTARY TEACHER EDUCATION PROGRAM
AT NORTH PARK COLLEGE BASED UPON A FOLLOW-UP OF
BEGINNING ELEMENTARY SCHOOL TEACHERS~~

by Russell S. ^{herman} Ende

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TABLE OF CONTENTS

Chapter	page
INTRODUCTION	viii
I.- REVIEW OF THE LITERATURE	1
II.- DESIGN	27
1. Limitations of the Study	27
2. Definitions of Terms	28
3. Basic Assumptions	30
4. Method of Investigation	31
5. The Population Sample	37
6. Sources of Data	37
III.- CONSTRUCTION OF THE INSTRUMENTS.	38
1. General Information	38
2. Periodical Review	39
3. Two Instruments	58
4. Teachers' Interview Guide Schedule	60
5. Principals' Interview Guide	66
6. Chapter Summary	67
IV.- RESPONSES OF THE TEACHING GRADUATES.	68
1. Introduction	68
2. General Background Information	70
3. Community Activities	91
4. Professional Growth	93
5. General Education Courses	103
6. Professional Education Courses	118
7. Student Teaching	121
8. General Experiences: College Years	125
9. Professional Experiences	129
10. Professional Traits or Qualities	130
11. Guide Summary	140
12. Chapter Summary	147
V.- RESPONSES OF THE EMPLOYING PRINCIPALS.	153
1. Introduction	153
2. General Background Information	155
3. Professional Traits or Qualities	156
4. Guide Summary	171
5. Comparison of Principals' and Graduates' Evaluation Responses	182
6. Chapter Summary	186
SUMMARY AND CONCLUSIONS.	190
BIBLIOGRAPHY	193
Appendix	
1. TEACHERS' INTERVIEW GUIDE SCHEDULE	195

TABLE OF CONTENTS

v

Appendix	page
2. PRINCIPALS' INTERVIEW GUIDE	203
3. PRINCIPALS WHO PARTICIPATED IN THE STUDY.	206
4. BEGINNING TEACHERS WHO PARTICIPATED IN THE STUDY.	210
5. TWENTY-FOUR CRITERIA FOR EVALUATING A TEACHER EDUCATION PROGRAM REPORTED BY F.F. WAMPLER.	214
6. FURTHER TYPICAL COMMENTS MADE BY TEACHERS GIVING REASONS WHY SOME COURSES IN THE GENERAL EDUCA- TION SEQUENCE WERE OF MOST VALUE	220
7. FURTHER TYPICAL COMMENTS MADE BY TEACHERS GIVING REASONS WHY SOME COURSES IN THE GENERAL EDUCATION SEQUENCE WERE OF LEAST VALUE	222
8. A LIST OF THE THREE MOST VALUABLE COURSES AT NORTH PARK COLLEGE OTHER THAN MINOR AND PROFESSIONAL COURSES	224
9. TYPICAL RESPONSES CONCERNING THE NOMINATIONS OF CERTAIN COURSES OUTSIDE THE MINOR AND PROFES- SIONAL FIELDS AS MOST VALUABLE	225
10. A LIST OF THE LEAST VALUABLE COURSES TAKEN AT NORTH PARK COLLEGE, OTHER THAN THE MINOR AND PROFESSIONAL COURSES, AND SUPPORTING COMMENTS.	227
11. TYPICAL RESPONSES BY GRADUATES CONCERNING PRO- FESSORS RELATING GENERAL EDUCATION COURSES TO ELEMENTARY TEACHING.	229
12. TYPICAL RESPONSES BY GRADUATES CONCERNING WHETHER TO SPREAD THE GENERAL EDUCATION COURSES OVER THE FOUR YEAR COLLEGE SPAN	231
13. COMMENTS CONCERNING STUDENT TEACHING EXPERIENCES AND HOW STUDENT TEACHING MAY BE IMPROVED	233
14. TYPICAL GRADUATES' COMMENTS CONCERNING PROFES- SIONAL TRAITS OR QUALITIES	235
15. TABLE XX.- A COMPARISON OF TEACHERS' AND PRINCI- PALS' EVALUATIONS OF PROFESSIONAL TRAITS AND QUALITIES LISTED ON THE INTERVIEW GUIDES	236
16. <u>ABSTRACT OF An Evaluation of the Elementary Tea- cher Education Program at North Park College Based Upon a Follow-Up of the Beginning Elementary School Teachers</u>	240

LIST OF TABLES

Table	page
I.- Ages and Marital Status of the Teachers (N:29)	71
II.- Minor Field of Preparation of Teachers	72
III.- Grades Taught by the Graduates and the Number of Teachers Teaching Each Grade	73
IV.- Grade Taught; Class, Faculty, and School Sizes in Schools Where Beginning Teachers Taught	75
V.- Number of Minutes Teachers Have Students in Class, and Number of Teachers	77
VI.- Activities of Beginning Teachers During Non- Class Scheduled Time	78
VII.- Subject Areas Not Taught by Classroom Teachers at Different Grade Levels, and Number of Teachers	81
VIII.- Teachers by Grade Taught and Subjects Not Taught at That Grade	82
IX.- Grade Levels and the Number of Teachers Who Must Teach All Areas	84
X.- Salaries of Beginning Teachers, 1960-1961, by School Districts	87
XI.- Salaries of Beginning Teachers, 1961-1962, by School Districts	89
XII.- Relationship by Teachers of Plans to Return to Present Position and Plans to Make Teaching a Life Profession	90
XIII.- Professional Periodicals to Which Teachers had Access But for Which They Did Not Subscribe, and the Number of Teachers for Each Title . .	95

LIST OF TABLES

vii

Table	page
XIV.- Minor Concentrations, Values Placed Upon the Minor Concentrations, and the Number of Teachers Placing the Value Judgements	116
XV.- Value of Professional Courses as Judged by the Graduates, and the Number of Graduates Making Each Judgement	119
XVI.- Student Teaching Experiences Judged Most Valuable by the Graduates, and the Number of Graduates Making Each Judgement	123
XVII.- Value of College General Experiences and Services as Judged by the Graduates, and the Number of Graduates Making Each Judgement	126
XVIII.- Self-Evaluation by the Beginning Teachers Using Selected Professional Traits or Qualities	132
XIX.- Principals' Evaluation of Beginning Teachers Using Selected Professional Traits or Qualities.	158
XX.- A Comparison of Teachers' and Principals' Eva- luations of Professional Traits and Qualities Listed on the Interview Guides	236

INTRODUCTION

North Park College, a liberal arts college, instituted a program of elementary and secondary teacher education in 1958. Its philosophy is stated as the best education is one that makes men wise and makes them grow. It teaches them why as well as how. It helps them to see life steadily and see it whole. The liberal arts, concerned with permanent values, are stressed in its curriculum, believing that young people need the steady and maturing insights of literature, history, the basic sciences, language arts, and music. The loyalty to the liberal arts does not deny the eventual necessity of specialization. The college attempts to give the student a strong base on which to build his vocation or profession -- and his life.¹

The major problem in teacher education is the preparation of qualified teachers. Teachers must teach children how to learn by giving them the kind of intellectual discipline and the depth of understanding that will enable them to apply men's accumulated wisdom to new conditions as they arise.² The institution preparing the teachers can not know

¹ _____, North Park College Catalog, 1960-1961, Chicago, North Park College, 1960, p. 37.

² Charles E. Silberman, "The Remaking of American Education", in Fortune, Vol. 43, issue of April, 1961, p. 125-130, 194, 197-198, 201.

how effectively it prepares its graduates unless the product is evaluated. The program at North Park College is evaluated by the demonstration of its product: the graduates.

North Park College's first two graduating classes were in June 1960 and June 1961, and are now in the field. It was imperative that the graduates give some indication of the pre-service education they received at North Park College and how they compared with the standards as expressed by the employing schools. Beginning teachers can evaluate their education in light of their teaching success toward the end of their first year of employment and while their college education is still fresh in their minds. In the first year of teaching, the new graduates will normally attempt to apply the knowledge and skills acquired during the college education; and they are very aware of their strengths and weaknesses.

The preparation of teachers does not end when the student leaves college. The college can offer valuable assistance with follow up services, especially during the first two years after graduation. North Park College does believe in a follow-up of its graduates as a very important link between pre-service and in-service education, and desires to be constantly aware of how its graduates fare in their work as elementary teachers. Miel and Lindsey have reported that this is a very desirable goal and that the

INTRODUCTION

college cannot only follow up its graduates but also serve as consultants in programs of improvements.³

This study is the formal seeking of answers to questions concerning the improvement of the elementary teacher education program at North Park College. The college already has received some remarks from the graduates through visitations at the college or through contacts with the head of the division of elementary education via correspondence or visits. Since these were not formal answer seeking devices they should be considered as chance answers. The writer proposed the possibility of the study to the head of the elementary education division because no formal study was contemplated at that time by the college. The nature of the study was discussed and the study possibility was taken to the Dean of the College. Formal approval of the study was granted by the Dean. College records as needed were made available. The study would be exploratory in nature and designed to provide the college with some data concerning the competencies of the teaching graduates, and with some suggestions for the improvements of the elementary teacher education program. The results of the investigation

³ Alice Miel and Margaret Lindsey, "Teacher Education, Whose Responsibility", in Educational Leadership, Vol. 2, issue of February 1953, p. 75-77.

were not to be considered as final and binding upon the college but only as suggestions for possible future action.

The present report undertakes to identify strengths and weaknesses of the elementary teacher education program at North Park College by obtaining the reactions of the graduates concerning the college program and obtaining the opinions of the employing principals concerning the graduates and their professional performance. To accomplish this purpose a follow-up study of the elementary teaching graduates of the 1960 and 1961 classes from North Park College was made. This paper attempted to discover the nature of the situation at North Park College and to describe it. There may be a relationship between the process at North Park College and the reality of the product--the beginning elementary teacher. This paper had to do with the education of elementary teachers and the relationship between the education and the product. This study was concerned with the problem of appraising certain aspects of the pre-service elementary teacher education program at North Park College. The study was done for practical implications upon the college and any implications resultant upon the elementary education field as applied. It will provide valuable information which may enable the college to perform its function more efficiently.

Quality teacher education must be sought in the teacher education program, in the individuals aspiring to be teachers, and in the eventual classroom performance of the new teacher. This study endeavoured to determine an evaluation of the first and the last of these three points.

The first portion of this paper presents a review of the literature pertaining to teacher education evaluation through follow-up studies of graduates. The studies reviewed were related to the writer's investigation in that they all were attempts to gain insights into the effectiveness of teacher education programs in terms of the needs of the graduates in actual teaching situations. The instruments⁴ used were constructed according to knowledge gained from a review of the literature.

The second chapter is concerned with a description of the design of the study. This chapter is divided into six sections. The first section deals with the limitations of the study. The second deals with definition of terms. In the third section, the basic assumptions are discussed. Section four deals with the method of investigation. The fifth section gives a description of the population sample. The last section is concerned with the sources of data.

4 Appendices 1 and 2, p.195-205.

INTRODUCTION

xix

The third chapter is concerned with the construction of the instruments used in this study. One instrument was designed for the teaching graduates and the other instrument designed for the employing principals. A review of periodical literature is included to help support the items in the instruments.

Chapter four is concerned with the responses of the teaching graduates of North Park College obtained through the use of the instruments discussed in chapter three. Findings are presented and discussed.

Chapter five is concerned with the responses of the employing principals obtained through the use of the instruments discussed in chapter three. These responses may furnish insights into the problems of teacher education that may not be available from any other source. Findings are presented and discussed. A comparison of the principals' and graduates' responses is presented.

In the last section of this report a summary and recommendations are given plus suggestions for further study.

CHAPTER I

REVIEW OF THE LITERATURE

The review of the literature includes some recent research in the area of teacher education and preparation. The research was concerned with teacher preparation as revealed through follow-up studies generally and this was a limiting nature of the review. Many research studies of teacher education were not concerned with the follow-up technique used with the graduates and could not be used by this writer because this study was concerned with the evaluation of a teacher education and preparation program of a college as indicated by the effectiveness of its graduates as revealed through a follow-up study.

The research reviewed in this chapter is in the area of teacher education evaluation through follow-up studies of the graduates and shows this was accomplished through the use of interview guides or questionnaires. Each guide or questionnaire contained items of professional traits and qualities expected of the professional teacher, which were to be evaluated by the respondents, and the criteria used for the evaluation. The items of professional traits or qualities and the criteria considered in the questionnaires and interview guides appeared to repeat themselves in the various research reports available that applied to this study. This

lent itself to a type of uniformity of items and criteria that has been successful as an approach to the problem and in the seeking of solutions to the problem. Many points were found in the research literature that were not pertinent to this problem and, as such, were not used in the interview guides constructed. The results of research studies done elsewhere were not always pertinent to this study in that the philosophy of North Park College in how it will attempt to education elementary teachers is unique to itself. (North Park College will not pattern its teacher education program after any other program.) However, the methods of investigation by which other research studies were conducted were of great value in that they demonstrated the techniques and procedures that were successfully used. The review of the research literature also revealed the traits and qualities that were considered important for effectiveness of the teacher 1) in the classroom, 2) in relation with the administration, 3) in relation with the community, 4) in pre-service education and growth, and 5) in in-service growth and education.

Barr and Singer¹ made a comprehensive review of the pre-service education of teachers but did not reach any pre-service education conclusions. Their conclusions concerned

¹ A.S. Barr and Arthur Singer, Jr., "Evaluation Studies of Teacher Education", in The Journal of Teacher Education, Vol. 4, issue of March 1953, p. 63-72.

teacher effectiveness. They report that there is still much to be done in the way of controlled evaluation, that findings in various areas were sometimes in opposition, and that most of the studies were isolated.

West² reported the results of an appraisal of St. Augustine's College, Raleigh, North Carolina, in which he used the interview method to obtain the data from the beginning teachers and their principals. The processes and difficulties encountered were set forth.

Letters were sent to the principals and teachers requesting the interview and explaining the purpose of the study. The interview dates were arranged and the interviews were held with fifty teachers and thirty-six principals. An interview guide of twelve pages was used with the teachers and an interview guide of four pages was used with the principals. The questionnaires requested subjective ratings and judgements. They purported to cover the various aspects of the teacher education program and classroom effectiveness which were general education, counseling and guidance, professional subjects, student teaching, extra-curricular activities, subjects in the major and minor fields, and placement services.

2 Gordon L. West, An Appraisal of Selected Aspects of a Teacher Education Program at Saint Augustine's College Based Upon a Follow-up of Beginning Secondary School Teachers, unpublished Doctor's thesis presented to the School of Education, Indiana University, August 1959, ix-223 p.

An analysis was made of the information and opinions reported by the beginning teachers relative to 1) their teaching responsibilities, 2) their professional development, 3) their problems and difficulties, 4) the required courses taken in the professional sequence, 5) certain selected services offered by the college, 6) the courses taken outside the Department of Education, and 7) the courses taken outside their major fields. The opinions of the principals were analyzed relative to 1) the difficulties of beginning teachers, 2) the attitude of beginning teachers toward supervision, and 3) the strengths and weaknesses of their beginning teachers. Findings obtained from the data secured in this study centered around the following topics: 1) the schools in which the beginning teachers were teaching, and the beginning teachers who participated in this study; 2) the difficulties which were encountered by the beginning teachers; and, 3) the appraisal of selected aspects of the teacher education program for the preparation of secondary school teachers at Saint Augustine's College.

Some conclusions reached were that 1) the teachers should be educated to teach in various sizes of schools, 2) the recreational, placement, and follow-up services of the college appear to be inadequate in meeting the needs of beginning teachers, 3) a majority of the teachers were not making substantial progress in their professional growth,

4) the majority of beginning teachers' difficulties were related to instructional activities, 5) a follow-up program by the college was indicated as needed to help the beginning teachers make a more satisfactory adjustment to the demands of teaching, 6) value of courses taken was judged in terms of usefulness and as an aid to teaching skills, 7) student teaching was very valuable, and 8) professional courses offered met the needs of the teachers.

A study by Quanbeck³ using a mailed questionnaire as an instrument sought information concerning pre-service preparation and the teaching experiences of the graduates, including their evaluation of their professional, general, and specialized education. Additional data were gathered from the colleges as well as the supervisors of the graduates who were teaching. Conclusions reached indicated that the liberal arts college graduates valued their general education more than their professional education while the teachers college graduates valued their professional education more than the general education. Student teaching and methods courses were rated highly; general education subjects were not rated highly by the graduates. The graduates were considered to have weaknesses in subject areas taught,

³ Martin Quanbeck, A Study of Teacher Education in The Lutheran Colleges of Minnesota Based on a Follow-up of Graduates, unpublished Doctor's thesis presented to the University of Minnesota, Minneapolis, 1952, viii-207 p.

psychology, guidance and counseling skills, visual aids use, use of community resources, helping students to develop independence and responsibility, knowledge of state education program, providing knowledge of newer and more democratic classroom procedures, developing ability to help in curriculum revision, student progress evaluation, and techniques for helping students to develop study skills and to evaluate their own achievement..

A study done by Parker⁴ provided many traits and qualities that were deemed proper for evaluating teachers. Although his technique was to use a questionnaire method that was mailed instead of the interview, he was able to reach effective conclusions for the college being evaluated. He gathered the opinions of the graduates concerning the program at the college and the ratings of the graduates by the employers. Among the findings were suggestions for improving the college program that would provide a broader academic background, concentrate more on methods of teaching, provide more music, and selective admission.

Courses given relatively high ratings were: Student Teaching, English, Teaching of Language Arts, Speech, Teaching of Arithmetic, Elementary Science, Health, Physical

⁴ Lafayette Parker, Evaluation of an Elementary Teacher Education Program, unpublished Doctor's thesis presented to the Graduate School, University of Pittsburg, Pennsylvania, 1957, x-180 p.

Education, Educational Psychology, Social Problems, Arts and Crafts, Literature, Biology, Curriculum Development, Mental Hygiene, Problems of the Teacher, Science, Music, Mathematics, and Testing and Measuring.

Courses given relatively low ratings were: Geography, Guidance, History, Philosophy, Economics, Western Civilization, Orientation, Home Economics, Industrial Arts, and Chemistry.

A high rating was given the President's office. Low relative ratings were given the Bursar's office, Library, Registrar's office, Dean's office, and Basketball.

Ways in which college experiences have helped graduates were: getting along with people, adjustment, and solving problems.

Areas insufficiently stressed by the college were: appropriate instruction in speech, appropriate social life, instruction in typing, sufficient instruction in sex education and family life, pupil-teacher relationship, practical guidance, and student teaching on primary and grammar levels and in different types of schools for each student.

College experiences considered outstanding by the graduates were: student teaching, organizations and group work, lyceum and chapel programs, and music, including choir.

Areas which some graduates felt received too much attention by the college or could well have been omitted

were: algebra, economics (two graduates felt that it could have been omitted), football, industrial arts, and orientation to college.

Characteristics of graduates receiving relatively high ratings by employers included: co-operation on school projects, good character, good health habits, fondness for children, co-operation in professional meetings, effectiveness in relationship with parents and P.T.A., integrity, respect for personality, effectiveness in staff relationship, and belief in the worth of work.

Characteristics of graduates receiving relatively low ratings were: effectiveness in routine matters like accuracy of reports and promptness, ambition and initiative, resourcefulness, understanding the phases of personal and community health, writing clearly and effectively, appreciation of arts and music, understanding the community, emotional stability, understanding the learning process, participation as a citizen, appreciation of literature, speaking easily and well, understanding the meaning and value of life, social competence, scholarship, thinking ability, sound philosophy of education, understanding other people, understanding human growth and development, effectiveness in participation in general community projects, knowing their strengths and weaknesses, abilities and limitations, understanding the techniques of evaluation of learning, breadth

of knowledge, understanding scientific developments and application in society, understanding world issues and pressing racial, political, and economic problems.

Subjects in which employers felt graduates were not adequately prepared by the college were: arithmetic, health, language arts, art, social studies, physical education, science, and music.

Observed weaknesses and questionable conduct of the graduates were: general methods, English, speech, school and community relations, incompetence, questionable morals, and disregard for community customs.

Observed outstanding strengths of the graduates were: co-operation, knowledge of teaching methods and techniques, competence, conduct, and loyalty.

Some suggestions for improving the college program were: provide a broader academic background, concentrate more on methods of teaching, provide more music, and selective admission.

Wampler⁵ reported constructing twenty-four criteria⁶ for evaluating a teacher education program. He stated:

5 Frederick Francis Wampler, An Analysis of the Strengths and Weaknesses of the Teacher Education Program at Bridgewater College, Based Upon a Follow-up Inquiry of Graduates of Three Consecutive Years, unpublished Doctor's thesis presented to the Graduate School of the University of Maryland, 1959, ix-241 p.

6 Appendix 5, p. 214-219.

However, little experimental evidence exists upon which to base a set of criteria that would be useful in suggesting the components of a teacher education program. Much of the writing in the field of teacher education is the result of the thinking of individual teacher educators, or the consensus of thinking among groups of these educators.⁷

Other individual educators have differing concepts of what is best in teacher education, some of them differences of degree, others involving differences as to what the basic framework of preparation should be. These differences make it extremely difficult, in the absence of experimental evidence, to develop criteria that can be put forth with confidence as usable standards for developing better teacher education programs.⁸

The criteria developed were based upon reports of the American Council on Education, The American Association of Colleges for Teacher Education, the National Commission of Teacher Education and Professional Standards, and the National Council of Accreditation of Teacher Education.⁹

The twenty-four proved very useful in constructing the interview guidew used in this study.

Wampler summarized his findings as follows:

Less than one-half of the graduates were satisfied with the guidance program as it was related to the qualities need for teaching. Guidance was indicated as being needed

7 Wampler, Op. Cit., p. 55.

8 Ibid., p. 59.

9 Ibid., p. 59.

in the field of education and there should be better publicity about its availability.

In the area of general education most graduates felt that the general education was of great value to them as teachers. The graduates could see no need to spread the general education over the four college years, and they thought the college instructors should have related the course material to public school teaching.

Very few graduates felt that the college gave them sufficient experience in the aesthetic areas.

Improvements suggested in the general education courses based on the needs of teachers were a basic grammar course, non-technical science course, and more general psychology.

More variety in methods courses was suggested.

In the areas of specialization, most graduates recalled that the college instructors related the courses to teaching. English and history ranked lowest--only three graduates recalled the association.

In the area of professional core almost two-thirds of the graduates indicated it had been of some value, about one-fourth indicated great value, and the rest indicated little or no value. The courses listed in order of greatest value were educational psychology, required methods, testing and measurements, and history and philosophy of education.

For improvements in the program, nine out of ten would make no changes in the sequence of courses, one-fourth would add special methods courses. Many graduates had no suggestion to offer. Almost one-half would want more student participation in education courses.

Observation and student teaching were considered of great value by two-thirds of the graduates. Room management techniques were requested by many. Except for the student teaching, two-thirds of the graduates could see the professional core courses as of only some value.

Greater attention might be given to encouraging prospective teachers to belong to professional organizations.

The principals ranked the strengths as 1) adherence to a professional code of ethics, 2) enthusiasm for teaching, ability to work with fellow teachers, and ability to work with supervisors, 3) knowledge of subject matter field, and conformity to community mores. The rank order of greatest weaknesses were 1) ability to plan with pupils, 2) ability to maintain classroom discipline, 3) amount of general learning and knowledge of fields other than subject fields, and 4) interest and participation in professional organizations for teachers.¹⁰

10 Wampler, Op. Cit., p. 175-195.

Goldgruber¹¹ reported a study in which the teachers were evaluated by the employing principals. He reported that follow-up studies can be the means of determining the success or failure of the product of teacher-preparation institutions. The studies cause institutions to look beyond their boundaries, to appraise their programs in the light of performance of the product under conditions over which they have no control. The follow-up study hopes to find problems, strengths, weaknesses, needs, and suggestions for improvements of the teacher education program. The appraisal of the graduate in terms of preparation can contribute knowledge of many phases of the teacher education program and may help establish a basis on which the selection, guidance, general education, professional education, and student teaching program can be judged and improved.¹² Authorities in the field have recognized the value of the appraisal of the teacher education program as reflected by the effectiveness of its product.¹³

The interview-questionnaire guide was twelve pages in length and it contained five major divisions. Part I

11 John J. Goldgruber, Study of the Pre-Service Education of Teachers Graduated from Three Wisconsin Teacher Training Institutions, unpublished Doctor's thesis presented to the University of Wisconsin, 1957, xiv-424 p.

12 Ibid., p. 2.

13 Ibid., p. 6.

consisted of Philosophy; General Education; School Organization Practices and Support; Pupil Health and Development; Education Psychology; Educational Methods; Curriculum; Guidance; Classroom Management; Tests, Measurements, Evaluation; Professional Relations; and Community Relations. A rating scale was used of 1 for "Poor", 2 for "Good", 3 for "Excellent", and 4 for "No evidence on which to rate". Parts II and V pertained to the individual teacher's qualifications, strengths, weaknesses, and general preparation. Parts III and IV pertained to the placement and follow-up programs of the institutions studied. Parts III and IV were not regarded as major parts of the study.¹⁴

Goldgruber concluded:¹⁵

1. The participants were rated higher in attitude and knowledge than in performance, and teacher education institutions should study ways to improve the performance area.

2. The graduate preparation in school administration, practices and support, and guidance are less than satisfactory and improvement needs to follow in the presentation of these areas by teacher education institutions.

14 Goldgruber, *Op. Cit.*, p. 43-44.

15 *Ibid.*, p. 365-367.

3. Superintendents and principals constitute a ready source of know-how and knowledge that might be better used by teacher education institutions. The new teacher should be made aware of this potential of information.

4. Superintendents and principals endorse block practice teaching, under competent teachers in a public school with a cross section of social, ability, and economic student population. This would lead to fewer difficulties later encountered by the graduates.

5. A persistent criticism of the graduates by their superintendents and principals was their inadequate understanding of the value of a good public relations program. The graduates do not become a supporting member of the community and school in which they teach.

Zulauf¹⁶ reported data collected by the interview method from forty-one beginning secondary teachers who graduated from Northern Illinois State Teachers College in 1952, 1953, and 1954, and their thirty-eight principals.¹⁷ The instruments were two interview guides, one for the graduates and one for the employing principals.

16 Romeo M. Zulauf, An Appraisal of Selected Aspects of a Teacher Education Program at the Northern Illinois State Teachers College Based Upon a Follow-up Inquiry of Beginning Secondary School Teachers, unpublished Doctor's thesis, University of Indiana, 1956, x-312 p.

17 ibid., p. 227.

Information and statements of opinions reported by the beginning teachers were analyzed relatively to: 1) the positions they held and their teaching responsibilities; 2) their professional plans; 3) the difficulties they experienced; 4) the adequacy of selected services provided by the college; 5) the value of courses required in the professional sequence; 6) the value of courses outside the Department of Education and outside their major and minor fields. Principals' opinions were analyzed relative to: 1) strengths and weaknesses of their beginning teachers; 2) difficulties encountered by their beginning teachers; and, 3) the attitudes of the beginning teachers toward supervision.¹⁸

The findings obtained from the data in this study were organized according to : 1) the schools in which the beginning teachers were teaching and the beginning teachers who participated in the study; 2) the difficulties encountered by the beginning teachers, and the supervisory assistance given the beginning teachers by their principals; and, 3) the appraisal of selected aspects of the undergraduate program for the preparation of secondary school teachers at Northern Illinois State Teachers College.¹⁹

18 Zulauf, Op. Cit., p. 227.

19 Ibid., p. 231.

The ranking difficulties reported by the beginning teachers were: 1) adjusting to deficiencies in school equipment, physical conditions, and materials; 2) motivating pupil interest and response; 3) adapting to the needs, interests and abilities of pupils; 4) lack of command over subject matter and instructional materials; 5) handling problems of pupil control and discipline; 6) participating in social, religious, and recreational activities; 7) making assignments; and, 8) keeping records and making reports. The ranking difficulties reported by the principals were: 1) motivating pupil interest and response; 2) handling problems of pupil control and discipline; 3) lack of poise, self-confidence, emotional stability, reserve, and dignity; 4) handling broader aspects of teaching techniques; 5) adapting to the needs, interests, and abilities of pupils; 6) making assignments; 7) being able to establish and maintain proper relationships with fellow teachers; and, 8) lack of professional zeal and interest.²⁰

Three recommendations most frequently made by these students for the college program were that the college provide: 1) more time for actual teaching; 2) complete responsibility for student teaching classes over a longer

²⁰ Zulauf, Op. Cit., p. 241.

period of time; and, 3) instruction for supervising teachers in what constitutes a good teaching experience.²¹

Six courses were in the required professional sequence. 1) General Psychology, 2) Personality Development, 3) Adolescent Psychology, and 4) Educational Psychology were judged to be of value by forty-six per cent of the graduates who had taken the courses; thirty-four per cent of the teachers who took the courses said they were of little value. A general methods course, 5) Guidance of Learning, was reported of much value by fifty-one per cent of the beginning teachers; twenty-seven per cent reported it of little or no value. Eighty-five per cent of the beginning teachers judged 6) Student Teaching to be of much value; this was more than any other course. The supervising teachers were considered to be of much value by the graduates. Opportunities for observation of pupils and participation in teaching activities prior to student teaching were considered inadequate by seventy-six per cent of the graduates. Methods courses in the academic subjects were judged to be of value by sixty-six per cent of the beginning teachers while twenty-one per cent judged the courses to be of no value. Forty-four per cent requested that the college teach more practical and specific applications of theory in education courses; thirty-seven per cent

21 Zulauf, Op. Cit., p. 251.

asked to prepare the students for the actual conditions they will face and duties they will have to perform; twenty-four per cent reported to provide more time for responsible student teaching; and twenty per cent requested to adjust the curriculum for high school teachers to include the junior high school.²²

The principals' responses indicated great strength in the fifteen selected characteristics of beginning teachers; seventy-nine per cent of the principals so indicated. Not more than twenty-one per cent of the principals indicated decided weakness of their beginning teachers relative to any one of the fifteen characteristics.²³

Conclusions related to this study are:

1. The beginning teachers need to be prepared to teach in a wide variety of school situations and activities.
2. The beginning teachers generally continued their professional growth.
3. The community relationships of these beginning teachers were generally inadequate.
4. The great majority of the beginning teachers' difficulties were related to their instructional activities.
5. The beginning teachers endorsed a planned follow-up program.

22 Zulauf, Op. Cit., p. 247-254.

23 Ibid., p. 255.

6. The extra class services offered by the college were generally adequate.

7. Student teaching was the most valuable course in the professional sequence.

8. Generally, the professional sequence courses failed to meet the needs of the beginning teachers.

9. The courses in the professional sequence could have been improved if they had (a) provided more laboratory experiments, (b) presented more specific applications of theories taught, and (c) prepared the beginning teachers more adequately for actual conditions to be faced.

10. The special methods courses offered by the major departments were valuable, but emphasis needed to be given to teaching the subject material at the seventh and eighth grade level.²⁴

The interview guides used by Zulauf were carefully reviewed and used by the writer as a basic source for the design of the writer's interview guides.

Davis²⁵ reports a follow-up study made of graduates of Wayne University. The instruments used were two

24 Zulauf, Op. Cit., p. 263-266.

25 Don E. Davis, An Evaluation of a Pre-Service Program of Teacher Education Based Upon the Opinions of In-Service Teachers, unpublished Doctor's thesis, Wayne University, Detroit, Michigan, 1951, ix-262 p.

questionnaires, one for the graduates, of eighteen pages, and one for the principals and supervisors of the beginning teachers of two pages. This study proved valuable especially for its questionnaires. The questionnaire for the graduates was in seven parts and covered: 1) general information; 2) evaluation of the teacher education program with reference to the sequence of courses and distribution of courses; 3) evaluation of certain courses offered by the college of education which are required of the majority of students; 4) an analytical evaluation of selected courses; 5) a checklist of possible difficulties encountered by beginning teachers; 6) an analysis of the attributes and factors which are thought to be basic to successful teaching; and, 7) a self-rating of teaching success.

A rating scale of teaching success was submitted to administrators and supervisors with whom the Wayne University graduates were associated.

The conclusions reached were as follows: 1) methods or techniques of teaching courses presented an area of dissatisfaction; there should be a closer coordination between such courses and student teaching; 2) there should be more freedom of choice in elective courses; 3) basic education courses were about right but there was a strong minority expressing dissatisfaction; 4) placement and sequence of courses need investigation; 5) difficulty of arranging

conferences with supervising teachers; some teachers helped and some teachers hindered; 6) there should be some improvement in the guidance procedures for courses and student teaching help; 7) student teaching should be in the public school and under more realistic conditions; 8) dominant class leadership was focused on the instructor in the college courses and it was felt this was not acceptable; 9) student teaching rated very high in value followed by psychology, basic education, and education orientation courses; 10) the personality of the instructor is very important as is his attitude toward his subject; 11) college course objective not clearly defined or planned; 12) additional course needed in mental hygiene. There were high ratings for the college in that the graduates knew the subject matter, understanding of children, and a sound grasp of methods that present a uniformly positive pattern.

A study by Keyes reported by Wampler and Zulauf²⁶ had the results based upon sixty-four interviews and the returned questionnaires from two hundred and seventy-one graduates. Student teaching was considered the most valuable part of the professional education and the professional

26 A.L. Keyes, A Study of Teacher Opinions Concerning Their Pre-Service Preparation in North Carolina Colleges, unpublished Doctor's thesis presented to the University of North Carolina, 1950, cited by R.M. Zulauf, Op. Cit., p. 28-30, and cited by Wampler, Op. Cit., p. 26-27.

courses were considered more valuable than the academic courses. Weaknesses of the teacher preparation program were considered to be in the areas of inadequate use of community resources; lack of adequate guidance services; and a lack of adequate health services.

The three conclusions that Keyes reached on the basis of this study were that professional education courses were essential in the pre-service preparation of teachers and that they made more of a direct contribution to the success of those teachers than any other kinds of courses; that even though professional courses were essential, they were of little value unless: (1) college teachers of those courses had desirable character traits and used up-to-date materials and modern methods, (2) the purpose of the courses and experiences within them were realized by the prospective teachers, and (3) the teacher candidate experienced cooperative planning and participated in activities which lead toward the goals; and that the teachers did not always understand the contribution which general education made to their preparation either because of: (1) lack of coordination and planning among college teachers who teach education courses, (2) the poor methods used by some of them, or (3) the actual lack of the kinds of courses in general education which made the greatest contribution to the background of the teachers.²⁷

The review of the research literature has been concerned with related recent research studies regarding the effectiveness of teacher education preparation of recent graduates for teaching and the means of determining the effectiveness. It has shown the successful techniques used by other researchers who have worked in similar studies.

27 Keyes, Op. Cit., cited by Wampler, Op. Cit., p. 27.

The review of the research literature has shown the data were collected through several means, and the different means were accepted as proper means of gathering data for the study involved. Four studies used interviews of teachers and principals; one study used an interview with the principals; and three studies used mailed questionnaires to the graduates and principals. The respondents numbered from forty-one beginning teachers and thirty-six principals in one study using the interview technique to 750 respondents in another study using the mailed questionnaire technique. The studies that used the interview technique used the smaller population samples.

The research literature presented the 1) instruments, 2) items, 3) criteria, 4) techniques, and 5) procedures for use in a study of this nature. These have proved very valuable for this study.

The studies were concerned with:

1. The teaching positions of the graduates
2. The graduates' professional growth and plans
3. The graduates' difficulties by self-evaluation
4. The graduates' strengths by self-evaluation
5. Principals' evaluations of the graduates
6. The strengths and weaknesses of the undergraduate general education and professional education program
7. The strengths and weaknesses of the total educational complex of the college.

8. Suggestions for improving the undergraduate program.

The studies consider the graduates as the products of the colleges who will reflect the total education received at the college.

Some research results appear consistently in the several studies. These findings are:

1. Student teaching is the most valuable course
2. General education is valuable
3. Psychology courses are valuable
4. Professional courses are very necessary
5. College courses are considered of value in the degree they meet the immediate teaching demands of the beginning teachers, and
6. College courses are considered of value, also, in the degree of positive teaching by the college teacher
7. Specific methods courses were considered of value
8. There should be specific methods courses
9. The liberal arts courses should be related to teaching
10. The non-class services of the college were generally adequate
11. The students need more appropriate social life
12. The materials of teaching must receive more attention
13. Counseling and guidance should receive more attention

14. Enthusiasm for teaching is a very valuable asset for the beginning teacher
15. The graduates rate high in attitude and knowledge but need help in performance
16. The graduates must realize the value of professional organizations and professional literature
17. The interview method is a valuable means of gathering data from the graduates and principals
18. Questionnaires can be used to gather data from the graduates and principals
19. The comments of graduates and employing principals are valuable supplements to the structured guides and questionnaires
20. Teachers must be educated to teach in various sizes of schools
21. A majority of graduates do not make substantial progress in professional growth
22. The majority of beginning teachers' difficulties were related to instructional activities
23. The follow-up of the graduates is a valuable method and hopes to find strengths, weaknesses, needs, and suggestions for improvement for the college and the graduates
24. Graduates must know human growth and development
25. Graduates must have a broad background of experience
26. Graduates must be able to evaluate themselves.

The next chapter will give a description of the design of the study.

CHAPTER II

DESIGN

Chapter II is concerned with the design of the study. The chapter is divided into the following sections: 1) limitations of the study, 2) definitions of terms, 3) basic assumptions, 4) method of investigation, 5) the population sample, 6) sources of data.

1. Limitations of the Study.

This follow-up is limited to the graduates of North Park College in 1960 and 1961 who prepared to teach in elementary education and who were teaching in regular teaching positions in the school years of 1960-1961-1962, and to the employing principals and supervisors of these teaching graduates.

It is further limited by the degree of validity and reliability of the interview method where used, the response to the guides where the interview method was possible to be used, and by the degree of insight into teaching problems present in the thinking of the graduates and the employing principals and supervisors involved in the study.

Another limitation of this study is the validity of the traits and qualities desired in successful teachers as determined by a review of the literature and the demands of the employing principals.

2. Definitions of Terms.

General Education is the liberal arts which North Park College stresses:

(...) believing that young people need the steadying and maturing insights of literature, history, the basic sciences, languages, art, and music. The ideal education is one that prepares the student for a life as well as for a living. (...) There remain certain constants of the mind and spirit around which education should be built. The liberal arts are concerned with these permanent values.

This loyalty to the liberal arts does not deny the eventual necessity of specialization. Today there must be specialists of various kinds. But what kinds? (...) North Park agrees with the philosopher who observes that "men are men before they are lawyers or physicians or manufacturers: and if you make them capable and sensible men, they will make themselves capable and sensible lawyers or doctors".

It is a program that can lead to broad understanding and maturity. It is the kind of learning that will give the student a strong base on which to build his vocation or profession--and his life.¹

General education has been referred to as those phases of:

(...) non-specialized and non-vocational education that should be the common possession, the common denominator, so to speak, of educated persons as individuals and as citizens in a free society.²

¹ _____, North Park College Catalog, 1960-1961, Chicago, North Park College, 1960, p. 37.

² American Council on Education, A Design for General Education, Washington, D.C., American Council on Education, 1944, p. 7.

General education refers to that part of the program required of all students, regardless of the field of specialization.

Professional Education refers to those courses at North Park College offered:

(...) to develop the attitudes and skills of an effective teacher; and to meet the legal requirements for teaching in Illinois and in other states.³

Professional education is a:

(...) sequence of courses in technical education in a teacher-education institution that emphasized the study of history, philosophy, psychology, content, methods, etc. of education as it relates to schools.⁴

It is any course offered in education, psychology, and methods by the college.

An elective is an optional course not required of all pupils "but taken in accordance with the individual aptitudes of special interest; or any of a number of studies from which the student is allowed to select".⁵

Employing Principal refers to the principal of the school in which the teacher is employed. It also refers to those district-wide supervisors who have supervised the teachers, there being two such respondents.

³ _____, North Park College Catalog, 1960-1961, Chicago, North Park College, 1960, p. 70

⁴ Carter V. Good, Dictionary of Education, New York, McGraw-Hill, 1945, p. 108.

⁵ Ibid., p. 148.

Beginning Teacher refers to the teacher who is entering the teaching profession with no previous experience other than student teaching and is now in her first year of teaching. All teachers in this study have completed one year of teaching except one teacher who has completed one and one-half years of teaching.

Pre-Service Education refers to the undergraduate collegiate teacher education program and experience for elementary school teachers at North Park College.

In-Service Education refers to the education program for professional growth offered through the employing school for its teachers.

A Minor refers to the subject or area of concentration in which a student earned enough credit hours to constitute a minor at North Park College.

Difficulty is any problem or deficiency experienced by the beginning teacher which is related, directly or indirectly, to her teaching.

Satisfactory is used to indicate an acceptable manner of professional performance for a first year teacher as adjudged by the employing principal, and by the teacher.

3. Basic Assumptions.

The following basic assumptions are requisite for this study:

1. The beginning teacher taught in accordance with the total education experienced at North Park College.

2. The employing principal was considered as the person to set the criteria for any one situation in which any one teacher was employed.

3. The responses to the items in the guides do reveal how well the teacher was meeting her teaching obligations and what causes her to react to her teaching situation as she does.

4. The responses to the items in the guides are useful in the appraisal of the pre-service education of the teachers.

5. The product is the ultimate test of the effectiveness of the program of teacher-education.

6. The follow-up technique has definite value for studying teacher-education programs.

4. Method of Investigation.

The interview, an oral type of questionnaire, was the basic method of research used in this study. Data were gathered through the use of two questionnaires, or interview guides. One guide was constructed for use with the teachers and the other guide was constructed for use with the employing principals. Two teachers and three principals were unable to donate their time for personal interviews; and two teachers

and three principals were in areas not readily accessible for personal interviews because of the extreme distances involved from the home of the writer--the distances were from 400 to 1600 miles--and each was sent a guide to complete as a questionnaire.

The interview technique is the superior method to be used to gather data for this type of study.⁶ It is necessary to use some means of gathering data relevant to the nature and scope of the problem.⁷ In the interview guide each question becomes an open-ended question and the thoughts can be discussed by the interviewer and the interviewee if required. The method has advantages in obtaining information pertaining to opinions, judgements, and the attitudes of people.⁸ An opportunity is offered the interviewer to receive impressions of the person from whom information is sought. Some unexpected responses should be expected, for, as Best writes:

6 Pauline V. Young, Scientific Social Surveys and Research, Englewood-Cliffs, N.J., Prentice-Hall, 1949, Chapter XI.

7 John W. Best, Research in Education, Englewood-Cliffs, N.J., Prentice-Hall, 1959, p. 167-169.

8 Gordon L. West, An Appraisal of Selected Aspects of a Teacher Education Program at Saint Augustine's College Based Upon a Follow-Up of Beginning Secondary School Teachers, unpublished Doctor's thesis presented to the School of Education, Indiana University, August 1959, p. 13.

Through the interview technique the researcher may stimulate the subject to greater insight into his own experiences, and thereby explore significant areas not anticipated in the original plan of investigation. (...) The preparation for the interview is a critical step in the procedure. The interviewer must have a clear conception of just what information he needs. He must clearly outline the best sequence of questions and stimulating comments that will systematically bring out the desired responses. A written outline, schedule, or checklist will provide a set plan for the interview, precluding the possibility that the interviewer will fail to get important and needed data.⁹

Good and Scates¹⁰ state that through the interview the investigator is able to gather information of a more confidential nature, and can better get the interviewee to respond.

The method used in this study was the follow-up study descriptive method of research.^{11,12}

The follow-up study investigates individuals who have left an institution after having completed a program, a treatment, or a course of study. The study is concerned with what has happened to them, and what has been the impact of the institution and its program upon them. By examining their status or seeking their opinions, one may get some idea of the adequacy or inadequacy of the institution's program. Which courses, experiences, or treatments proved to be of value? Which proved to be ineffective or of limited value? Studies of this type enable an institution to evaluate various aspects of its program in light of actual results.¹³

9 Best, Op. Cit., p. 168.

10 Carter V. Good and Douglass E. Scates, Methods of Research, New York, Appleton, Century-Crofts, 1954, p. 637.

11 Ibid., p. 549.

12 Best, Op. Cit., p. 102-124.

13 Ibid., p. 120.

(...) The follow-up study investigates the influence that a course of study, a process, or an institution has had upon an individual or a group of individuals.¹⁴

The use of the interview method involved a visit to the school and community in which the beginning teachers were employed and afforded the writer an opportunity to observe the environment in which the teachers worked.

The college mailed an introductory letter to all the graduates concerned and their employing principals. The letters to the graduates contained a return postcard for a reply from the graduate to indicate proper information needed for further contact by the investigator. There was a hundred per cent return. The investigator was to contact the employing principals through the return information contained on the postcards; this was accomplished. The contacts with the principals were made through telephone calls, personal visits, and letters for appointments for a discussion of the interview guides. Six principals were unable to have personal interviews due to time commitments or distances involved, but informed the writer that they would answer the guide questions as though they were on a questionnaire. There was a hundred per cent response.

To help the interviewees obtain a clear understanding of the nature of the interview guides with which they would

¹⁴ Best, Op. Cit., p. 123.

be concerned the investigator mailed a copy of the guide to each for their perusal before the actual interview. All interviewees expressed grateful thanks for this gesture for they appreciated knowing in advance the nature of the guides and to be able to formulate answers in keeping with the sincere purpose of the study. Each interviewee indicated that he had spent some time reading the guide before the actual interview and had come to some conclusions regarding most of the questions. There were no unexpected difficult questions and a very informal atmosphere prevailed at all discussions.

The shortest interview was about forty-five minutes; the longest interview was about four hours. All interviewees indicated a desire for complete understanding of terminology and to supply answers with thoroughness. The interviews with the principals were shorter than those with the graduates due perhaps to the comparative shorter guide used with the principals. All interviews were completed by May 26, 1962, and all forms were returned by that date.

Data were tabulated as the interview progressed. This was made especially possible by the respondents having the guides in their possession before the interview took place. The interviewees were very receptive to the idea of the interview and encouraged the interviewer to take notes, even repeating phrases, by their own volition, to be sure

the interviewer was getting the proper wording. Both the interviewer and the interviewee had a copy of the guide before them during the discussion and this helped immensely to expedite the flow of thought. At all times there seemed to be complete rapport. Both parties to the discussion knew the order of the discussion and the order of the points to be discussed. Each interviewee knew that the other interviewees were to follow the same pattern and format. The interviewees were assured that they were not being evaluated but their responses were to be used to determine the education received by the graduates of the college.

If the teacher's responses were in accord with acceptable principles and the supervising principal, then the principal would give a positive response. If the teacher found her education in accord with the requirements of on-the-job teaching, she so indicated in her responses. Likewise, any strengths or satisfactory education factors were so indicated. The points to be resolved by the principals were 1) how well the teacher was meeting her teaching obligations in her present position, and, 2) what causes her to react to her present teaching position as she does.

~~DATA~~

5. The Population Sample.

The population sample consisted of twenty-one of the thirty graduates of the 1960 and 1961 classes of Park College who majored in elementary education and were full-time teachers. One full-time teacher would not participate; she answered no correspondence. All subjects in the sample were female.

6. Sources of Data.

The sources of data for this study were:

1. Books on teacher education, periodicals, and pamphlets.
2. Pertinent records of North Park College.
3. Related studies and doctoral theses.
4. Opinions, judgments, and attitudes of the sample graduates of North Park College and their employing principals through the use of the interview.

The next chapter is concerned with the content of the instruments.

the interviewer was getting the proper wording. Both the interviewer and the interviewee had a copy of the guide before them during the discussion and this helped immensely to expedite the flow of thought. At all times there seemed to be complete rapport. Both parties to the discussion knew the order of the discussion and the order of the points to be discussed. Each interviewee knew that the other interviewees were to follow the same pattern and format. The interviewees were assured that they were not being evaluated but their responses were to reflect the education received by the graduates at North Park College.

If the teaching were not in accord with acceptable principles as understood by the employing principal, then the principal so indicated in his response. If the teacher found her education not to be in accord with the requirements of on-the-job teaching, then she so indicated in her responses. Likewise, any strengths or satisfactory education factors were so indicated. The points to be resolved by the principals were 1) how well the teacher was meeting her teaching obligations in her present position, and, 2) what causes her to react to her present teaching position as she does.

5. The Population Sample.

The population sample consisted of twenty-nine of the thirty graduates of the 1960 and 1961 classes of North Park College who majored in elementary school education and were full-time teachers. One full-time teacher graduate did not participate; she answered no correspondence. All subjects in the sample were female.

6. Sources of Data.

The sources of data for this study were:

1. Books on teacher education, periodicals, and pamphlets.
2. Pertinent records of North Park College.
3. Related studies and doctoral theses.
4. Opinions, judgements, and attitudes obtained from the sample graduates of North Park College and from their employing principals through the use of the interview guides.

The next chapter is concerned with the construction of the instruments.

CHAPTER III

CONSTRUCTION OF THE INSTRUMENTS

1. General Information.

An examination of the North Park College Elementary Education Division records indicated that the graduates of the college who were teaching held positions in schools that were distributed over a wide area. Most of the respondents¹ were within a distance that would make the interview method feasible with the exception of two teachers and their employing principals. Through discussions at the college, it was decided that the interview method would be the basic means of gathering the data. It was further decided that the best means available under these circumstances was the construction of an interview guide and checklist of significant items which the recipients could check without a great expenditure of time and would enable the respondents to be interviewed and the items discussed for clarity where needed. To be able to gather data from the two distant teachers and their employing principals that would be in keeping with the data gathered from the respondents through the interview technique the instruments were constructed so that they could be used, within reason, as checklist questionnaires.

¹ Appendices 3 and 4, p. 206-213.

Special letters of instructions were mailed with the guides when they were to be used as mailed questionnaires. The instructions had to be clearly stated to avoid confusion or misinterpretation of the intent of the item. The identical instruments were sent to all respondents to ensure replies to identical items; the teachers received the Teachers' Interview Guide Schedule and the employing principals received the Principals' Interview Guide.

The items placed into the interview guides were determined by the review of the literature and through discussions at North Park College.

2. Periodical Review.

a) Introduction.- To help support the items on the instruments, a review of the periodical literature was made. The review included articles, reports, and published results of research, activities, and opinions of professional individuals, associations, commissions, lay groups, and lay individuals relevant to this study. The demands of the patrons can be ascertained through lay reports; the expected traits, qualities, and competencies or effective teaching are indicated through the thinking of individual teacher educators, the consensus of groups of educators and/or the lay critics of the schools. Many problems are spawned and

resolved through these articles; challenges are given to the teaching profession and must be met.

The Research Division of the National Education Association reported a study² concerning first year teachers. Some of the objectives were to compile facts on personal and professional traits and characteristics which, in most cases, are helpful in analyzing and evaluating the problems of any special group.

Important conclusions drawn were:

1. Learning about and becoming interested in professional organizations takes place after the teacher begins to teach. Apparently, little knowledge or interest was acquired during the pre-service education.³

2. A little over half the respondents attended at least a majority of the professional meetings available. Almost twenty per cent attended no professional meetings.⁴

3. About thirty-three per cent of the beginning teachers planned to continue their education. This rate of return indicates a high interest in professional advancement and a desire to offer better service.⁵

2 Research Division, "First Year Teachers in 1954-55", in National Education Association Research Bulletin, Vol. 34, issue of February 1956, 47 p.

3 Ibid., p. 14.

4 Ibid., p. 15.

5 Ibid., p. 16.

4. Proportion of teachers becoming involved in community affairs was small.⁶

5. Almost two-thirds of all beginning teachers were not registered to vote.⁷

6. Nine of ten respondents got their first teaching job either through applying on their own or through help given by a college placement office.⁸

7. The amount of supervisory help varied.⁹

8. The amount of help from fellow teachers was great.¹⁰

9. Much help was needed in many areas. (1) Understanding the goals of the school, 2) developing better personality qualities as a teacher, 3) voice, 4) poise, 5) emotional control, 6) understanding and using special school services, 7) keeping and making out official reports, 8) understanding and using courses of study and curriculum guides, 9) making effective use of community resources, 10) handling discipline problems, 11) planning for and

6 N.E.A. Research Bulletin, Op. Cit., p. 26.

7 Ibid., p. 28.

8 Ibid., p. 30.

9 Ibid., p. 33.

10 Ibid., p. 34.

working with gifted and retarded pupils, and 12) getting acquainted with the community philosophy.)¹¹

10. No serious conflicts in educational philosophy.¹²

b) The Teacher.- A bulletin¹³ of the National Commission of Teacher Education and Professional Standards defines a teacher as:

(...) all persons professionally engaged in educational services in any institution such as a school, college, university, educational association, or government agency

and states that teachers and the profession must self-evaluate and cause the profession to grow.¹⁴

The teacher appears to be all things to all people with the result that the teacher must be of high integrity, sensitive to children, and professionally educated to perform the teaching function. The dimensions of relevance of knowledge have expanded as have the means of acquiring knowledge and understanding. Instructional techniques, materials, and buildings have changed radically. The elementary school

11 N.E.A. Research Bulletin, Op. Cit., p. 34-36.

12 Ibid., p. 37.

13 National Commission of Teacher Education and Professional Standards, This is TEPS, Washington, D.C., N.E.A., (no date), (Printers' Code: GAP-9/60-25m).

14 Ibid.

lays the foundation for future understandings and education of the pupils.¹⁵

Definitions of a teacher are offered by Redden and Ryan:¹⁶ "(...) one who has a measure of authority over knowledge, attitudes, and ideals consonant with their true nature and ultimate end"; and Bruner:¹⁷ "the immediate personal symbol of the education process". These authors point out that the teacher must know methods and be the dynamic force in the process of education, must inject the human elements into the teacher-learning situation, and is a model and image. O'Dowd and Beardslee¹⁸ report concerning the image held by the population in general and by the students as do Belok and Dowling.¹⁹ The teacher must serve as the tool and education should serve as the means of training well-balanced citizens for a democracy. The course

¹⁵ Educational Policies Commission, Contemporary Issues in Elementary Education, Washington, NEA, 1960, p. 10-14.

¹⁶ John D. Redden and Francis A. Ryan, A Catholic Philosophy of Education, Milwaukee, Bruce Publishing Company, 1956, p. 286-289.

¹⁷ Jerome S. Bruner, The Process of Education, Cambridge, Harvard University Press, 1960, p. 90.

¹⁸ Donald D. O'Dowd and David C. Beardslee, "The Student Image of the School Teacher", in Phi Delta Kappan, Vol. 42, No. 6, issue of March 1961, p. 250-254.

¹⁹ Michael Belok and Fred Dowling, "The Teacher Image and the Teacher Shortage", in Phi Delta Kappan, Vol. 42, No. 6, issue of March 1961, p. 255-256.

material must be structured in that the teacher must help the student to understand how things are related and through this to contribute to the emotional and social development of the child. The teacher must teach with scrupulous intellectual honesty. Bruner reports²⁰ that the teacher must be the sole and final arbiter of how to present a given subject and what devices to use. The implication of this position is that every effort should be made to educate the teacher to a deep knowledge of his subject that he may do as good a job as is possible.

Mayer reports²¹ traits of a superior teacher as respect for personality, community mindedness, rational behavior, skill in operation, increasing knowledge, skill in mediating knowledge, friendliness with children, understanding children, social understanding and behavior, good citizenship in the school and society, skill in evaluation, faith in the worth of teaching, sympathy, personal appearance, address, sincerity, optimism, enthusiasm, scholarship, physical vitality, fairness, and reserve and dignity. He must be compassionate, knows individual development is most important, has faith in his subject, and his enthusiasm

20 Bruner, Op. Cit., p. 1-16.

21 Frederick Mayer, A History of Educational Thought, Columbus, Ohio, Charles E. Merrill Books, Inc., 1960, p. 374-378.

radiates. A superior teacher relates his subject to our contemporary civilization. The task of the teacher is that he must communicate ideas, be a representative of a creative way of life, a symbol of peace and serenity, the guardian of civilization, and the protector of progress.

Gould²² writes about evaluation of teachers.

Stinnett²³ writes about qualified teachers. Carr²⁴ writes about competent teachers. The three call for the best teachers possible: broadly educated, devoted conservators of our culture, equipped with a usable understanding of human growth and development, familiar with principles of learning, resourceful, and adept in the skills of teaching. Morgan²⁵ reports that teachers must keep faith with their calling in that they must be adequately prepared.

Dewey²⁶ wrote about motivation, growth, guidance, teacher planning, presentation, interaction, use of facts,

22 Samuel B. Gould, "The Teacher's Impact on the Curriculum", in School and Society, Vol. 88, issue of April 1960, p. 175.

23 T.M. Stinnett, "Competent Teachers for America's Schools: Lay-Professional Action Programs to Secure and Retain Qualified Teachers", in Report of the Albany Conference, National Commission of Teacher Education and Professional Standards, NEA, Washington, D.C., 1954, p. 3.

24 William G. Carr, "Devouring the Seed Corn", Ibid., p. 12-14.

25 Joy Elmer Morgan, "The School That Built a Nation", ibid., p. 38-39.

26 John Dewey, Democracy and Education, New York, The Macmillan Co., 1916, p. 4-7, 83, 166, 188, 277.

proper use of body and mind, and experience of the child. Maritain²⁷ wrote that the task of the teacher is to liberate the good energies, to encourage. The real art of teaching is to make the child heedful of his own resources and potentialities for the beauty of well being. The teacher must be concerned with discerning and seeing, with getting vision rather than collecting facts and opinions. The hands and mind must work together; a great stress is laid upon work in connection with learning. Education and teaching must start with experience. Teaching must liberate intelligence instead of burdening it. Teaching must result in the freeing of the mind through the mastery of reason over things learned. Counts²⁸ writes about the power of the teacher. Greene²⁹ states the task of the teacher is to educate human beings. Pope Pius XI³⁰ writes that good schools are the result of good teachers.

27 Jacques Maritain, Education at the Crossroads, New Haven, Conn., Yale University Press, 1943, p. 36-39, 43-50, cited in Joe Park, (ed.), Selected Readings in the Philosophy of Education, New York, The Macmillan Co., 1958, p. 346-353.

28 George Counts, Dare the School Build a New Social Order, New York, The John Day Co., 1932, p. 27-30, in Park, Ibid., p. 143-145.

29 Theodore Greene, Liberal Education Reconsidered, Cambridge, Mass., Harvard University Press, 1953, p. 24-25, in Park, Ibid., p. 195-210.

30 Pope Pius XI, Encyclical Letter, Divini Illius Magistri, New York, The American Press, 1936, p. 2-35, in Park, Ibid., p. 300-332.

The teacher must be ever aware of human variability and learning. The teacher and teaching must not be an imposition to the learner and learning.³¹ Denemark³² discusses human variability and learning. Sarason³³ and Alpert³⁴ discuss anxiety and motivation. Thelen³⁵ writes about group relationships, and Lippitt³⁶ writes about the learner and classroom groups. Taylor³⁷ writes about creativity. The teacher must be ever aware of these traits. Cummings³⁸ found that the knowledge alone of the facts and results obtained in the pre-service classroom do not make the teacher successful. The teaching efficiency in the classroom

31 Walter B Waetjen, (ed.), Human Variability and Learning, Washington, D.C., Association for Supervision and Curriculum Development, N.E.A., 1961, p. v-vii.

32 George W. Denemark, "Human Variability and Learning", Ibid., p. 1-13.

33 Seymour B. Sarason, "Anxiety and Learning", Ibid., p. 14-23.

34 Richard Alpert, "The Shaping of Motives for Learning", Ibid., p. 24-40.

35 Herbert Thelen, "The Group Contributes to the Individual", Ibid., p. 41-49.

36 Ronald Lippitt, "The Learner and the Classroom Group", Ibid., p. 50-61.

37 Calvin W. Taylor, "Creativity and Learning", Ibid., p. 62-79.

38 Ralph W. Cummings, An Analysis of Certain Selected Factors Characteristic of Students Who Succeeded in Teacher Education at Ball State Teachers College, unpublished Doctor's thesis presented to Indiana University, 1955, reported in Studies in Education, School of Education, Indiana University, 1956, p. 79-84.

can be measured only by the work done in the classroom.

Beaty³⁹ reports about teacher-pupil planning: complex group skills must be taught, learned, and practiced.

The teacher must evaluate the pupil's progress. Thelen⁴⁰ writes about marks. Marks signify two things that cannot be measured together. They try to measure the pupil's standing, judged against standards we have assumed; and they try to measure what the child has done compared with what he might be capable of doing. Children are going to have to manage others; interpret the world around them; make discoveries; ferret out facts; and persuade, promote, criticize, analyze, guide, console, and teach. The teacher must evaluate as this takes place or unfolds before him and must concentrate on doing something for the student. Alexander⁴¹ states that the teacher education institution must give some experience to the teaching candidate in the area of evaluation.

39 Betty Beaty, Use of Group Process in Teacher-Pupil Planning of the Day's Activities in Grades One, Three, and Five, unpublished Doctor's thesis, presented to Indiana University, 1955, Op. Cit., p. 27-32.

40 Herbert A. Thelen, "The Triumph of 'Achievement' Over Inquiry in Education", in Elementary School Journal, Vol. 60, issue of January 1960, p. 190-197.

41 William M. Alexander, "Reporting to Parents--Why? How?", in NEA Journal, Vol. 48, issue of December 1959, p. 15-18.

c) The Preparation of Teachers.- Much has been written concerning the preparation of teachers as to the amount of general education and professional education that should be offered and required. The raising of standards will increase professional competence.⁴² The level of preparation of elementary teachers has increased so that more professional and general education are required.⁴³ Teachers must be better educated. Teaching is a science and an art. Teacher education is usually in specialized subject matter and professional education. Content from the field of education is combined with content from other fields in the art of teaching. All content used must be considered as professional. A very strong liberal arts foundation seems to be requisite along with a very strong professional foundation. Whaley,⁴⁴

42 National Commission on Teacher Education and Professional Standards, Milestones in Professional Standards Movements, 1946, NEA, Washington, D.C., (four page leaflet).

43 Educational Policies Commission, Op. Cit., p. 27.

44 R.M. Whaley, "The Future--In Our Hands", in The Journal of Teacher Education, Vol. 11, December 1960, p. 553-557.

Grinnell,⁴⁵ Page,⁴⁶ Haskew,⁴⁷ Vander Werf,⁴⁸ Strider,⁴⁹ Van Dusen,⁵⁰ Barnes,⁵¹ Bean,⁵² and Cook⁵³ write about the need of having strong liberal arts and professional education. The general education program should be the same as for all other educated persons. Kline⁵⁴ states that a well

45 John E. Grinnell, "The Teacher Education for the Sixties", in Illinois Education, Vol. 49, April 1960, p. 341-344.

46 Ralph E. Page, "A Liberal Arts Dean Looks at Certain Perennial Problems of Teacher Education", in Report of Study Groups, 1960, Regional TEPS Conferences, The Education of Teachers: Considerations in Planning Institutional Programs, TEPS, NEA, Washington, D.C., p. 39-43.

47 L.D. Haskew, "Planning Institutional Programs", Ibid., p. 44-47.

48 Lester S. Vander Werf, "A Single Profession for All Teachers", Ibid., p. 48-49.

49 Robert E.L. Strider, "All Things to Peaceful Counsels", Ibid., p. 50-53.

50 A.C. Van Dusen, "New Elements in Teacher Education", in The Journal of Teacher Education, Vol. 11, March 1960, p. 103-106.

51 Donald Barnes, "Changing Emphasis in Teacher Education", in The Journal of Teacher Education, Vol. 11, September 1960, p. 343-344.

52 John E. Bean, "Arithmetical Understandings of Elementary-School Teachers", in The Elementary School Journal, Vol. 49, May 1959, p. 447-450.

53 Walter W. Cook, "Why Train Teachers", in The Journal of Teacher Education, Vol. 9, September 1958, p. 233-234.

54 Clarice Kline, "Possible Fruits of the Cooperative Approach to Strengthening Teacher Education", NEA Journal, Vol. 47, issue of April 1959, p. 29-31.

prepared teacher must know more and more subject matter of many kinds and also how to transform it into meaningful experiences.

Mead⁵⁵ presents a case for a strong professional program. Teachers must keep up with the rapid change affecting education today. Zirbes⁵⁶ writes that students must be provided with a base for liberal learning, for scholarship, citizenship, an abiding interest in human affairs, and must have direct concrete experiences. Hoover⁵⁷ writes that a student must be taught to assume responsibility in directing his own learning, and be encouraged to bring his creativity and originality to bear upon the solution of a real problem. The effectiveness of a teacher is determined many times by the professional manner in which the subject matter and the students are considered and handled. Schwamm⁵⁸ considers the importance of voice in teaching. Betts⁵⁹

55 Margaret Mead, "Why is Education Obsolete?", in Harvard Business Review, Vol. 36, November-December 1958, p. 23-30.

56 Laura Zirbes, "What Should We Know About Learning?", in Childhood Education, Vol. 36, December 1959, p. 153-157.

57 Kenneth H. Hoover, "Learning Through Teacher-Planned Activities", in The Journal of Teacher Education, Vol. 11, March 1960, p. 50-54.

58 Gustave Schwamm, "The Teacher's Voice", in Quarterly Journal of Speech, Vol. 31, December 1945, p. 488-489.

59 Emmet A. Betts, "Reading is Thinking", in The Reading Teacher, Vol. 12, February 1959, p. 1-4.

states that one of the earmarks of a competent teacher is the ability to plan for insuring the necessary conditions of learning. Sternig⁶⁰ reminds that competent teachers do professional reading.

Woodring⁶¹ insists that every teacher should have a clear view of what he is trying to accomplish and of how his aims are related to basic problems of reality, truth, and value. The philosophic issues in education are important. Students must know the difference between aimless mental activity and orderly thought.

d) Traits and Qualities.- The Thirty-Ninth Yearbook of the Association for Student Teaching⁶² presented many traits and qualities considered requisite for effective teaching. The evaluation of teachers and teaching was also suggested by the competency approach. A good teacher has been defined as behaving in certain ways: "The listing of competencies represents agreements that these are the ways that teachers should behave."⁶³ "The professional program

60 John Sternig, "I Never Have Time to Read", in The National Elementary Principal, Vol. 38, October 1958, p.12-13.

61 Paul Woodring, "The Decline of Educational Philosophy", in Phi Delta Kappan, Vol. 40, October 1958, p. 6-10.

62 The Association for Student Teaching, Evaluating Student Teaching, Thirty-Ninth Yearbook, Cedar Falls, Iowa, State Teachers College, 1960, xv-288 p.

63 Ibid., p. 167.

is a series of experiences chosen to further student teacher growth in the areas of teaching that lead him on to an awareness of the teacher's role."⁶⁴ Teaching competencies are listed under several abilities required of teachers in the following roles:⁶⁵

1. Director of Learning
2. Counselor and Guidance Worker
3. Mediator of the Culture
4. Member of the Staff
5. Liaison with the Community
6. Member of the Profession.

Curtis and Andrews supply a list.⁶⁶ They call the competencies teacher responsibilities and they closely resemble the above list:

1. Pupil growth in the educational program
 - A. Classroom program
 - B. Extraclass program
2. Pupil guidance and counseling
3. Intrafaculty activities
4. Administrative relationships
5. Parent relationships
6. Community relationships
7. Professional self-growth.

⁶⁴ The Association for Student Teaching, Op.Cit., p. 168.

⁶⁵ Ibid., p. 51.

⁶⁶ Dwight K. Curtis and Leonard O. Andrews, Guiding Your Student Teacher, Englewood Cliffs, N.J., Prentice-Hall, 1954, p. 11.

Barry⁶⁷ sets forth many qualities essential to teacher competence:

1. High degree of intelligence
2. Capacity for vigorous action
3. Social consciousness: the result of home, books, schooling, community, economic factors, and travel
4. Knowledge of subject matter
5. Capacity to get along with children and adults.

Griffith⁶⁸ tells of three general types of teachers:

1) custodian; 2) instructors; subject matter purveyors, and, 3) those teachers who inflame the mind and stir up the imagination--who, in a split second of time, open an insight to the full view of the student so that, no matter how long he lives, he can never forget that moment. The teacher must go beyond his materials. Quiggle⁶⁹ reported that a teacher must function as a catalyst with the responsibility to bring all available resources into the solution of problems. New teachers should be aware of the new ideas

67 Franklyn S. Barry, "Selecting a Successful Teacher", in The School Executive, Vol. 78, issue of July 1959, p. 21-23.

68 Llewellyn O. Griffith, "The Human Comedy and Education", in Educational Horizons, Vol. 38, issue of Summer 1960, p. 240-244.

69 Robert H. Quiggle, "My Changing Concept of Leadership in Education", in The Bulletin of the National Association of Secondary-School Principals, Vol. 43, February 1959, p. 5-9.

of teaching and be able to use them; this is an indication of competency.

Rhodes and Peckham⁷⁰ wrote about the evaluations of beginning teachers. They found that the three most desirable items under personal qualities were: 1) emotionally poised; 2) health and vitality; and, 3) enthusiasm and forcefulness. In professional competence, the three highest items were: 1) ability to plan and motivate lessons; 2) development of pupil morale; and, 3) knowledge of basic skills and attention to individual differences. Checklists were presented. One list had the personal qualities of 1) appearance, 2) tact, 3) enthusiasm, 4) forcefulness, 5) voice, 6) vocabulary, 7) cultural background, 8) emotionally poised, and 9) health and vitality. Another checklist had the professional competencies of 1) knowledge of subject matter, 2) versatility in presenting subject matter, 3) use of modern and approved methods, 4) knowledge of pupil morale, 5) leadership qualities, 6) creativity in teaching, 7) quality of pupil progress, 8) ability to plan and motivate lessons, 9) attention to individual differences, 10) management of classroom environment, and 11) routine duties.

⁷⁰ Fred G. Rhodes and Dorothy R. Peckham, "Evaluations of Beginning Teachers: Pointers and Opinions", in The Journal of Teacher Education, Vol. 11, March 1960, p. 50-54.

Good teaching involves much more than the mere techniques and procedures for carrying through planned teaching activities. In fact these technical aspects of teaching could probably be developed to the point of perfection, and yet many of the major goals of educational growth for children be absent. It has been said that the most effective methods and techniques of teaching are closely related to the teacher as a person, and that he is his best method.

It is evident that a true evaluation of the self is the most difficult area of all evaluation, being not only a threat, but also involving much of the intangible. (...) Evaluation of the self, as a person, and as a teacher, must be honestly and systematically approached if the maximum professional growth as a teacher is to take place.⁷¹

e) Periodical Summary.- In summary, this review of the periodical literature in support of the items on the instruments, consisted of three major divisions: 1) the teacher, 2) the preparation of teachers, and 3) traits and qualities considered requisite for effective teaching.

The teacher and educating the teacher consists of many things. This review has shown the nature expected of the professional teacher and what the preparing institution must do to assure its product to be acceptable as a professional teacher. The teacher education institution is challenged to teach that which may appear trite, obvious, and repetitious; but to the inexperienced beginner, who is searching for something to attach to, those things may be just the practical things wanted to start on the path to

⁷¹ The Association for Student Teaching, Op. Cit., p. 171.

of teaching and be able to use them. This is an indication of competency.

Rhodes and Peckham⁷⁰ wrote about the evaluations of beginning teachers. They found that the three most desirable items under personal qualities were: 1) emotionally poised; 2) health and vitality; and 3) enthusiasm and forcefulness. In professional competence, the three highest items were: 1) ability to plan and motivate lessons; 2) development of pupil morale; and, 3) knowledge of basic skills and attention to individual differences. Checklists were presented. One list had the personal qualities of 1) appearance, 2) tact, 3) enthusiasm, 4) forcefulness, 5) voice, 6) vocabulary, 7) cultural background, 8) emotionally poised, and 9) health and vitality. Another checklist had the professional competencies of 1) knowledge of subject matter, 2) versatility in presenting subject matter, 3) use of modern and approved methods, 4) knowledge of pupil morale, 5) leadership qualities, 6) creativity in teaching, 7) quality of pupil progress, 8) ability to plan and motivate lessons, 9) attention to individual differences, 10) management of classroom environment, and 11) routine duties.

70 Fred G. Rhodes and Dorothy M. Peckham, "Evaluations of Beginning Teachers: Pointers and Opinions", in The Journal of Teacher Education, Vol. 11, March 1960, p. 50-54.

Good teaching involves much more than the mere techniques and procedures for carrying through planned teaching activities. In fact these technical aspects of teaching could probably be developed to the point of perfection, and yet many of the major goals of educational growth for children be absent. It has been said that the most effective methods and techniques of teaching are closely related to the teacher as a person, and that he is his best method.

It is essential for the true evaluation of the self is the most important of all evaluation, being not only the most difficult, but also involving much of the intangible aspects of the self, as a person. One must be honestly and systematically honest in the minimum professional growth place.⁷¹

e) In summary, this review of the periodic report of the items on the instruments, covers the major divisions: 1) the teacher, 2) the preparation of teachers, and 3) traits and qualities considered requisite for effective teaching.

The teacher and educating the teacher consists of many things. This review has shown the nature expected of the professional teacher and what the preparing institution must do to assure its product to be acceptable as a professional teacher. The teacher education institution is challenged to teach that which may appear trite, obvious, and repetitious; but to the inexperienced beginner, who is searching for something to attach to, those things may be just the practical things wanted to start on the path to

⁷¹ The Association for Student Teaching, Op. Cit., p. 171.

professional success. The thoughts that apply to the beginning teachers here, also apply to the college professors. Chapter four will reveal that the graduates, too, had these thoughts for their college professors.

The beginning and end products of teacher education are people--individuals who achieve as educators chiefly because of being the persons they are. Teacher education must be for affecting people. The teacher must have ability to acquire and control knowledge with the control of knowledge being the appropriate use of it in varied situations. The "why" of student behavior must be understood that individual differences can be assessed. The teacher preparation must provide for a wide range of activities for developing special competencies and giftedness of varied types. Practitioners must be ready to practice according to the high standards that have been established. The teacher has a personal commitment to understand and use the significance of his role as an educator. The gifted teacher is usually a richly living, broadly informed person who will expose his students to intriguing new worlds. The teacher must seize teaching opportunities when they arise. The teacher must have zeal, fervor, and an intense interest in both subject matter and human beings. The teacher must motivate. He must read widely, study his field, have excellent health, and have tolerance and respect for the dignity of all mankind. The

teacher must be skilled in the transmission to the student of all things requisite. He must have the knowhow; this is acquired through education; through understanding of the learning process; through the quality of the education in depth of subject matter and professional aspects. The teacher must develop the art of teaching. The purpose of the curriculum in teacher education is to prepare competent teachers.

3. Two Instruments.

The methods of investigation, the review of the literature, and the items to be included indicated that two instruments had to be constructed: one instrument was to be for the teachers and the second instrument was to be for the employing principals. The two instruments had forty-one items in common, but some of the items on the teachers' guide were not pertinent to the employing principals and therefore were not included in that instrument. A few items were pertinent only to the employing principals and therefore only appeared in that instrument.

The interview guides were revised many times through discussions with the head of the department of elementary education at North Park College and after trial interviews with teacher and administrator friends of the writer. It was felt that the items in the instruments as finally determined would receive the studied opinions of the graduates and their employing principals. A majority of the items were

concerned with the attitudes, opinions, and judgements of the respondents concerning the teacher education program.

The Teachers' Interview Guide Schedule,⁷² the instrument, in final form included the following divisions:

- A. General Background Information
- B. Community Activities
- C. Professional Growth
- D. General Education Courses (at college)
- E. Professional Education Courses (at college)
- F. Student Teaching
- G. General Experiences: College Years
- H. Professional Experiences
- I. Professional Traits or Qualities (on the job)
- J. Summary (narrative answers)

The Principals' Interview Guide,⁷³ the instrument, in final form included the following divisions:

- A. General Background Information
- B. Traits or Qualities (of the teacher)
- C. Summary (narrative answers)

It was believed that recent graduates experiencing the demands of their teaching positions may have valuable insights to contribute to this type of study. The possibilities

⁷² Appendix 1, p. 195.

⁷³ Appendix 2, p. 203.

of the values to be received through the interview guides were ever in mind as the items were constructed. The majority of the items were constructed to elicit subjective ratings or judgements. The appraisal of the graduate in terms of preparation can contribute knowledge of many phases of the teacher education program and may help to establish a basis upon which to re-evaluate the program. There are many possible teaching situations for any given teacher. There are many types of responses to any given situation. To determine the situations in which the graduates were employed and the preparation for those situations was a prime purpose for the items as formulated.

The discussion that follows concerns the Teachers' Interview Guide Schedule.

4. Teachers' Interview Guide Schedule.

The teachers' interview guide schedule consisted of ten main sections.

a) General Background Information.- The purpose of the General Background Information was to determine general information concerning the graduate and teaching conditions among the several teaching graduates. Those items could not be well placed into any other section of the guide. The items' answers were essential to the understanding of the answers later received in the guide. The writer was interested

in any relationships indicated among the several items and tried to cover all possible fields. Preparation facets were included in the general information. Was the minor field of preparation worthwhile for public elementary school teaching? Where was the graduate teaching and what was the socio-economic situation? Did the college prepare for the type of position the graduate held? Did the college assist the graduate to get the position best suited for the education of the graduate?

b) The Community Activities.- The Community Activities section was expected to reveal if the community would encourage the activity and if the graduate would seek the activity.

c) The Professional Growth.- The Professional Growth section was expected to reveal in what manner, if at all, there was any professional growth. Professional growth covered many possibilities. The school district may have provided for the growth, the graduate may have been near a place where advanced professional growth was possible through academic undertakings, and the teacher may have had plans for future study. A determination to be made was if the graduate cared to seek further professional study and growth, especially if the school district of employment had placed the teacher into a situation where the teacher's preparation may not have been adequate.

d) The General Education Courses.- The General Education Courses section was expected to be an evaluation of the general education courses as offered by the college and received by the graduates in light of the experiences the graduates had while on the job teaching. Did the general education courses meet the needs of the graduates now teaching? A breakdown of the courses into the most valuable and the least valuable was desired. This would give the college a starting point from which to work and further evaluate internally, if it were found necessary. This section would also give the college an opportunity to evaluate the minors the graduates had pursued while at college and to determine if such a program were justified. Through this section an attempt was to be made to determine what made the courses valuable or not valuable.

e) The Professional Education Courses.- The Professional Education Courses section was an evaluation of the professional education courses offered in light of the needs as found by the graduates in on-the-job teaching. Did the graduates receive acceptable professional education through these courses to enable the graduates to teach in an acceptable manner as expected by their employing principals? These courses were the professional core courses offered by the college and almost all of the courses are required of the students enrolled in the elementary education division.

Since most of the courses were on the programs of almost all of the graduates, it was possible to have a rating scale for the first time in the interview guide. The rating scale involved a qualitative description⁷⁴ of the courses: a value judgement was placed on the professional courses offered. A four point rating scale was used so that the numbers on the scale represented the values of: 1-much, 2-median, 3-little, and 4-none. For example, each teacher reflected upon each professional course and placed a value upon it as it applied to her teaching. It was recognized that the values could not be perfectly in keeping with each respondent's value system but the interview technique employed would help to compensate for any discrepancy.

f) The Student Teaching.- The Student Teaching section was an evaluation of the student teaching experiences of the graduate. All the students were required to do student teaching and it was possible to employ a rating scale. The numbers on the rating scale represented the values of: 1-much, 2-median, 3-little, and 4-none. Whenever a rating scale was used in the guides it was recognized that the values as indicated on the printed page could not be perfectly in keeping with each respondent's value system but

74 John W. Best, Research in Education, Englewood-Cliffs, N.J., Prentice-Hall, 1959, p. 164-165.

the interview technique employed would help to compensate for any discrepancy. The items used in this section were included only after extensive conferences with the director of the division of elementary education at the college and with friends of the writer who were recent college graduates but who were not graduates of North Park College. It was believed that the items included in the guide were basic to the student teaching experiences.

g) The General Experiences: College Years.- The items in the General Experiences: College Years section was an attempt to evaluate many general phases of the college program not included in the specific academic program. It was believed that these phases of the college program would have a close bearing on the college student and the resulting type of graduate. The attitude of the college student in the general college surroundings would have an effect on the college student.

h) The Professional Experiences.- The Professional Experiences section with its essay type answers was intended to get a general reaction before answering the next section.

i) The Professional Traits or Qualities.- The Professional Traits or Qualities section called for critical self-evaluation by the respondent teacher, in light of the education received at North Park College, of certain selected attributes and factors which were thought to be

basic to successful teaching. This section called for value judgements of a nature more critical than any previous section. A rating scale of six points was used with the values of: 1-strength, 2-satisfactory, 3-not applicable, 4-little difficulty, 5-some difficulty, and 6-great difficulty. Each teacher used the scale to self-evaluate her professional application of each item in the list. For example, the teacher considered her professional use of visual aids as 1) a strength, 2) satisfactory, 3) not applicable, 4) a little difficulty, 5) some difficulty, or 6) a great difficulty. Because of the great stress placed upon this section, the scale was divided into strengths and weaknesses divided by the number 3-not applicable. The number 3-not applicable was placed in the scale to divide the strengths and weaknesses in the expectation of reducing the possible error of central tendency of choice; it was further hoped that more thought would be given to the selection of a number on the rating scale through this manipulation.

j) The Summary.- The Summary section, containing three questions, was intended to be a section to give the respondents an opportunity to include thoughts or value judgements that the respondent would deem important that may not have been covered in the previous sections of the guide. The respondent's thinking was directed toward 1) the

experiences, 2) strengths, and 3) weaknesses offered or encountered at North Park College.

The discussion that follows concerns the Principals' Interview Guide.

5. Principals' Interview Guide.

The Principals' Interview Guide consisted of three main sections.

a) General Information.- The purpose of the General Information section was to get selected information concerning the school teaching situation that could be best acquired from the principal.

b) The Traits or Qualities.- The Traits or Qualities section listed traits or qualities that should be considered important in educational work. Forty-one items were duplicates of the professional traits or qualities of the Teachers' Interview Guide Schedule. The other items were a condensation of items from other sections of the teachers' guide that would call for only a general response from the principal; they were 1) interest and participation in professional organizations for teachers; 2) interest in continuing his a) general education, b) subject matter education, and c) professional education; 3) conformity to community mores; 4) working effectively in the community as a local citizen; 5) extra-curricular activities; 6) reaction to community

living conditions; 7) personal recreational activities; and, 8) adherence to a professional code of ethics. The rating scale used was the same as for the traits and qualities section of the teachers' guide. By using the same scale, a direct comparison was made of the responses of the principals and teachers; this comparison is shown in Chapter five. A six point rating scale was used and was designed to reduce the possibility of the error of central tendency. It was hoped, also, that more thought would be given to the selection of a number on the rating scale through this manipulation.

c) the Summary.- The Summary Section contained four questions and was concerned with: 1) the help given a beginning teacher; 2) the attitudes displayed by the North Park College graduate; 3) what the principal liked best about the graduate; and, 4) if there were any suggestions for the improvement of the elementary teachers' program at North Park College.

6. Chapter Summary.

A periodical review for item support, the two instruments' major divisions and purposes, and rating scales were presented.

The next chapter is concerned with the responses of the teaching graduates.

CHAPTER IV

RESPONSES OF THE TEACHING GRADUATES

1. Introduction.

This chapter is concerned with the responses of the teaching graduates of North Park College as revealed through the answers given to the items on the Teachers' Interview Guide Schedule and is divided into sections in accordance with the sections of the guide. Each section of the chapter offers information believed to be distinct from that of the other sections. The first responses are to the general background information necessary for the study and information that could not well be included in any other section of the chapter. Other sections of the chapter are the community activities, professional growth, general education courses, student teaching, general experiences during the college years, professional experiences, professional traits or qualities, guide summary, and chapter summary. The data presented in this chapter are from the responses, and an attempt is made to interpret the data.

Before presenting the data, it must be noted that an attempt was made to contact all the full-time teaching graduates of North Park College. Contact was made with all these teaching graduates with one exception who did not

answer correspondence. The one exception was not recommended as a teacher by the college but did find employment as a teacher without college approval. The principal of this one graduate was contacted and did reply, and his responses are included in the chapter concerning the principals' data. Since this graduate was not considered as a competent teacher by the college her lack of responses will not be considered as influencing the responses of the other graduates considered as qualified by the college.

There was a total of twenty-nine graduates teaching full time who were recommended as qualified teachers by the college. Of this total, sixteen were graduates of the 1960 class and thirteen were graduates of the 1961 class; this represents the entire graduating classes in elementary education for those two years who were teaching full time and recommended to teach. Personal interviews were held with twenty-four graduates and the other five used the guides as mailed questionnaires. When the five used the guides as mailed questionnaires they also received special letters of instruction concerning the guides and the information requested. The data in this chapter was compiled from the responses of the twenty-nine graduates to the interview guides.

2. General Background Information.

The ages and marital status of the graduates are indicated in Table I. The table shows a high proportion of the graduates were not married; this proportion being twenty-four of twenty-nine. The age concentration was twenty-two to twenty-four years, there being only one graduate not in this age grouping.

The minor field of preparation of the teachers is represented in Table II. Art, music, speech, and religion appear as favorite minors.

The grades taught by the graduates are shown in Table III on page 73. The table indicates the graduates are employed to teach at all the grade levels of the elementary school. The great preponderance of graduates teach at the primary level of kindergarten through the third grade. The employment at these grade levels assumes great importance with the information that the graduates did not receive any specialized primary level education. Nineteen of the twenty-nine graduates are so employed. The interviews revealed the graduates felt the professional courses offered at North Park College were of too general a nature to be of specific value at these grades. Similar reactions were received from the teachers employed at the intermediate level of grades four to six. The graduates felt the courses should have

Table I.-
Ages and Marital Status of the Teachers.
N:29

Age	Marital Status	Number
22	Single	12
22	Married	3
23	Single	9
23	Married	1
24	Single	2
24	Married	1
37	Single	1

Table II.-

Minor Field of Preparation of Teachers.

Minor Field	Number of Teachers N:29
Art	7
Music	6
Speech	5
Religion	5
English	3
French	2
Chemistry	1
Psychology ^a	1

a This teacher had a French minor, too.

Table III.-

Grades Taught by the Graduates and the Number of Teachers
Teaching Each Grade.

Grades	Number of Teachers N:29
Kindergarten	4
1	3
2	6
3	6
4	7
5	1
6	1
7-8	1

been related to the levels of the elementary school: K-3, 4-6, and 7-8. The graduate on the job teaching could see the value of the courses in relationship to the teaching now to be done, but this was in retrospect by the teachers and they found it difficult to reassimilate the thoughts and apply them specifically to the level and area being taught. The interviews also revealed the instructors in the liberal arts courses should relate the material to the elementary level of education.

Table IV on Page 75 shows the class size, the faculty size, and the number of students in each school where the graduates taught. The class size was the number of students in the class of the graduate. The table indicates the class enrolments for the beginning teachers ranged from a low of twenty-two in a second grade to a high of thirty-seven in a third grade. (The kindergartens meet for a half day whereas the other classes meet for the full school day.) An implication from the table is that the graduates must be prepared to teach a class of almost any size, in a school of an enrolment from one hundred sixty-eight to 1,382, and work on a faculty as small as six members or as large as forty-seven members. The table has a further impact in that it reveals the multitude of situations in which a new teacher may find herself. The college has an immense task to prepare the students for these various situations and have the graduates

Table IV.-

Grade Taught; Class, Faculty, and School Sizes in Schools
Where Beginning Teachers Taught.

Grade Taught	Class Size	Faculty Size	School Size (Pupils)
K	23	26	809
K	31	17	600
K	34	29	1008
K	35	22	659
1	24	8	260
1	27	14	393
1	33	27	740
2	22	6	168
2	24	7	225
2	25	18	569
2	26	22	660
2	27	13	356
2	27	21	553
3	24	23	660
3	24	13	400
3	29	20	562
3	30	16	505
3	32	19	604
3	37	28	750
4	25	13	470
4	28	22	638
4	30	20	654
4	30	19	604
4	31	27	722
4	33	27	740
4	35	22	659
5	28	47	1382
6	27	16	485
7-8	33	34	780

do an acceptable and satisfactory teaching job. The table further brings out the great number of graduates teaching at the K-3 level of the elementary school: four kindergarten, three first grade, six second grade, and six third grade teachers.

Table V shows the number of minutes in the school teaching day which does not include the time before school, after school, or lunch hour time. The times shown are those minutes when the teacher has the students in her classroom during the scheduled teaching day. The table shows the length of the teaching day can vary from a low of 270 minutes to a high of 390 minutes with the students. It is important to note the result must be accomplished in the short teaching day as well as in the long teaching day. Table V indicates the teachers must be educated to have excellent teaching planning to make the best use of the time allotted to them to be with their students. A school day of 300 minutes is afforded to sixteen teachers; a day of 330 minutes is had by five teachers; while the other lengths of days are given to two teachers or one teacher.

Table VI, Page 78, indicates the primary activities of the beginning teachers during non-class scheduled time. This non-scheduled time is sometimes referred to as "free" time. The "free" time is defined as a class period during which the teacher did not teach a class. Only five teachers

Table v.-

Number of Minutes Teachers Have Students in Class,
and Number of Teachers.

Minutes ^a	Number of Teachers
270	2
285	2
300	16
330	5
350	1
360	2
390	1

a The minutes before school, after school, and during the lunch hour are not included.

Table VI.-

Activities of Beginning Teachers During Non-Class
Scheduled Time.

Activity ^a	Number of Teachers N:29
Preparation of lessons	21
Correcting papers	20
Working on school records	5
Relaxing	5
Getting room in order: bulletin boards, windows, etc.	5
Working on room projects	4
Discussion of school work with other teachers, ob- serving special teachers	4
No non-class time available	2

^a These activities were specifically listed by the teachers but the interviews indicated all teachers did all things as the particular situation allowed, with the exception of the two teachers who indicated that they had no non-class time available. This table reflects the foremost activities each teacher does.

indicated the non-class time was used for relaxing, and two teachers responded they had no non-class time in their daily schedule. The interviews indicated all teachers did all things, with the exceptions of two teachers who had no scheduled non-class time, and that relaxing was very necessary at certain times in the school year such as the approach of holidays, nearness of vacations, programs, parents' days, and inclement weather days. The table shows the teachers use their non-scheduled class time most often for preparation of lessons and correcting papers. The other teaching chores occupied the time of the teachers to a lesser extent.

The graduates were asked to indicate the subject areas they did not teach in their classrooms. The responses indicated art, music, and physical education were the three areas that were not taught by the classroom teacher and were generally taught by a special teacher. Nine teachers did not teach their own art classes and the teachers were in the second, third, fourth, fifth, sixth, and seventh-eighth grades with two teachers in the third grade level and three teachers at the fourth grade level. Music was not taught by thirteen teachers as follows: first grade-one teacher; second grade-two teachers; third grade-three teachers; fourth grade-five teachers; sixth grade-one teacher; and, seventh-eighth grade-one teacher. Physical education was not taught by twelve teachers with a distribution as follows: one

teacher each in the first, fifth, sixth, and seventh-eighth grades; two teachers in the second grade; and three teachers each in the third and fourth grades. This is shown in Table VII. The same teacher could appear in more than one category and did. This was possible because teachers often do not teach more than one subject area; and these subject areas are taught by specialists. A special reference is made to the listings in Table VIII, Page 82.

Table VIII amplifies the information contained in Table VII in that it shows the particular teachers and the subject areas they do not teach. No pattern is discerned at any grade level for not teaching any one subject area; a result to be drawn is that all teachers must be educated to be able to teach in all areas depending upon the school district of employment. No graduate should expect to not teach any one subject. It must be noted fifteen of the twenty-nine teachers in the study are included in Table VIII and of these fifteen teachers, only seven do not teach the three subjects listed in the table. Eight of the fifteen teachers do teach at least one of the three subjects listed, (there are three such teachers), and some of the teachers teach two of the subjects listed, (there are five such teachers). By grades, it is noted that all grades are represented except the kindergarten.

Table VII.-

Subject Areas Not Taught by Classroom Teachers at Different
Grade Levels, and Number of Teachers.

Areas	Grade Levels	Number of Teachers ^a
Art	2	1
	3	2
	4	3
	5	1
	6	1
	7-8	1
Music	1	1
	2	2
	3	3
	4	5
	5	0
	6	1
	7-8	1
Physical Education	1	1
	2	2
	3	3
	4	3
	5	1
	6	1
	7-8	1

^a The same teacher could appear in each subject area. This has happened. See Table VIII, Page 82.

Table VIII.-

Teachers by Grade Taught and Subjects Not Taught at That Grade.

Grade	Music	Physical Education	Art
1	x		
1		x	
2	x	x	
2	x	x	x
3	x	x	x
3	x	x	x
3	x	x	
4	x	x	x
4	x	x	x
4	x	x	
4	x		
4	x		x
5		x	x
6	x	x	x
7-8	x	x	x

Table IX shows the grade levels and the number of teachers at that grade level who are required to teach all the subject areas. There is no pattern derived from the responses of the graduates except that the kindergarten teachers must be able to teach all the material of that level. The fifth, sixth, and seventh-eighth grade teachers are not represented in this table. The total number of teachers represented in the table is fourteen, of the twenty-nine in the study. The information in this table, plus the information from Tables VII and VIII, indicates the college must educate the students to be able to teach all the material to be presented at any one particular grade level. The small number of teachers at the fifth through eighth grade levels makes it impossible to accept those results as a trend, and they must be included in the findings for the rest of the teachers.

The item on the guide concerning how the graduates obtained the teaching positions revealed twenty of the twenty-nine graduates obtained the position by direct application. Of these twenty, six graduates were employed in the district in which they had done their student teaching. Eight of the graduates indicated they received their positions through the initiative of the college, and one graduate got her position through the efforts of her husband who had previously received a position in the school district and made

Table IX.-

Grade Levels and the Number of Teachers Who Must
Teach All Areas.

Grade Levels	Number of Teachers
Kindergarten	4
1	1
2	4
3	3
4	2
Total	14

an inquiry concerning employment for his wife. During the interviews different ideas of college help were developed. All graduates recognized the college sent out the credentials but some graduates indicated the college was very slow in doing this function. The college suggested some graduates communicate with the county superintendent of schools concerning any school vacancies in a particular county; the college did not have a list of vacancies available the graduates could use or of which they were aware. Some graduates considered the college helped them somewhat by placing them into a desirable student teaching situation. The graduates followed up their student teaching situation in some manner that resulted in a teaching position in the school district. Only one graduate felt the college had done enough to assist in the finding of a desirable teaching position in keeping with the education received at the college. The graduates were very concerned about the apparent disregard of the college sending out credentials to the school district of prospective employment. One graduate indicated she was hired without the superintendent receiving any credentials.

The graduates indicated the college could have been helpful in several ways. The employment office could have had a more complete file of suburban Chicago, Illinois, school openings and vacancies. The prospective teachers were not made aware of the vacancies that the college had

information about, if the college did have any information. One graduate believed the college had been of all the help necessary and could not think of any way in which the college could have been of more help. This graduate indicated the same concern over the credentials as the other graduates but did not believe this essential as an answer. Several graduates, (three), believed there should have been some instruction about the proper procedures of the job application. All but one graduate believed the college needed an awareness of the anxiety of the prospective teachers about finding a teaching position and should offer guidance to that end. A very active placement bureau should be established.

The salaries of the teachers for their first full academic year 1960-1961 are shown in Table X. The one teacher in the Niles, Illinois No. 63 school district receiving \$4,600, had taught part of the previous school year and, as a result, received \$100 more than the other first year teachers in that district. The range of salaries was from \$4,100 to \$4,600, and this range was not influenced by the length of the school year or the length of the school day. The teacher working the longest school year, (ten months), received the least salary, (\$4,100). The nine months school year teachers received salaries of \$4,250, \$4,300, \$4,400, and \$4,500. The nine and one half month school year salary was also \$4,500 for four school districts and the five

Table X.-
Salaries of Beginning Teachers, 1960-1961,
by School Districts.

Salary (Dollars)	Months in School Year	School District	Number of Teachers(N:16)
4100	10	Hartford, Conn.	1
4250	9	Rudyard, Mich.	1
4300	9	Cedar Rapids, Iowa	1
4400	9	Morton Grove, Ill. No. 67	1
4500	9	Niles, Ill. No. 63	2
4500	9	Norridge, Ill. No. 80	1
4500	9	Columbia Heights, Minn.	1
4500	9	Rockford, Ill.	1
4500	9½	Glenview, Ill. No. 34	3
4600	9	Niles, Ill. No. 63	1
4600	9½	Morton Grove, Ill. No. 69	1
4600	9½	Lincolnwood, Ill. No. 74	1
4600	9½	Blue Island, Ill. No. 130	1

teachers involved. Three school districts had a nine and one half month school year and paid a salary of \$4,600. Each graduate was well pleased with the starting salary received.

The salaries of the 1961-1962 beginning teachers are shown in Table XI. The increase in starting salaries shown in Table XI over those shown in Table X is a result of the rising cost of living. Each graduate was well pleased with the starting salary received.

The length of the school year had no apparent effect on the amount of salary received by the beginning teachers. The teachers were paid on an academic school year basis.

The tables reveal that the Niles, Illinois school district has employed a total of nine of the twenty-nine graduates; and the Glenview, Illinois school district has employed six of the twenty-nine graduates. The interviews did not reveal any particular reason for this mode of employment other than the graduates are very well pleased to be employed by the school districts and feel the school districts are a wonderful place in which to work. The amount of salary was comparable to other school districts, and the length of the school year was not considered when seeking employment.

All but six graduates were very satisfied with their positions. Two each were well satisfied, had some dissatisfaction, or were very dissatisfied. Reference is to Table XII.

Table XI.-
Salaries of Beginning Teachers, 1961-1962,
by School Districts

Salary (Dollars)	Months in School Year	School District	Number of Teachers(N:13)
4400	9	Princeton, Ill.	1
4400	9½	Manchester, Conn.	1
4750	9	Niles 48, Ill. No. 63	6
4750	9½	Glenview, Ill. No. 34	3
4800	10	Columbus, Ohio	1
5000	9½	Stone Park, Ill.	1

Table XII.-

Relationship by Teachers of Plans to Return to Present Position and Plans to Make Teaching a Life Profession.

Teacher	Return Reply	Life's Profession Reply
1	No	Yes
2	No	Uncertain
3	Yes	No
4	Yes	No
5	Yes	Uncertain
6	Yes	Yes
7	Yes	No
8	Yes	Yes
9	Yes	Yes
10	Yes	Uncertain
11	No	No
12	Yes	Yes
13	No	No
14	Yes	Yes
15	Yes	Yes
16	Yes	Yes
17	Yes	Yes
18	Yes	No
19	No	Uncertain
20	Yes	Yes
21	Yes	Yes
22	Yes	Yes
23	Yes	Yes
24	Yes	Uncertain
25	Yes	Yes
26	No	No
27	Yes	Yes
28	Yes	Uncertain
29	Yes	Yes

A total of six graduates did not plan to stay in their teaching position for a second year, but only one of the six was changing due to difficulties. The one teacher was very dissatisfied as she believed the administration did not give her sufficient support in her work and she needed more assistance from the administration. She claimed she had a very difficult position due to discipline and learning problems and felt she was not adequately prepared to handle such a position as a beginning teacher. The other five teachers indicated they would change positions because of marriage, the spouse was moving to another location, or an opportunity to teach nearer home.

Table XII also shows how many teachers indicated they would make a career of teaching. The seven responding in the negative held a reservation of returning to teaching at some later date; there was an indication of family duties taking priority over teaching at this time. The six indicating uncertainty felt they must prove themselves adequate as teachers in their minds before reaching such a decision. Sixteen graduates indicated they will make a career of the profession.

3. Community Activities.

The Community Activities section of the interview guide was an attempt to determine the things a teacher does

in the community to understand the community so as to be able to do a better teaching job. Twenty-three teachers belonged to the parent-teacher association and attended the meetings regularly; twenty-seven teachers belonged to a church group; twenty-five teachers were registered to vote. There were many other activities accounted for in the responses and among them were service clubs, scout leaders or youth leaders, fraternal orders, politics, fund drives, concert organizations, social clubs, and civic groups. These last named activities were engaged in by a few teachers each. The main activities of the teachers were the P.T.A. and church groups.

The teachers engaged in many cultural activities. Attending concerts was the foremost activity with twenty-five teachers responding they attended concerts of all kinds: orchestras, choral groups, and ensembles. The next prominent activity was attendance at plays with twenty teachers responding they attended plays. In descending order of activity, engagements were visiting museums, art galleries, and exhibits, listening to fine music on records and radio, watching the better plays on television, and participating in musical groups. All teachers indicated they took part in some cultural activities as a participant or as an observer and spectator. Most of the teachers lived near large metropolitan centers and could and did attend the cultural events available.

4. Professional Growth.

The section on professional growth was an attempt to determine the professional growth of the graduates since their graduation from college. The graduates were now without college professor or academic credit to spur them on to do things; they were now "on their own" to do things, to grow under their own program for growth and not under a program set down by others. The education at the college may be born out by the amount of professional growth the graduates attempted without it being forced upon them by others. Items were placed in the section called Professional Growth to determine this attempt at self-growth, and were concerned with the professional activities of the graduates in their reading habits, professional organization membership, attendance at meetings, and participation in the programs of the professional organizations. What were the plans of the graduate for advanced professional study? What were the extra-curricular activities at the school, how well prepared was the teacher for these activities, and what did the teacher do about the preparation? Some school districts provide for the professional growth of the teachers by having professional advancement activities. Some school districts require the teachers to attend college courses to maintain their re-employment rights and to retain their place on the salary schedule.

To help determine professional reading habits several items were included in the guide in this vein. One item related to the professional periodicals the teachers subscribed to revealed that twenty-two teachers received the state education association journals of the state in which they taught; nine teachers received the National Education Association Journal; six teachers received the Instructor Periodical; six teachers received the Grade Teacher; and one teacher received the Elementary Teacher. The state association journals and the NEA Journal were received as a result of holding memberships in the organizations. One teacher did not receive any periodicals. She did not belong to any association nor did she subscribe to any professional periodical.

Table XIII indicates the professional periodicals that were available to the teachers but for which they did not have to subscribe. The schools had these titles available in the offices or teachers' rooms for the use and reading by the teachers, or a friend of the teacher had them available for the teacher. The table reveals the titles that were available to the teachers and the number of teachers who had access to the title. The periodicals Elementary Instructor and Grade Teacher were available to ten teachers each; the NEA Journal was available to nine teachers; the English Teacher and Art Instructor were accessible for five

Table XIII.-

Professional Periodicals to Which Teachers had Access But
for Which They Did Not Subscribe, and the Number of
Teachers for Each Title.

Professional Periodicals ^a	Number of Teachers
Elementary Instructor	10
Grade Teacher	10
NEA Journal	9
English Teacher	5
Art Instructor	5
Parent Teacher Association	4
Illinois Education Association Journal	4
Arts and Crafts	3
Language Arts	3
Mathematics Forum	2
Connecticut Education Association	2
School Health	1
Safety Education	1
Arithmetic Teacher	1
Iowa Education Association	1
Midland Schools	1
Saturday Review	1

^a Four teachers indicated that no periodical was
available to them other than the periodicals they per-
sonally received.

teachers each; the Parent Teacher Association and Illinois Education Association Journal were available for four teachers each; Arts and Crafts and Language Arts were available to three teachers each; the Mathematics Forum and Connecticut Education Association Journal were available to two teachers each; and School Health, Safety Education, Arithmetic Teacher, Iowa Education Association Journal, Midland Schools, and the Saturday Review were available to one teacher each. Four teachers indicated in the response to the guide there were no professional periodicals available to them other than the periodicals they received personally.

Another item in the guide was to attempt to determine which of the periodicals were read. The responses indicated that twenty-five teachers read at least one periodical every issue; and twenty-five teachers indicated they found things of value in each issue of each periodical available to them. However, three teachers indicated they seldom read a professional periodical even though the periodicals were available to them or they subscribed for them; and one teacher responded that she never read a professional periodical. (The last indicated teacher claimed she subscribed to one periodical; and she also indicated that no periodicals were available to her in the school where she was employed. An investigation by the reporter, and with the employing principal, revealed that fourteen professional

titles were available in magazine racks provided for the purpose in two teachers' lounge rooms used for lesson preparation and lunches.) It appears that the college has a big responsibility to educate the students and teachers-to-be to realize the value of belonging to professional organizations and to read the professional periodicals.

The items in the interview guides concerning the books read - professional and non-professional - and the non-professional magazines read and subscribed to revealed a similar answer as that indicated concerning the professional magazines read: there was little time for a first year teacher to read books and magazines; much time was occupied with lesson preparation and teaching well. The books read were books that were in areas of teaching and offered assistance in being able to teach better; the purpose of using the books was more as reference material to be able to teach better. Entire books were not necessarily read, but sections of books were read. The following areas were reported as areas in which professional books were used:

1. Teaching French
2. Art Methods
3. Kindergarten Curriculum
4. United States History
5. Public Relations
6. How to teach arithmetic
7. Discipline
8. Improving reading instruction

9. Child development
10. Learning problems
11. Guidance
12. Curriculum guide
13. Science
14. Teaching in the elementary school
15. Re-reading college texts.

All teachers reporting indicated they felt, as individuals, a particular weakness in the above listed areas and that was the reason for the use of the books. These areas presented primary problems and the need for immediate resolution.

The graduates belonged to professional organizations to the extent that twenty-three teachers joined the state education associations and one joined the American Federation of Teachers. Ten teachers joined the National Education Association. All teachers joined the local teachers' education association available to them. One teacher was a delegate to a state association meeting. All teachers attended many professional meetings during the first year of teaching. The meetings were of a much varied nature and were sponsored by many different organizations and covered many topics associated with elementary teaching. A great variety of workshops, curriculum meetings, seminars, in-service meetings, grade level meetings, subject area meetings, institutes, conferences, and building meetings for professional help were attended. This item evoked much interest as the graduates could not specifically answer due to the great number of in-service professional meetings attended by each

respondent. Many respondents did not indicate a certain type of meeting as a professional meeting but through the interview method it was realized that the meeting was a professional in-service meeting. All graduates indicated the great value of the meetings as the meetings pertained to the respective positions of the teaching situation. The respondents indicated there was a need for the meetings and much could be gained from critical attention to improve in the teacher-learner professional situation. The college had started the education for the professional teaching position but the meetings had brought greater insight of the teaching problems as they exist for the teachers in their professional duties. The graduates indicated the college should have done more in the area of professional application of the materials of teaching in that the graduates had a general information but not a specific information which was now being given to them through the professional meetings. One graduate was required to attend professional meetings concerning the teaching-learning areas of physical education, music, art, reading, mathematics, health, and penmanship. This type of professional instruction in the teaching-learning areas was indicated by all graduates. The terminology of what constituted a certain type of meeting was resolved in that some school districts called a meeting a workshop and another district called the

same type of meeting a seminar. The type of meeting was resolved in that it was indicated professional advancement was the purpose of all meetings regardless of the name. The teachers attended the following major types of meetings. The district teachers' association meetings and the state association meetings were grouped under one heading because of a duplication of meaning and in sponsorship; and twenty-five teachers attended this type of meeting. Twenty teachers attended local teachers' association meetings; and teachers attended forty-six workshops, seminars, and curriculum meetings.

Teachers were urged to become members of the local, district, state, and national education associations by the school authorities where they teach.

The means of professional growth appeared adequate except through the medium of professional reading and belonging to professional organizations. Professional reading was very limited.

The college can be considered remiss to the future teachers and to the teaching profession if the graduates enter the teaching profession without realizing the tremendous importance of the professional organizations and the literature. The students must be made aware that the teaching profession education does not end with the college diploma; that when one enters the profession much reading

must be done to keep abreast of the trends and findings in the profession. It appears that the college must spend more time in teaching the value of the periodicals and the professional organizations.

Some thoughts revealed through the interviews were that the teachers were very interested in reading the periodicals to further their professional knowledge but the time available to a first year teacher for reading was very limited due to the demands of first year teaching. The graduates indicated they were very interested in doing a thorough job of teaching, and teaching well, and would spend much time in lesson preparation, self-evaluation, and lesson recapitulation. These thoughts do seem a paradox.

Items on the interview guide concerned the number of hours of additional education taken by the graduates since graduation from North Park College and the plans for advanced professional study. The interviews revealed that two teachers had taken one semester hour of study each, and no other teacher had taken any work during the first year. The teachers advanced the reasons that the first year of teaching was so filled with the duty of teaching that very little time remained for other things, such as reading or taking more formal education. However, twenty-seven teachers declared they were planning for advanced professional study to begin the following summer or within the next four years.

Nine teachers planned to do graduate study and work towards a Masters Degree.

One teacher was assigned an extra-curricular activity, Junior Red Cross, and she felt she was adequately prepared but not because of her college education. No teacher felt she was adequately prepared to handle any extra-curricular activity as a result of her college education. Those teachers with music minors felt best prepared to handle a music activity; the English minors indicated they were best qualified to handle some activity in that field; and the art minors felt best qualified in an art activity. There was an indication of a lack of security to handle any activity, with the one exception stated above. One teacher expressed a desire to handle any club or newspaper even though she claimed no special education in the area. Eight teachers indicated club activity while at North Park College.

The Professional Growth section of the interview guide indicated the teachers did not subscribe to professional magazines, generally, other than those periodicals they received as members of organizations. The graduates did read the periodicals available to them although there was no great number of the periodicals available to any one teacher that she was aware of, and one teacher reporting she had no periodicals available other than those to which she subscribed. Most teachers attended professional meetings.

The teachers did not read professional books, as a group, but did use the books for research into the problems encountered in teaching. A great majority of the teachers belonged to professional organizations, especially at the state organization level. Two teachers had taken college work since graduation; a great majority have plans to take college work after the first year of teaching, with nine teachers planning to do graduate study. The college must inculcate in the students the values of belonging to professional organizations and reading the professional literature.

5. General Education Courses.

This series of items in the interview guide was intended to reveal the impact these courses, facets of these courses, the instructors, or combinations of these, had upon the teaching graduates. The intent further was to locate the most and least valuable courses in general education and the value of the instruction of these courses. The recent graduates could view the program in light of their first year of teaching and thus place some value upon the general education courses. The graduates were asked to give their opinions concerning the effectiveness of the general education college program in helping them to meet the requirements and demands found in on-the-job teaching.

Item one asked "Other than professional courses, list the three most valuable courses you took at North Park College. Why?". There was no intent to ask the graduates to list the courses in any rank order; the courses were to be considered as the three most valuable courses. The twenty-nine graduates listed twenty-six different courses. The twenty-six different courses and the number of teachers considering the course as one of three most valuable courses in the general education (liberal arts) sequence are as follows:

1. American History (18 teachers)
2. Biology (11 teachers)
3. Psychology of Human Development (10 teachers)
4. Methods in Art Education (5 teachers)
5. Music Theory (4 teachers)

The following courses were nominated by three teachers each:

6. Fundamentals of Speech
7. English Literature
8. Introduction to Music
9. Philosophy of Religion
10. Physical Science Survey

The following courses were nominated by two teachers each:

11. French, Elementary and Intermediate
12. Abnormal Psychology
13. Crafts
14. Argumentation and Debate
15. Geography of North America

The following courses were nominated by one teacher each:

16. Storytelling
17. Oil painting
18. Camp counselling
19. Diplomatic History of the United States
20. Advanced Writing

21. World Masterpieces
22. Basic Drawing
23. Design and Illustration
24. Life and Letters of Paul
25. Christian Doctrine
26. Comparative Religions

Some typical comments were:¹

These courses helped me to understand children better as far as what their drawing may mean, etc. and in giving me many good ideas for art work.

Because this is the social studies curriculum of my fifth grade class.

Debate develops ability to think.

Teachers very excellent.

Appreciation of music.

Was valuable because the professor made it so.

The interest of the material.

Excellent and provided a good background for teaching.

The courses are easily applied.

Useful for teaching.

The instructor gave inspiration to teach.

Presented psychology with meaningful examples.

The personal satisfaction and the use of the course materials in teaching.

Item two considered "Other than professional courses, list the three least valuable courses you took at North Park College. Why?". Here, again, there was no intent to cause the graduates to list the courses in any rank order. In the

¹ See Appendix 6, p. 220, for further comments.

list that follows it will be seen the twenty-nine graduates listed twenty-nine courses to be considered as the least valuable. The twenty-nine courses and the number of teachers considering the course as one of the three least valuable courses in the general education (liberal arts) sequence are as follows:

Courses nominated by seven teachers each:

1. Introduction to Social Sciences
2. Elementary Statistics

Courses nominated by five teachers each:

3. Hebrew Prophets
4. Swedish, Elementary and Intermediate
5. Life and Teachings of Jesus

Course nominated by four teachers:

6. Experimental Psychology

Courses nominated by three teachers each:

7. Introduction to Psychology
8. Comparative Religions
9. Organic Chemistry
10. World Literature
11. Physical Science Survey
12. Philosophy of Education

Courses nominated by two teachers each:

13. Bible Exegesis
14. General Biology
15. French
16. Spanish, Elementary and Intermediate

Courses nominated by one teacher each:

17. Educational Psychology
18. Food Marketing and Cooking
19. Old Testament Survey
20. Psychology of Human Development

21. German, Elementary and Intermediate
22. Fundamentals of Art
23. Zoology
24. Storytelling
25. Introduction to Christian Education
26. English Literature
27. Introduction to Music
28. U.S. History Since the Civil War
29. Personality Theory

Typical comments offered by the beginning teachers concerning why these courses were least valuable were:²

Chemistry, zoology, and Swedish were least valuable because they did not help me in my teaching. I enjoyed the courses and learned a lot from them. I am a fourth grade teacher.

I use the courses least in teaching and in my personal life.

Social Sciences and Human Growth and Development had poor teachers. Comparative Religions was too philosophical.

The course material is not used now. The professor was poor. (Introduction to Social Sciences).

Spanish is not used now.

The courses were poor because the instructors were poor.

The material has not helped me in my teaching.

The Biology Survey was a waste of time.

The presentation of Social Sciences was very bad.

The teacher in World Literature was not inspiring.

The comments given to support the opinions why some courses are the most valuable and some courses are the least

² See Appendix 7, p.222, for further comments.

valuable in the general education sequence seem to gather around the ideas of whether a course is of immediate value to the teacher and direct application in professional teaching. There seems to be very little thought concerning the abstract values inherent in the courses. The concern of the graduates was to be a better teacher in the immediate situation with an apparent disregard to the overall value of some of the courses. The professor had much to do with the value of the course; if a professor presented the material well there was an acceptance of the course as a good course. Some courses were of little value due to the poor instruction in the opinions of the students. Other courses were of little value due to the course not being related to the teaching situation or the material of the course being foreign to the teaching position. There appears to be a need for the instructors to better relate the courses and course materials to the prospective teaching situations, regardless of the course material. Also, there appears to be a need for better guidance in the direction of the students into the courses they study to the end that the courses may fit the teaching situation better than the graduates now believe they do.

Item three considered "Other than your minor and professional courses, list the three most valuable elective courses you took at North Park College". This item was

intended to allow the graduates to disregard the minor and professional courses and evaluate only the remaining courses they had programmed. The thought behind the item was that the professional and minor courses were preferred and required to meet professional needs and personal desires; the other courses were dictated by the college as prerequisite for graduation and to meet, as the college contended, the needs of a general or liberal education in keeping with the philosophy of the school. The point to determine was whether these courses were valuable to the teaching graduate employed in the public schools as viewed by the teaching graduate.

A list³ of twenty-seven courses was nominated by twenty-two graduates. Seven graduates did not nominate any courses for this listing.

The graduates were asked why these courses were considered as most valuable and typical answers⁴ given were similar to the answers given to item one above. The seven teachers who made no additional selections other than the courses nominated in item one indicated that the selection of courses granted to the students was rather small and felt the nomination made in item one was inclusive also for

³ Appendix 8, p. 224.

⁴ Appendix 9, p. 225.

item three. Those courses indicated by the seven graduates are not-relisted in the list.

As item four, the teachers were asked to indicate the least valuable courses taken outside the minor and professional courses. The teachers indicated a total of twelve courses⁵ in this category.

The beginning teachers were asked why they believed the courses were of least value to them and they responded⁶ in a manner quite similar to the responses given to item two. The responses indicated the college must make the students more aware of the values of courses in the list. The graduates indicated they are looking for courses with a practical application to teaching. The aesthetic and cultural values of the liberal arts seem to be ignored.

Twenty-one teachers did not nominate any courses in this item in addition to the courses mentioned in item two. They indicated a belief the courses mentioned in item two were the courses in their college studies that should be classified as the least valuable and no other courses should be indicated. This evidence appears to indicate that twenty-one teachers believe there is a small amount of least valuable courses offered at the college, and they cannot indicate a total of more than three such courses. The

⁵ Appendix 10, p. 227-228.

⁶ ibid.

dominant reasons for placing a course in the least valuable grouping appears to be poor instruction and a belief that the course does not apply to the grade level being taught by the beginning teacher in the public school.

An item inviting responses concerning the value of the liberal arts education received twenty-three nominations of "Great", six nominations of "Some(Median)", and no nominations of "Little" or "None". These responses were given although previous responses caused long lists of least valuable courses to be compiled. A relationship to be drawn from the lists of least valuable courses and the information above is that the graduates do place great value on the liberal arts program at North Park College and also want all courses to have great value for them. The least valuable courses do not have the teaching application value for the graduates in their immediate professional situations; the students must be enlightened in their undergraduate days that they, the students, must see long term relationships in their courses and not short term and immediate goal values. The interviews revealed that the graduates desired the strong liberal arts background but they do not seem to know how to apply it in their profession. The graduates also revealed through the interviews that they realized that mature professionalism does not occur in the first year of teaching.

Item six in this sequence on the guidesheet asked whether the general education instructors related the courses to elementary education. The responses were that five graduates believed there had been some relationship made to elementary teaching, while twenty-four graduates stated there had not been any relationship made to elementary teaching. The graduates strongly desired that there should be a relationship made; the primary teachers felt a greater need for the relationship than did the other teachers. The primary teachers indicated there had been no provision made for their professional use of material as teachers; they did not receive specialized kindergarten-primary education and had to relate the material as best they could when confronted with the aspect of teaching. The methods courses offered in the general education areas are not geared to the divisions of the elementary level: kindergarten-primary, intermediate, and junior high school.

When asked how the general education courses prepared them for teaching, eighteen graduates responded they believed the general education courses were sufficiently adequate, and eleven graduates believed the general education was very adequate for teaching in the elementary schools. The idea of sufficiently adequate was acceptable to the graduates in that they felt they had received enough education through the courses to be able to do an acceptable and satisfactory

professional teaching job the first year. There was a concern for the application of the material for the grade level taught in elementary education, and a concern about the proper manner of presentation of the material at the level of the elementary school student. No graduate considered the general education as inadequate for her needs, and although expressions⁷ were made concerning the relating of the material by the college professors, the graduates considered themselves capable, with help from the administrators, to relate the material to the elementary level they were teaching. The relating by the college professors would have helped.

The graduates were asked, as elementary teachers, to suggest improvements in the general education program. The responses revealed that the course offerings, type of courses, and sequence of courses should be more suited to elementary education, and this response was made twenty times. The methods of instruction were mentioned sixteen times. The graduates indicated a desire for better guidance in the selection of courses they should follow for elementary teaching as some courses were too distantly related to the profession of elementary public school teaching.

7 Appendix 11, p. 229-230.

The graduates did not desire that the general education sequence be spread out over the four college years; they preferred it to remain as a concentration during the first two years and then specialize in the profession during the last two years.⁸

Item ten in this series asked if the graduates were teaching in any areas in which they believed their preparation was not adequate. Four teachers believed they had adequate preparation, while twenty-five teachers believed they did not have adequate preparation. One of the four indicating adequate preparation also indicated she would have liked preparation in K-3 areas, especially reading. The four teachers indicating adequate preparation were teaching in the K-3 primary level. The detailed inadequacies from all the teachers were the teaching of reading, phonics, remedial reading, language arts, science, music, world history, and methods in all areas. All K-3 teachers, except the three noted above, suggested special preparation in the K-3 areas.

All teachers indicated that the college provided ample opportunity to develop and receive sufficient preparation in aesthetics and non-verbal skills, except one teacher. All teachers, but one, indicated a need for them in their teaching. The one teacher did not believe aesthetic skills

⁸ Appendix 12, p. 231-232.

and understanding were needed in a fourth grade. One teacher believed she had not received sufficient non-verbal skills. Twenty-eight teachers indicated they had received sufficient preparation in aesthetics and non-verbal skills.

Question twelve in this sequence asked, "What value has preparation in a minor been to you as an elementary teacher?". The graduates were asked to respond in one of four levels of a scale of great, median, little, or none. Twelve graduates responded "great", seven graduates responded "median", four graduates responded "little", and six graduates indicated "none".

There were eight minors earned by the twenty-nine graduates as follows: art by seven graduates; music by six graduates; speech and religion by five graduates each; English by three graduates; French by two graduates; and chemistry and psychology by one graduate each. One graduate earned two minors. Table XIV shows art was considered the most valuable minor; music received its low value judgements because three of the teachers did not have to teach music; speech was given a relatively high value judgement; religion was given a value judgement in each category because some teachers thought of the moral values involved and some teachers thought only of the immediate teaching application in a public school. The low ratings given were due to the lack of direct application considered by the teachers; English

Table XIV.-

Minor Concentrations, Values Placed upon the Minor Concentrations, and the Number of Teachers Placing the Value Judgements.

Minor Concentrations ^a	Value Judgements			
	Great	Median	Little	None
Art	4 ^b	3		
Music	3		1	2
Speech	3	2		
Religion	1	2	1	1
French	1		1	
Psychology	1			
English				3
Chemistry			1	

a One teacher had two minors.

b Numerals indicate the number of teachers making the value judgements.

being placed in this category by K-3 teachers. The teachers here, again, are placing value judgements on the areas of concentration in relationship to immediate teaching need; when an area has an immediate application it is rated highly, generally.

Table XIV seems to indicate the teachers should be guided into minor concentrations that would be more appropriate to their future employment if the minors are to be of direct application. The teachers seemed to believe they would prefer minors that would be more closely related to the specific task of teaching. The overall value of a minor is accepted by all teachers. The college could do more to enlighten the students as to the value of any minor, even though it is not used directly in elementary school teaching. All studies pursued at college have some value to the teaching professional and this must be brought to the attention of the students. The students appear to be forgetting that they are teaching the whole child, and are not teaching subject matter to the children. Yet, throughout the interviews, it was readily apparent that the graduates were very interested in the personality of the students and how that personality was unfolding; they were interested in what the students were becoming. It could be that the graduates were using the moral values involved without recognizing that they were so doing. In the next

chapter the principals bring out that the graduates were using the moral values in teaching. Seventeen teachers placed median, little, or no value on their minor preparation. Twelve teachers placed great value on their minor preparation. One teacher had two minors and placed great value on both.

6. Professional Education Courses.

The section in the guide concerning the professional education courses was an attempt to determine the value of the courses as the graduates view them after one year of teaching.

Table XV indicates the value of the professional education courses as the graduates view them. The rank order of value is given in the table with the course considered the most valuable at the top and the course considered to be of least value at the bottom. Questions were asked in an attempt to determine why the selections were made as they were. The responses were to the effect that the higher value courses afforded the graduate something more tangible for application in teaching. Student teaching was rated so highly because it gave the students an opportunity to apply the theory they had learned in class and to determine in a live situation their teaching ability. The implication seems to be a rich experience in student teaching

Table XV.-

Value of Professional Courses as Judged by the Graduates,
and the Number of Graduates Making Each Judgement.
(Numerals show number of graduates making judgements)

Course Title	Values			
	much (median)	some	little	none
Student Teaching	26	2	1	0
Psychology of Human Growth	16	7	2	1
Mathematics for Elementary Grades	10	10	4	5
Techniques and Curriculum	8	15	5	1
General Psychology	8	12	6	1
Seminar in Elementary Education	7	16	6	0
Health and Physical Education	7	16	5	1
Teaching the Language Arts	6	15	7	1
Philosophy of Education	3	10	11	5
American Public Education	1	6	14	7
Audio-Visual Methods	1	5	0	7
History of Education	0	3	1	6

Note: Not all graduates were required to have
Audio-Visual Methods and History of Education.

and an opportunity to gain some professional experience. The teachers indicated that student teaching was an active process in the use of ideas from experience and thinking. All the courses, all the college experiences, and all the professional courses were put to use in student teaching. The other courses were judged in value as they contributed to the teaching situation.

Using a criteria of twenty-three nominations or more in the values of "Much" and "Some(Median)" combined, the following professional courses were considered as satisfactory by the graduates: 1) Student Teaching, 2) Psychology of Human Growth, 3) Techniques and Curriculum, 4) Health and Physical Education, and 5) Seminar in Elementary Education. The following courses were of marginal satisfaction with nominations of twenty or twenty-one nominations:

1) Teaching the Language Arts, 2) Mathematics for Elementary Grades, and 3) General Psychology. Some courses were rated as low value because of the instructor in the course not presenting the material in a manner understood by the graduate. Other things that made for least value judgements were the lack of K-3 material, language arts being too general and not enough emphasis at the K-3 area, and the mathematics methods course also did not present material sufficiently for the K-3 area. The techniques and curriculum course was too general.

The graduates offered several means for improvements. The courses should be related to elementary teaching. Pupil-teacher planning should be practiced. Reading methods should be taught as a separate course, and the problems of reading should be included. K-3 area should receive special attention. The philosophy of education and the history of education should be related to the implications of today's professional teaching demands. The graduates indicated these suggestions were not to be construed to the extent that the courses were of no substance for elementary teaching, but the ideas are for improving courses. The materials of the courses are very necessary and the graduates found all to be very worthwhile when the course materials could be assimilated in teaching. The graduates felt they could have been better teachers if these things had happened while they were in college.

7. Student Teaching.

This section was an attempt to evaluate the student teaching experiences of the graduates. The teachers had an opportunity to place a value on their student teaching experiences and to place values on selected experiences within the student teaching. Twenty-six teachers placed a judgement of "much" value on their student teaching experiences; and three teachers placed a judgement of "some" value on

their student teaching experiences. No teachers considered the experiences as of "little" or "no" value. The student teaching was the most important professional experience engaged in at college.

The interviewees indicated that the judgements of much value were definite strengths of the program, and those of some value could be considered as of some strength. An added strength was the fact of being able to student teach in two different schools with two different age levels.

The comments⁹ of the graduates indicated student teaching was a difficult task due to the heavy academic load being carried at the college, but also indicated much was learned and applied during student teaching.

Table XVI shows the evaluation of student teaching by the graduates. The experiences are arranged in rank order with the experience receiving the highest value judgement at the top. The conferences with the supervising teacher was judged highest because all the other items listed, with the exception of the conferences with the college supervisor, had to do with the supervising teacher. The supervising teacher worked with the student daily and assisted with the suggestions, allowed the teaching experiences, identified the strengths and weaknesses, assisted

⁹ Appendix 13, p. 233-234.

Table XVI.-

Student Teaching Experiences Judged Most Valuable by the
Graduates, and the Number of Graduates Making Each
Judgement.

(Numerals show number of graduates making judgements)

Experiences	Values			
	much	some (median)	little	none
Conferences with Supervising Teachers	24	3	2	0
Receiving Helpful Suggestions	22	6	1	0
Sufficient Actual Teaching Experiences	22	5	2	0
Identifying Weaknesses	19	6	3	1
Identifying Strengths	19	6	3	1
Assistance with Problems	18	8	2	1
Preparing Units of Work	15	10	3	1
Assistance for Personal Growth	14	12	2	1
Preparing Procedures	13	13	3	0
Conferences with College Supervisor	9	13	6	1

with the problems, helped prepare units, assisted with personal growth, and helped with procedures. The college supervisor did this also, but the classroom supervisor was in daily contact with the student teacher.

The items receiving low evaluations of little or none were the result of poor student teaching situations. The situations were poor generally because of the lack of help from the supervising teacher.

The student teachers were looking for helpful suggestions and received them in student teaching; the item of receiving suggestions was ranked second as a result. The students wanted to teach and the item concerning teaching was ranked third. Weaknesses, strengths, and problems are grouped closely as fourth, fifth, and sixth and the students were concerned with solving and knowing teaching applications. The teachers felt they could prepare units of work, they would grow in professional stature so the teachers rated these items as seventh and eighth in rank order.

The student teaching program could be summarized as follows. The indications are the student teaching program is a strong program as the beginning teachers reflect on their experiences. The program could be strengthened by having a lighter college class load. The teachers felt a full day of student teaching should be the goal. There are many experiences that should be well known before student

teaching, e.g. methods, student folders, services of the school, visual displays, sharing of experiences with children, and assisting teachers of different age level students. Observation and participation experiences before student teaching is worthwhile; the barrier between reality in the classroom and theory idealism in the college must be overcome. The thinking of the public schools should be sought concerning this area of teacher education.

Table XVI and the interviews indicate the teachers want methods of proper presentation of materials for the different age levels being taught, and want to know how to relate the college total education to the professional situation. The tremendous desire to do a professional job pervades the attitudes of all the respondents.

8. General Experiences: College Years.

The purpose of this section was an attempt to determine the value of the total college experiences and services other than the classroom academic work.

Table XVII represents twenty-two facets of college general experiences and services judged by the graduates as to effectiveness for the students in reaching the undergraduate goals of the college. These facets were rated on a four point scale of "great", "median", "little or none" and "not applicable". The order of appearance in the table

Table XVII.-

Value of College General Experiences and Services as Judged
by the Graduates, and the Number of Graduates Making Each
Judgement. N:29
(Value Judgements: 1-Much, 2-Median, 3-Little or None, and
4-Not Applicable)

General Experiences	Value Judgements			
	1	2	3	4
Were there positive faculty-student relations?	19	10		
Buildings and Grounds generally	13	15		1
Library Services	13	14	1	1
Office of Dean of Students (effective for you)	13	13	2	1
Residence Halls	11	12	1	5
Individual Guidance and Counseling	11	9	7	2
Improvements	11	5	7	6
When was guidance and counseling available?	10	13	5	1
What cultural advantages accrued to you?	9	18	1	1
Health Services	9	13	5	2
Specific career guidance	9	12	8	
Office of Registrar (effective for you)	8	12	5	4
Guidance and counseling program (general)	6	20	2	1
Food Services	6	17	3	3
College Activities: yours	6	14	8	1
Office of the President (effective for you)	5	12	6	6
Off-Campus Employment	5	11	3	10
Were there sufficient opportunities for the development of special interests through clubs, groups, hobbies, etc.?	3	18	6	2
Was the variety in social activities adequate	3	16	9	1
On-Campus Employment	3	5	9	12
Community services performed	3	1	9	16
What elective offices did you hold?	1	8	8	12

is the rank order of "Much" evaluation nominations. Value judgements of "much" and/or "median" should be considered as positive in value and to be desired. The "little or none" should be considered as negative.

The graduates considered the positive faculty-student relations as the outstanding item on the list. The 1) buildings and grounds, 2) library services, and 3) office of the dean of students grouped next. The 1) residence halls, 2) individual guidance and counseling, and 3) improvements possible followed as a group. The 1) time of availability of the counseling and guidance services was valued next, closely followed by the 2) cultural values of North Park College, 3) health services, and 4) specific career guidance. The office of the registrar followed. The next valued items were the 1) general counseling and guidance program, 2) food services, and 3) college activities available. The 1) office of the president and 2) off-campus employment followed. Low positive value judgements were given, in rank order, to 1) sufficient opportunity for the development of special interests, 2) adequate social activities, 3) on-campus employment, 4) community services, and 5) elective offices held. Items considered of little or no value were determined by a use of the strict standard of seven or more nominations for "little or none" value judgements. In this category are place 1) on-campus

employment, 2) adequacy of variety in social activities, 3) community services, 4) college activities, 5) elective offices held, 6) specific career guidance, and 7) individual guidance and counseling. The college should be concerned about these items.

The value judgements would seem to indicate the college also should be concerned with those items receiving low value ratings or few nominations for the "much" value; the general guidance program seems to fall into this consideration; as does the opportunities for the development of special interests through clubs, groups, and hobbies; and variety in social activities.

The "not applicable" judgement also indicates that the graduates did not experience that item, and therefore would not pass judgement.

The data show that most of the services and activities were adequate and effective for the undergraduate.

The guidance program received special comments from the graduates. Several graduates thought the supervising teacher should not be the counseling advisor. This seemed to place a burden on both the counseling teacher and the student seeking counseling. Improvements suggested were that the career counseling should be available in the freshman year, and the students should be made aware of the counseling. Some graduates claimed they were not aware of

the full guidance program until the senior year. One teacher suggested a course in guidance and counseling be added to the curriculum.

The office of the registrar received some negative comments in that the credentials were not sent out promptly. This situation led to other difficulties for the graduates, such as no teaching certificate until January for one graduate. One graduate phrased her remark as having a "terrible time" with transcripts; another indicated the other extreme in service in that the office sent the application to the county superintendent's office for her. The problems indicated on pages 85 and 86 of this chapter are reflected in this item. The responses to this item indicate that positive changes should be made in the office of the registrar or the office handling the placement of the graduates.

9. Professional Experiences.

The purpose of this section was to invite a general reaction from the graduates concerning their attitude about supervisory visits, and the type of help they received as a result of the visits.

The graduates, except three, did not believe a visit from a college representative during the first year would have been of help.

The graduates reported that some administrators visited several times a week, while other administrators seldom visited. As a result of the visits, formal help in presentation of materials was given. The K-3 teachers seemed to indicate they received the most help. Informal visits were reported by all teachers. The teachers believed the most help was derived from the informal visits and discussions that followed the visits. In the informal discussions the teachers and administrators discussed all problems and other teachers entered into the discussions. The teachers indicated they received the help well and felt they profited from the visits and discussions. Many sources of help were available to the beginning teachers, and they were aware of them.

10. Professional Traits or Qualities.

The purpose of this section was a self-evaluation by the graduates using forty-one selected professional traits or qualities. The self-evaluation was an inquiry to determine the strengths and weaknesses of the teachers using these traits or qualities as criteria. It was believed these were the items that would be the crux of the teacher in the profession. Items judged as a strength would indicate the beginning teacher could do well in that phase of the profession. Items evaluated as satisfactory would

indicate the teacher believed she was doing a satisfactory professional job as she understands it to be done and is satisfying the administration as she interprets the administration's indications to her. Difficulties would indicate the education of the graduates needed to be strengthened in that area. This was an important step in the evaluation of the North Park College elementary teacher education program: to determine the strengths and weaknesses of the graduate on the job teaching through self-evaluation.

Table XVIII shows an over-all satisfactory appraisal of the self as a professional group.

There were four items checked as of great difficulty; and they were checked by one teacher. The four items were 1) ability to work with pupils, 2) pupil motivation, 3) maintaining pupil interest, and 4) general working conditions reaction. These items seem to be of paramount importance for any teacher and the college should strengthen its program in these areas. The teacher was in a difficult situation for a beginning teacher and felt her education was inadequate for the situation.

A total of seven teachers checked twelve items as being of some difficulty with four of the items receiving more than one nomination each: 1) use of community resources had three checks, 2) speaking easily and well, 3) working through professional organizations to improve the profession,

Table XVIII.-

Self-Evaluation by the Beginning Teachers Using Selected Professional Traits or Qualities.
 (Value Judgements: 1-Strength, 2-Satisfactory, 3-Not Applicable, 4-Little Difficulty, 5-Some Difficulty, 6-Great Difficulty. N:29)

Professional Traits or Qualities	Value Judgements					
	1	2	3	4	5	6
Ability to work with others:						
Fellow Workers	16	12		1		
Principals	14	13		2		
Pupils	18	9		1		1
Parents	14	13		1	1	
Other School Patrons:						
The Community	6	14	8	1		
Effective Teaching Through:						
Teacher-Pupil Planning	2	19	2	6		
Planning of teacher-learning situations in accord with acceptable principles of learning	5	22		1	1	
Use of freedom and control in:						
Classroom	9	14	1	5		
Building	6	20	1	2		
Use of Developmental Psych.	5	20	1	3		
Evaluation of learning	5	19		5		
Instructional procedures	5	20		4		
Use of audio-visual aids	3	20	1	4	1	
Use of broad background to enrich pupils'experiences	6	19	1	2	1	
Use of community resources	2	15	4	5	3	
Pupils'cumulative folders	6	17	3	3		
School counseling service	6	17	4	2		
Speaking easily and well	7	17		3	2	
Emotional stability	13	16				
Assignments	5	17	1	5	1	
A philosophy of education consistently applied	3	20	1	3	2	
Pupil motivation	4	20		4		1
Maintaining pupil interest	6	18		4		1
Knowledge of subject matter	8	16		4	1	

Table XVIII.- (Cont'd.)

Self-Evaluation by the Beginning Teachers Using Selected Professional Traits or Qualities.

Professional Traits or Qualities	Value Judgements					
	1	2	3	4	5	6
Effective Teaching Through:						
Communication skills facility	6	21		2		
Enthusiasm for teaching	15	12		2		
Skill in discussion	5	20	2	1	1	
Resourcefulness	7	18		4		
General scholarship	4	23		2		
Special areas: art, music, physical education	7	17	2	2		1
Developing American ideals of democracy	11	15	2	1		
Other professional values:						
Keeping records	5	22		2		
Constructing records	5	21	2	1		
Educational materials	5	20	1	3		
General clerical duties	4	22	2	1		
Administrative duties	4	22	3			
Promptness	11	14		4		
Interpreting the school program to and counsel- ing with parents	8	16	1	4		
Appreciating the social importance of the profession	13	14	1		1	
Working through profes- sional organizations to improve the profession		17	7	3	2	
General working conditions reaction	8	19		1		1

and, 4) a philosophy of education consistently applied had two checks each. The eight items with one check were 1) planning of teacher-learning situations in accord with acceptable principles of learning, 2) use of audio-visual aids, 3) working with parents, 4) use of broad background to enrich pupils' experiences, 5) assignments, 6) knowledge of subject matter, 7) skill in discussion, and, 8) appreciating the social importance of the profession. The college should investigate these areas to determine a need for improvement.

There was a total of seventeen items checked in the two values of some and great difficulty.

Thirty-seven items were checked by twenty-two teachers under the value judgement of little difficulty. The apparent great number of items checked should not be considered as abnormal as first year teachers are going to experience a little difficulty in some areas. Six nominations were given to teacher-pupil planning, a trait that is not easily acquired. Three items had five nominations each: 1) use of freedom and control in the classroom; 2) evaluation of learning; and, 3) assignments. Eight items received four nominations each: 1) promptness; 2) interpreting the school program to and counseling with parents; 3) pupil motivation; 4) maintaining pupil motivation; 5) knowledge of subject matter; 6) resourcefulness; 7) instructional procedures; and, 8) use of audio-visual aids. Six items received

three nominations each; nine items received two nominations each; and ten items received a nomination of one each.

Twenty-six items received nominations as not being applicable to the teacher in her teaching situations. An analysis of the totals may indicate some startling implications.

Seven teachers indicated that working through professional organizations did not apply. There were five, from above, who indicated some degree of difficulty for a total of twelve checks not positive.

Eight teachers indicated that working with the community did not apply. Four teachers (plus eight who indicated as a difficulty) indicated the use of community resources did not apply. Five teachers were in both groups.

A very serious implication could be drawn from the two teachers (plus one with little difficulty) who indicated that developing American ideals of democracy did not apply in their teaching.

The college apparently must do some re-evaluating of the teaching process at the college in light of the foregoing findings.

The following received two nominations each as not applying to the particular teaching position: 1) teacher-pupil planning (plus six indicated difficulties); and, 2) skill in discussion (plus two indicated difficulties).

Some items were checked as not applying because the school did not have the service or the teacher was not required to perform the duty, e.g., 1) counseling, 2) cumulative folders; 3) teaching, music, art, or physical education; and, 4) keeping certain records.

It must be considered important and worthwhile that beginning teachers are able to recognize areas where they are weak and need further education and help. However, a general strengthening of the education program to emphasize the points involved would help the future teachers who graduate from North Park College.

The long list of items considered as not applying to a particular teaching situation could be considered of more concern to the college than the list of difficulties. This list could represent a lack of awareness of what is needed and requisite for the profession.

Some standard had to be established to interpret Table XVIII. The original thought was to set a minimum selection by at least fifteen teachers of "satisfactory" and "strength" combined as an acceptable standard. An inspection of the returns indicated this was too low a standard. The minimum selection was raised to at least twenty-two teachers for an item to be considered as an acceptable standard of proficiency for the profession, for a beginning teacher. This produced a short "sub-standard" list as

explained later. The minimum selection number was raised to at least twenty-four teachers and this new standard produced a slightly longer "sub-standard" list. A standard of at least twenty-two teachers to select an item was considered very adequate.

Table XVIII indicates the proportion of strengths and satisfactory judgements to non-applicable and difficulties. By setting an arbitrarily high standard of a nomination of twenty-two selections of "satisfactory" and "strength" combined, it is noticed that only four items would be less than standard: 1) Ability to work with other school patrons: The Community; 2) Effective teaching through: Teacher-Pupil Planning, 3) Use of community resources; and, 4) Working through professional organizations to improve the profession. By raising the standard to twenty-four selections of items judged "satisfactory" or "strength" the sub-standard list would gain four items: 1) Use of freedom and control in: Classroom; 2) Use of audio-visual aids; 3) Assignments; and, 4) A philosophy of education consistently applied. Two items: 1) Pupils' cumulative folders; and, 2) School counseling service would not be added because two school districts do not have these items for two teachers responding as "not applicable". Table XVIII seems to indicate a preponderance of "strengths" and "satisfactory" applications as judged by the teachers.

The following list is a rank order of items judged "strength" according to the number of nominations given by the teachers. The number in parentheses is the combined number of "strength" and "satisfactory" judgements. Because of the difference in value judgements among the respondents, the combined values may be a more proper evaluation than the "strength" listing. The numeral before the item is the number of "strength" nominations.

- 18. Ability to work with others: Pupils (27)
- 16. Ability to work with others: Fellow workers (28)
- 15. Enthusiasm for teaching (27)
- 14. Ability to work with others: Principals (27)
- 14. Ability to work with others: Parents (27)
- 13. Emotional stability (29)
- 13. Appreciating the social importance of the profession (27)
- 11. Developing American ideals of democracy (26)
- 11. Promptness (25)
- 9. Use of freedom and control in the classroom (23)
- 8. General working conditions reaction (27)
- 8. Knowledge of subject matter (24)
- 8. Interpreting the school program to and counseling with parents (24)
- 7. Resourcefulness (25)
- 7. Speaking easily and well (24)
- 7. Special areas: art, music, and physical education (24)

- 6. Communication skills facility (27)
- 6. Use of freedom and control in the building (26)
- 6. Use of broad background to enrich pupils' experiences (25)
- 6. Maintaining pupil interest (24)
- 6. Pupils' cumulative folders (23)
- 6. School counseling service (23)
- 6. Ability to work with others: Other school patrons (20)

- 5. Planning of teacher-learning situations in accord with acceptable principles of learning (27)
- 5. Keeping records (27)
- 5. Constructing records (26)
- 5. Use of developmental psychology (25)
- 5. Instructional procedures (25)
- 5. Skill in discussion (25)
- 5. Educational materials (25)
- 5. Evaluation of learning (24)
- 5. Assignments (22)

- 4. General scholarship (27)
- 4. General clerical duties (26)
- 4. Administrative duties (26)
- 4. Pupil motivation (24)

- 3. Use of audio-visual aids (23)
- 3. A philosophy of education consistently applied (23)

- 2. Effective teaching through teacher-pupil planning (21)
- 2. Use of community resources (17)

- 0. Working through professional organizations to improve the profession (17)

The self-evaluation expressed through Table XVIII could be construed as a general over-all indication of satisfaction in the elementary education program at North Park College in connection with the items considered of value as professional traits or qualities and listed on the teachers' interview guide. There should be a follow-up at

the college concerning the items indicated as difficulties or thought to be not-applicable to the teaching profession.

Some typical comments concerning the selected traits or qualities will be found in Appendix 14.¹⁰

11. Guide Summary.

The purpose of this section was to allow the teachers to give responses concerning matters which may not have been covered in the items placed earlier into the teachers' interview guide. The three items were intended to guide the respondent to follow three lines of thought in answering: 1) omissions; 2) outstanding strengths; and, 3) outstanding weaknesses at North Park College in elementary teacher education. The responses were in keeping with the previous responses as checked in the listed items in the interview guide. Special emphasis may have been a determining factor for adding the thoughts by the teachers as all teachers interviewed felt very strongly about the responses in the three final items. The questions were not expected to receive an essay for a response but only a one item or thought response, and this was the basic type of response received. Each graduate tried to determine one point for each question item.

¹⁰ Appendix 14, p. 235.

The first item was "What experiences should North Park College have provided to have helped you to become a better teacher?". The replies were:

More concentrated study of elementary subjects.
(intermediate teacher)

I think there should be guided observation either in the sophomore or early junior year. There should be some student teaching in the junior year and full day training in the senior year. (intermediate teacher)

An education course in elementary music would have helped me, as the general education course had nothing to do with teaching the elementary grades, although it was a good course and helped me in the appreciation of music. (intermediate teacher)

More help on discipline and guidance. Much more phonics and reading methods, especially how to present reading. This appears very weak to me now.
(K-3 teacher)

Thorough reading program study would be very great.
(K-3 teacher)

More extensive reading methods. (K-3 teacher)

More methods - planning and providing for individual differences. Learning more about second grade work, e.g. methods, variety of children's activities, provision for seatwork for different levels of ability. (K-3 teacher)

Methods courses, especially for primary grades.
Longer day for student teaching. (K-3 teacher)

Education - professional - for primary grade level.
(K-3 teacher)

Observation of children and work with children earlier in college, more instruction in curriculum areas of grade school methods, especially at the lower levels.
(K-3 teacher)

Observation of all grade levels earlier to help decide grade interested in. Reading and arithmetic worksheets and education courses in these areas at grade level. Art file and experience with media. First grade in student teaching. (K-3 teacher)

More student teaching. More specialized professional courses: K-3. (K-3 teacher)

More practical teaching situations. Also teaching theory and presentation of materials at grade levels. (K-3 teacher)

I would have liked a children's literature course. Mathematics methods should have taught how to present a method of teaching actual numbers rather than just theory. (intermediate teacher)

We have fine general courses, but we need more specific education. (intermediate teacher)

I needed some training in handwriting and in reading, especially for slow readers. (intermediate teacher)

A summary of the remarks indicates a great demand for education in the presentation of materials at grade levels. The general education courses apparently must be supplemented with specific methods courses. It appears the individual differences of the grade levels and within the grade levels should be emphasized.

The second item was "What do you consider as the outstanding strength of the elementary teacher education program at North Park College?". The replies were:

Good contacts with excellent teaching positions.
Concern for your feeling about what you are receiving in education. (intermediate teacher)

General education is combined with the program.
(intermediate teacher)

The teacher-student relationship. (intermediate teacher)

The elementary department is small enough to have individual help for the students. (intermediate teacher)

The quality of fellow students. The morals of North Park are very high and this makes for a more "ideal" all-around character. This reflects on teaching.
(intermediate teacher)

Student teaching, as this is where you learn from realistic situations. (intermediate teacher)

Liberal arts background. Good student teaching experience. (K-3 teacher)

The student teaching program is strong because of excellent systems in the vicinity to teach in. Two periods are very helpful to get two ideas and programs. (K-3 teacher)

Over-all teacher education program is excellent.
(K-3 teacher)

Student teaching program. (K-3 teacher)

Values of life, human values are not only taught but practiced at North Park. These values are necessary for excellent teaching. (K-3 teacher)

The informal teacher-pupil planning program. Our requests for subject matter were asked for and considered. The consideration of the student.
(K-3 teacher)

The emphasis placed on being a Christian teacher.
(K-3 teacher)

Minor. Friendship of College. Rapport of faculty and students. (K-3 teacher)

The teacher in charge of elementary education supervision. She was very good, even though she had so very much to do. (K-3 teacher)

Sincere interest of the faculty. This will carry over into my teaching. (K-3 teacher)

The individuality of the teachers at North Park. I will try to teach like that: as an individual. (K-3 teacher)

Helpfulness of teachers. Freedom of talking over problems. (K-3 teacher)

Teacher-student relations - size of college makes this possible. Excellent background for teaching. (K-3 teacher)

North Park did send me into the teaching field confident I could handle any situation I may face. (K-3 teacher)

Freedom to develop your own ideas in teaching and presenting of your material. (K-3 teacher)

North Park teaches more than subject matter. (intermediate teacher)

The summary of the comments indicates the feeling of the graduates for an outstanding human values experience at North Park College. The final comment seems a fine summary. The attitude throughout the investigation is reflected in the responses to these two items in that all responses were given in the spirit of the investigation and intended to offer help to improve a situation that may need improvement although it, the situation, was of high quality as it was in the minds of the graduates.

The third item was "What do you consider as the outstanding weakness of the elementary teacher education program at North Park College?". The replies were:

A great lack of knowing about children's literature as well as visual aids. (intermediate teacher)

The theories presented are not always the most practical to carry out in actual teaching experience - such as those concerning discipline. (intermediate teacher)

Reading instruction. (intermediate teacher)

Make the courses applicable. (intermediate teacher)

Not enough actual training for a good reading program outside of study teaching. (intermediate teacher)

Need more specific help for primary level work - too general. (K-3 teacher)

There is really nothing weak enough to be outstanding. Over all, I feel North Park has a fine program and they shall continue to improve. (K-3 teacher)

One half day student teaching. (K-3 teacher)

Imbalance of class scheduling with student teaching. Too much of an academic load for also doing student teaching. (K-3 teacher)

More professional courses at the primary level. Have more teachers in elementary education department. (K-3 teacher)

The lack of a good course instructing a teacher in philosophy, and method of reading and phonics. This is so important for those of us in the primary grades. (K-3 teacher)

A. Lack of practical teaching situations until end of courses. B. Dwelling on philosophies and history of education rather than learning what real teaching is. C. Need K-3 primary courses. (K-3 teacher)

Elementary education division head is overworked. She has far too much to do. She cannot reach all her students as a result. (K-3 teacher)

K-3 training. Not enough K-3 professional courses.
More specialized grade level courses needed.
(K-3 teacher)

More emphasis on collection of actual teaching materials. There were no children's literature classes or actual sample literature. (K-3 teacher)

No courses in the state of Illinois required constitution test. Require more geography. (K-3 teacher)

Lack of more varied courses in elementary education.
(K-3 teacher)

More practical methods. (intermediate teacher)

Too heavy a class load during student teaching.
(K-3 teacher)

A summary of the comments seems to indicate there should be more practical application of theories and an emphasis on methods of presentation. The teachers are looking for something specific and definite, especially at the K-3 level..

The responses to the three items indicated that some experiences were inadequate, omitted, or very substantial. The concern for human values was reflected in responses to item two, especially in the concern for the workload of the supervisor or head of the division of elementary education. No one response can be ignored or placed on a level above or below that of another response. Any one response could be the one that would determine the ultimate change needed to be of inestimable importance to the college. Only the staff at North Park College will be able to make that decision. The similarity of ideas expressed

in the responses to items one and three is that they concerned the want of more concrete application of theories, and a desire to have a specific knowledge of methodology of professional teaching. The teachers were very interested in being the best of teachers and their responses must be considered in that light.

12. Chapter Summary.

The general background items produced the following information concerning the graduates.

The age concentration was twenty-two to twenty-three years. The minor concentrations were art, music, speech, and religion. The graduates were employed to teach at all grade levels of the elementary school with nineteen of the twenty-nine graduates teaching in the K-3 level. The teachers were in a great variety of situations. Many teachers teach all the subjects of the school day.

The graduates were not satisfied with the operation of the registrar's office in the manner of forwarding credentials and having information concerning teaching position vacancies.

Twenty-three teachers were very well satisfied with their present teaching positions. Only six did not plan to return to their present positions, but only one was changing due to difficulties.

The professional reading habits of the graduates could be improved. Also, necessity of belonging to professional organizations for professional growth seems foreign. The teachers attended many professional growth meetings.

The three most valuable courses were 1) American History, 2) Biology, and 3) Psychology of Human Development. The attempt to find the three least valuable courses resulted in five courses closely grouped: 1) Introduction to Social Sciences, 2) Elementary Statistics, 3) Hebrew Prophets, 4) Swedish, and 5) Life and Teachings of Jesus. The basic reasons given for the selections were the practicality, or lack of it, for elementary teaching, and the effectiveness, or lack of it, of the professors. The students appeared unaware of the aesthetic, cultural, and long term values of the liberal arts courses. Yet, they placed great value on the liberal arts program. The liberal arts program should be related to elementary education.

Better preparation for teaching was desired in 1) teaching of reading, 2) language arts, 3) science, 4) music, 5) world history, 6) methods in all areas, and 7) K-3 teaching.

The minor preparation was valued highly when it was directly connected with elementary teaching.

Professional courses were evaluated by the graduates in light of their application to immediate teaching needs.

Long term values were ignored. The graduates want the courses to be applied to the K-3 and intermediate levels of elementary education to make the courses more valuable; the courses now are too general. Five courses were judged to be of satisfactory value: 1) Student Teaching, 2) Psychology of Human Growth, 3) Techniques and Curriculum, 4) Health and Physical Education, and 5) Seminar in Elementary Education. Three courses were considered of marginal satisfactory value: 1) Teaching the Language Arts, 2) Mathematics for Elementary Grades, and 3) General Psychology. The other courses were not considered satisfactory by the graduates.

The student teaching program is a strong program. The graduates ask for a lighter academic class load while student teaching; a full day of student teaching; and some observation before student teaching.

The general experiences of the college years as offered at North Park College were deemed to be generally satisfactory. The outstanding item was the positive faculty-student relationship. Items considered of little or no value were determined by use of the strict standard of seven or more nominations for "little or none" value judgements. In this category were placed: 1) on-campus employment, 2) adequacy of variety in social activities, 3) community services, 4) college activities, 5) elective

offices held, 6) specific career guidance, and 7) individual guidance and counseling. All other items were considered as satisfactory.

There was an overall satisfaction indicated in the responses to the traits and qualities items. A six point rating scale of two positive points, one non-applicable, and three difficulty points was used to determine each teacher's judgement of each item. Only one item, teacher-pupil planning, received as many as six checks of "little difficulty". Only one item, use of community resources, received as many as a total of eight difficulty checks. Beginning teachers are expected to have "little difficulty" in some areas; the items checked "some difficulty" and "great difficulty" then can become means of measurement of difficulty encountered. Only one item, use of community resources, received as many as three checks in these value categories; three items received only two checks each in these value categories: 1) speaking easily and well, 2) a philosophy of education consistently applied, and 3) working through professional organizations to improve the profession. There were thirteen items that received only one nomination each. The graduates' self-evaluation was an apparent overwhelming vote of professional confidence. To interpret the positive nominations a standard was set that was tantamount to 75 per cent of all nominations being in

the satisfactory or strength categories, combined, before an item could be considered as satisfactory. This high standard produced a list of only four less-than-standard items: 1) ability to work with other school patrons: the community; 2) effective teaching through teacher-pupil planning; 3) use of community resources; and, 4) working through professional organizations to improve the profession. The first five items according to the most strength reports are: 1) ability to work with pupils; 2) ability to work with fellow workers; 3) enthusiasm for teaching; 4) ability to work with principals; and, 5) ability to work with parents.

The responses to the free answer type questions concerning the experiences needed were to the effect of 1) more specific methods, 2) reading methods, and 3) the curriculum of the elementary grades.

The outstanding strengths of the program were the 1) liberal arts, 2) concern for the student, 3) morals of the college, 4) teacher-student relations, and 5) human values taught.

The outstanding weaknesses of the program indicated 1) need for more practical courses, 2) need for a good reading methods course, 3) need for more student teaching, 4) less course work required while student teaching, and 5) lack of a K-3 specialization.

The teachers were very interested in being the best of teachers and their responses must be considered in that light. There is a positive relationship indicated between the responses to the three free answer items and the value judgements indicated concerning the 1) professional traits and qualities, 2) professional education courses, 3) student teaching, and 4) general experiences during the college years. The consistency of reaction to the items of the teachers' interview guide, intermingled with the expressions of human values in teaching, seems to indicate a well developed approach to goals desired by the graduates; they seem to know how to go about correcting discrepancies. The moral approach to all phases of teaching was always expressed during the interviews, although it could not be specifically indicated in the type of answers requested. The college apparently teaches more than academic class work; it apparently teaches human values, too.

A loyalty to North Park College was very evident throughout the interviews; the graduates seemed more than willing to want to help and improve their college. All suggestions were made in a positive attitude.

The next chapter concerns the responses of the employing principals. A comparison of teachers' and principals' responses is presented, also.

CHAPTER V

RESPONSES OF THE EMPLOYING PRINCIPALS

1. Introduction.

This chapter is concerned with the responses of the employing principals of the North Park Graduates as revealed through the answers given to the items on the Principals' Interview Guide. This chapter is divided into sections in accordance with the sections of the guide. Each section of the guide offers information that is believed to be distinct from that of the other sections. The order of the responses is the "general background information" necessary for the study and such information that could not well be included in any other section of the guide; "Traits or Qualities" of the teacher that should be important in professional teaching as observed and judged by the employing principals in relationship to the demands of his school and school district; guide summary; and a comparison of the principals' and graduates' evaluation responses. The "Traits and Qualities" sections are further subdivided into "ability to work with others"; "effective teaching through certain traits or qualities"; and "other professional values"; and summary remarks. The responses of the employing principals were gathered through a principals' interview guide. The

principals are in a valid position to offer opinions concerning the strengths and weaknesses of the teachers under their supervision. It must be noted that there were thirty-two principals' or supervisors' evaluations of the professional teaching work of thirty beginning, first year, teachers. Three principals evaluated more than one teacher each; one principal evaluated four teachers; and two principals evaluated two teachers each. The two supervisors presented a unique situation in that they could present an evaluation of the North Park College graduates from a supervisor's viewpoint and relate the graduates' work with that of other beginning teachers in the system. One supervisor worked with K-3 teachers and the other supervisor worked with intermediate teachers. The responses of the supervisors were found to be acceptable to the nature of the study.

The principals and supervisors (hereafter referred to as principals) used the criteria of the guide to reach their conclusions concerning the teachers. All principals of the teachers cooperated in the study. Three principals found it impossible to donate the time for an interview and three principals were in areas not readily accessible for personal interviews because of the extreme distances involved from the home of the writer but used the guides as a questionnaire; special letters of instructions were included with the guides mailed to these principals. The

principal of the non-participating teacher did participate in the study. There were, therefore, thirty-two principal responses for the twenty-nine participating plus one non-participating teachers.

The principals must evaluate the professional teaching job of the teachers under their supervision for the school district; they must evaluate the professional job as it is unique to the building in which the teacher teaches and with the group of children placed under her charge and entrusted to her care.

2. General Background Information.

The purpose of this section was an attempt to get sufficient background information for the study.

Twenty-one principals reported they formally visited the rooms of the beginning teachers often; ten reported rarely; and one reported never. Often was found to mean from seven visits to fifty visits. The principal indicating "never" also reported he visits only in an informal manner; the other principals also indicated they visit a classroom many times in an informal manner.

All principals indicated they were able to have some sort of conference after the classroom visits. Very often the conference was held in an informal manner. The principals generally held to the belief the informal

conference was the better situation and the non-class time of the teacher was the time for the professional discussions involving the teacher, her work, the school, and total relationships. Many conferences were held without first having a classroom visitation as areas for discussion were prompted during the informal teachers' meetings and the free exchange of thought aided the beginning teacher immediately. The new teacher was encouraged to offer her thinking and this security invitation assisted the new teacher to solve her problems or to prevent the problems from occurring. The new teachers indicated a willingness to participate in the discussions and to accept the suggestions; they wanted to learn. Some discussions had to be private due to the personal nature of the material for discussion.

The other data assembled from the background information has been presented in Chapter four.

3. Professional Traits or Qualities.

The purpose of this section was an attempt to have the principals evaluate the beginning teachers by using fifty-one selected professional traits or qualities. The inquiry was to determine the strengths and weaknesses of the teachers by using these traits or qualities as criteria. It was believed these were the items that would be the crux of the teacher in the profession. Items judged as a strength

would indicate the beginning teacher could do well in that phase of the profession. Items evaluated as satisfactory would indicate the principal believed the teacher was doing a satisfactory professional job in her situation. Difficulties would indicate the education of the graduates needed to be strengthened in that area. This was an important step in this study of the evaluation of the North Park College elementary teacher education program; to determine the strengths and weaknesses of the graduate on the job teaching through principal evaluation.

The forty-one professional trait or quality items on the teachers' interview guide were repeated on the principals' interview guide plus ten other items.

Some standard had to be established to interpret Table XIX. A strict standard was desired; therefore, a minimum selection of twenty-four nominations of other than difficulties was set, and a short list of "sub-standard" items was obtained. By raising the standard to twenty-five nominations for a first year teacher to be considered professionally proficient in an item a slightly longer list of "sub-standard" items was secured. A more stringent degree of rating was used in the principals' nominations than in the teachers' nominations because of the use of the "non-applicable" items. It was felt the principals were in a better position to determine if an item were "non-

Table XIX.-

Principals' Evaluation of Beginning Teachers Using Selected Professional Traits or Qualities. (N:32)
 (Value Judgements: 1-Strength, 2-Satisfactory, 3-Not Applicable, 4-Little Difficulty, 5-Some Difficulty, 6-Great Difficulty)

Professional Traits or Qualities	Value Judgements					
	1	2	3	4	5	6
Ability to work with others:						
Fellow workers	18	12			1	1
Principals or supervisors	20	11			1	
Pupils	15	10		3	4	
Parents	11	16		3	2	
Other School Patrons:						
The Community	9	15	7	1		
Effective Teaching Through:						
Teacher-Pupil Planning	6	20		3	3	
Planning of teacher-learning situations in accord with acceptable principles of learning	6	21		2	3	
Use of Freedom and Control in:						
Classroom	7	16		1	7	1
Building	5	18	1	5	2	1
Use of Developmental Psych.	4	21		1	4	2
Evaluation of Learning	7	19		3	2	1
Instructional Procedures	8	16		7		1
Use of Audio-Visual Aids	4	19	1	5	2	1
Use of Broad Background to Enrich Pupils' Experiences	9	14		6	2	1
Use of Community Resources	1	20	3	5	2	1
Pupils' Cumulative Folders	6	18	3	3	2	
School Counseling Service	6	13	7	3	2	1
Speaking Easily and Well	11	14		3	4	
Emotional Stability	16	9		3	2	2
Assignments	7	18		5	2	
A Philosophy of Education Consistently Applied	8	18		2	4	
Pupil Motivation	8	17		6		1
Maintaining Pupil Interest	10	14		6	1	1
Knowledge or subject Matter	12	12		6	1	1
Communication Skills Facility	7	20		1	3	1

Table XIX.- (Cont'd.)

Principals' Evaluation of Beginning Teachers Using Selected Professional Traits or Qualities. (N:32)

Professional Traits or Qualities	Value Judgements					
	1	2	3	4	5	6
Effective Teaching Through:						
Interest and Participation in Professional Organiza- tions for Teachers	9	15		5	2	1
Interest in Continuing Her:						
General Education	3	11	14	2	2	
Subject Field Education	3	10	14	3	2	
Professional Education	3	10	13	4	2	
Enthusiasm for Teaching	22	4		2	3	1
Adherence to a Professional Code of Ethics	20	9		1	2	
Conformity to Community Mores	11	16	3	2		
Skill in Discussion	7	18		5		2
Resourcefulness	7	18		4	1	2
General Scholarship	8	19		3	1	1
Special Areas: Art, Music, Physical Education	8	16	4	3	1	
Developing American Ideals of Democracy	10	19		2	1	
Other Professional Values:						
Keeping Records	11	17		3	1	
Constructing Records	2	25		3	1	1
Educational Material	6	17		7	1	1
General Clerical Duties	5	23		3		1
Administrative Routines	6	22		2	1	1
Promptness	16	11		4	1	
Interpreting the school Program to and counseling with parents	8	17		4	3	
Working Effectively in the Community as a local citizen	5	9	16	2		
Appreciating the Social Impor- tance of the Profession	13	13		5		1
Working through the Profes- sional Organizations to Im- prove the Profession	2	17	6	4	1	2
General Working Conditions Reaction	14	14		3	1	
Extra-Curricular Activities Reaction to Community Living Conditions	4	10	13	4		1
Personal Recreation Activities	9	19		4		
	5	13	11	2	1	

applicable" or not for the teaching situation for any one particular teacher. Therefore, the "non-applicable" items could not be considered as difficulties, or as negative assessments. With this strictness in mind, an item with nine "difficulty" nominations became an "unsatisfactory" item; items with eight "difficulty" nominations became marginal satisfactory items. The standard of nine "difficulty" nominations to select an item for "unsatisfactory" was considered very adequate for first year teachers.

Using the standards set forth above, Table XIX shows the following items as less than standard: 1) Use of freedom and control in the classroom; 2) Use of community resources; 3) Use of broad background to enrich pupils' experiences; and, 4) Use of educational materials. A total of twelve teachers received these difficulty checks. By changing the standard to include only eight difficulty nominations, Table XIX shows the following items to be added as marginal satisfactory items: 1) Use of freedom and control in the building; 2) Instructional procedures; 3) Use of audio-visual aids; 4) Maintaining pupil interest; and 5) Knowledge of subject matter. The marginal satisfactory items were spread over a total of eleven teachers; the eleven teachers are included in the twelve teachers of the unsatisfactory items mentioned above.

Seventeen principals marked no difficulty checks for the teachers under their supervision; fifteen teachers were included by these seventeen principals. One teacher received one difficulty check from her principal; two teachers received three difficulty checks; one teachers received four difficulty checks; and one teacher received six difficulty checks. The overwhelming number of difficulty checks in Table XIX were received by ten teachers as follows: two teachers received eleven checks each; and each of the following totals was received by one teacher each: thirteen, fourteen, twenty-one, twenty-two, forty-one, forty-two, forty-six, and forty-eight.

By continuing to use the high strict standard set earlier in this chapter, we find the last eight teacher totals in the previous paragraph may cause concern for each teacher involved to be considered as having too many difficulties. These eight totals could be further divided into groups with "little difficulty" with thirteen and fourteen checks; teachers with "some difficulty" with twenty-one and twenty-two checks; and teachers with "great difficulty" with forty-one, forty-two, forty-six, and forty-eight checks. Of the teachers in the "difficulty" eight, only one teacher has changed teaching position due to the difficulties of the position at the time of the study.

Table XIX shows an over-all satisfactory appraisal of the teachers as a professional first year group.

The following list is a rank order of items judged "strength" according to the number of nominations given by the principals. The number in parentheses is the combined number of "strength", "satisfactory", and "non-applicable" judgements. Because of the difference in value judgements among the respondents, the combined values may be a more proper evaluation than the "strength" listing. The numeral before the item is the number of "strength" nominations.

- 22. Enthusiasm for teaching (26)
- 20. Ability to work with principals or supervisors (31)
- 20. Adherence to a professional code of ethics (29)
- 18. Ability to work with fellow workers (30)
- 16. Promptness (27)
- 16. Emotional stability (25)
- 15. Ability to work with pupils (25)
- 14. General working conditions reaction (28)
- 13. Appreciating the social importance of the profession (26)
- 12. Knowledge of subject matter (24)
- 11. Conformity to community mores (27+3)
- 11. Keeping records (28)
- 11. Ability to work with parents (27)
- 11. Speaking easily and well (25)
- 10. Developing American ideals of democracy (29)
- 10. Maintaining pupil interest (24)

- 9. Reaction to community living conditions (28)
- 9. Interest and participation in professional organizations for teachers (24)
- 9. Ability to work with other school patrons: the community (24 + 7)
- 9. Use of broad background to enrich pupils' experiences (23)

- 8. General scholarship (27)
- 8. A philosophy of education consistently applied (26)
- 8. Pupil motivation (25)
- 8. Interpreting the school program to and counseling with parents (25)
- 8. Instructional procedures (24)
- 8. Special areas: art, music, physical education (24 + 4)

- 7. Communication skills facility (27)
- 7. Evaluation of learning (26)
- 7. Skill in discussion (25)
- 7. Resourcefulness (25)
- 7. Assignments (25)
- 7. Use of freedom and control in the classroom (23)

- 6. Administrative routines (28)
- 6. Planning of teacher-learning situations in accord with acceptable principles of learning (27)
- 6. Effective teaching through teacher-pupil planning (26)
- 6. Pupils' cumulative folders (24 + 3)
- 6. Educational material (23)
- 6. School counseling service (19 + 7)

- 5. General clerical duties (28)
- 5. Use of freedom and control in the building (23 + 1)
- 5. Personal recreation activities (18 + 11)
- 5. Working effectively in the community as a local citizen (14 + 16)

- 4. Use of developmental psychology (25)
- 4. Use of audio-visual aids (23 + 1)
- 4. Extra-curricular activities (14 + 13)

- Interest in continuing her:
- 3. General education (14 + 14)
- 3. Subject field education (13 + 14)
- 3. Professional education (13 + 13)

2. Constructing records (27)
2. Working through professional organizations to improve the profession (19 + 6)
1. Use of community resources (20 + 3)

Some items on the interview guide were judged to be "not applicable" for first year teachers by some of the principals. In all cases where the principal evaluated as "non-applicable" he indicated the teacher did not have the responsibility, was not expected to do the task, or have the trait as beginning teacher. Referring to Table XIX we find that seven principals indicated the teachers were in such a community that they would find it difficult to work with the patrons of the school as the school had no community aspect about itself. The use of community resources came under this same consideration. Three kindergarten teachers were excused from handling pupils' cumulative folders. Seven teachers worked in school districts that did not have school counseling services. The first year teacher was not expected to continue her academic education during the first year of teaching; the principals indicated the teacher should first get to know what is expected of a professional teacher during the first year and maybe the second year. The teacher could have the interest in continuing her education and this was expressed to the principal by her and he evaluated her with a combination of her expression during the year and the attitude that a first year teacher should not take

academic college work during the first year. The conformity to community mores was thought to be impossible in several schools because of the nature of the community in that the school did not represent any particular community. Four principals requested that their teachers not be evaluated on the special subjects as they had special teachers teach these areas, and the teachers should be considered in the non-applicable category concerning the carry-over into the other areas in the classwork. Sixteen principals felt it impossible for the teacher to work in the community as an effective citizen due to the nature of the district and the teachers had to live outside the district. Six principals did not believe their teachers should engage in professional organization work the first teaching year. Eleven principals indicated they felt the personal recreation activities of the teachers was "non-applicable" because they had no information on which to evaluate.

During the interviews some principals expressed the opinion they hoped the new teachers would be satisfactory in most categories or items, but they expected the teachers would exhibit some strengths.

Table XIX, under "Other Professional Values" presents a listing of value judgements of items of effective teaching through administrative professional values which generally do not have a pupil contact involved. These items are very essential to teaching for these are items that

generally make for a smoother operating profession. Nine principals indicated that nine teachers are not making proper use of the educational materials furnished them; seven teachers are indicated as not doing a proper job of interpreting the school program to and counseling with parents; six teachers did not seem to understand the social implications of the profession. These three items are critical items for the profession; the college should give these items some consideration for further study in programming. Further consideration seems warranted by the college to ensure that all graduates realize the tremendous impact the profession has upon society.

The over-all evaluation of the items under "Other Professional Values" indicated a satisfactory professional function by the graduates. This could be accepted as an approval of the manner in which the elementary education teaching graduates of North Park College were meeting their general administrative obligations in their teaching positions.

The summary of the responses of the employing principals indicated the teachers were able to work well with those people with whom a teacher must be able to work:

- 1) fellow workers; 2) principals or supervisors; 3) pupils;
- 4) parents; and, 5) other school patrons: the community.

Most of the items under "Effective Teaching Through" received

satisfactory evaluation. Items receiving less than standard evaluations were: 1) discipline control; 2) instructional procedures; 3) use of visual-audio aids; 4) use of broad background to enrich pupils' experiences; 5) use of community resources; 6) maintaining pupil interest; 7) knowledge of subject matter; and, 8) interest and participation in professional organizations for teachers.

The over-all response summary indicates the college is producing satisfactory teachers, with the exceptions noted.

Typical comments of the principals in support of their responses to the items on the guide follow:

Lacks knack of knowing when to use pupil motivation and when to try to maintain motivation.

She is very conservative, not outgoing, very youthful. This is good.

She does not seem to understand when teaching is being done: when students are learning. She must learn to evaluate much better; this is very weak. She must learn to evaluate as she proceeds through the lesson. She has much to learn about teacher-pupil planning; she needs a good review of psychology of teaching and learning although she does well in learning how to teach. The room control needs help. First year is difficult for all teachers and the college should do more to make the first year more successful. She is aware of first year difficulties and is trying to overcome them. She must provide more for individual differences. She was very receptive to help in instructional procedures. She knows very little about the use of machines in teaching: visual aids. The college should provide courses in specific areas to define the objectives of the area. The basics are important. Develop a K-3 program. The American ideals of democracy are well done. Public relations

work must be better developed in working with parents of all levels of students' abilities.

The teacher had difficulty sharing and gaining professional experiences at her level. She has a tendency to stay with herself: she must be drawn into the group. She lives alone and goes home for lunch. She had too much to learn concerning teacher-pupil planning; her class was too teacher dominated. There was advice to follow the manuals and build from unit to unit and year to year. Much more could be done with the use of psychology in the classroom; there appears to be much more need for more education here. She needs much help in room management and classroom processes; e.g. she tries to teach from sitting at her desk and does not move about the room. She seems very insecure; the college should have done more to prepare the girl, although she has great potential. Emotional control is lost at times in that she does not always speak easily and well and loses control. More work at college should be done in giving the graduates a better idea of preparation of assignments for the students. The girl has a tremendous interest in wanting to learn. Her teaching of art is weak. She works several nights a week with her church. There is some wonder if she liked her children, and if she belonged in teaching.

North Park graduate was a good first year teacher. She was able to progress well with the limitations of supervision and will do a good job. She does very well with children, she seems to know the kindergarten work very well. She works well with the professional staff. There are limitations in her kindergarten education which she has been able to overcome very well.

Get teaching experience first. Get to learn good classroom procedure first. Has worked with teacher on a better use of the voice, and the teacher has made good progress. Stress good discipline first. Contact with parent is a necessity, and college could do more in this area. The principal wants the teacher to get to the root of the problem in her classroom work. She must learn to do this in private: locate the student; if nothing works then bring problem to office. The principal can take over, and well. Must plan the day.

The teacher must know management in the building. There is a very strong emotional stability. The new teacher must mellow a bit before going on to further study. The teaching of art must be improved: the college could do much here. A first year teacher must go along with the professional organizations. There could be a better understanding of K-3 materials, situations, children, and general conditions. For a first year teacher she does a general satisfactory professional teaching job, with the limitations indicated.

She needs much help in the teaching of reading. There seems to be a lack of good understanding of the primary level work and outcomes expected. She does very well, though. She has good control and authority as a teacher. Good teacher manner. She works on a curriculum committee. There is a need for the learning of basics of teaching. She has received much subtle supervision. There is a cheerful classroom and acceptable motivation. She is a flexible teacher. Parents came to school to consult and she did very well. When she needed help she sought it out.

Interpreting the school program comes with maturity. The teacher has too close a tie with the college. She should learn to sever apron strings with the college and try to associate with other teachers when choice is available. She selects college instead of selecting her professional associates, at least her fellow new teachers. She has a very determined effort to be helpful; to help the college; and to help other new teachers. The follow-up by the college is adequate, and maybe too much. The college should allow graduates to grow in the profession. There is satisfactory work for a first year teacher.

I do not expect too much from a first year teacher. She must try to improve. She should try to learn to teach well before she considers further education. She keeps to herself, is not outgoing but does a satisfactory job for a first year teacher. She is pleasant. Good number concepts are used in teaching arithmetic. The teacher is learning to carry on a discussion with second grade students. She is resourceful as a first year teacher but must improve.

Teacher has grown; the potential must be there to be able to grow. She has shown fairness in her teaching. She considers all levels in her work. A very satisfactory first year teacher.

Teacher is a very superior person; class is doing very well; she is doing a terrific job. Send us more teachers like this girl.

I find my teacher does a satisfactory professional teaching job in all areas indicated in the interview guide. The college must do a very fine job to have such a fine teacher.

These teachers do a fine teaching job--satisfactory with many strengths as indicated on the guide.

My teacher is satisfactory or better in all areas. She is inexperienced; a first year teacher, but has shown great growth. Could become the outstanding teacher in the district. Now, she is superior to experienced teachers. Had difficulty in reading, at first, but does well after supervision; she realized her shortcomings here. Handles individual differences well.

The guide items are satisfactory or better. The college does a fine educational job preparing these teachers.

The teachers never complain. They are very prompt; they seem to understand well the importance of the profession upon society. They do things very adequately. They accept all children, treat all alike: this we like. The college could do a better job with audio-visual aids of all kinds. We like our teachers to have more poise in front of a classroom: we have worked here.

Very cooperative teacher; does the items well-superior in all ways.

Outstanding outlook on teaching; fine background; sincerity of purpose in all items. A wonderful teacher to have on the staff.

4. Guide Summary.

After the principals evaluated the teachers' traits and qualities they were asked to respond to four general questions. The purpose of this section was to allow the principals to give responses concerning matters which may not have been covered in the items placed into the principals' interview guide. The items were intended to guide the respondents to follow certain lines of thought in answering: omissions, teacher difficulties, teacher attitudes toward supervision, strengths of North Park graduate(s), and weaknesses or area(s) of improvements suggested for North Park College. The responses were in keeping with the previous responses as checked in the listed items in the interview guide. Special emphasis may have been a determining factor for adding the thoughts by the principals as all principals interviewed felt very strongly about the responses in the four final items. The questions were not expected to receive an essay for responses, although some responses were rather lengthy, but only one item or thought response. Each principal tried to determine one point for each question item. The questions and responses follow:

Question One: If a difficulty is very serious, what help are you able to give to a beginning teacher? Initiate conference, refer him to another teacher, or Wait for him to request help? Other:

The administrators responded that all would initiate conferences, ten administrators would refer the teachers to other teachers for help, also, and none would wait for the teacher to indicate some form of help was needed. Included in the referring to other teachers for help was the reference to supervising teachers, specialist teachers, and consultants. The principals' comments indicated a varied reaction to the thought content of the question:

The principal would take over the class, arrange for visits to other teachers' rooms, or take the most important problems as they arise. The teacher has had all, was eager for all, was receptive for all, and profited.

The teacher misses the point of difficulties; she sends her problems to the office.

Helping teacher was assigned at the outset, but she does not use her adequately. Teacher does not seem to recognize need to request help or is too proud. School furnished substitute so that a teacher may go to another school to observe, but this has not been done by this teacher. The helping teacher has helped. There is a conflict of personalities with another teacher when the other teacher will not help her. The principal initiates the conference.

Principal initiates conference. Meetings on grade level are very helpful.

If principal is aware he initiates conference. Action to follow may be another teacher, the principal, counselor, a demonstration, etc.

Initiate the conference. Also, refer to curriculum consultant.

Teachers know they are welcome to visit every day, and they do. I initiate the conference when I know about any difficulty.

There is a master teacher for each area. She accepts supervision very well.

A combination of all three depending upon the seriousness of the problem. There should be an attempt made to develop the kind of rapport that would encourage the teacher to share problems from the beginning. This is the duty of the principal to encourage.

Could refer her to the assistant principal, but I have not had to. She talks sometimes just to pass the time of day.

The statements of the employing principals seem to indicate the beginning teachers were offered many opportunities for supervision and most of the teachers were able to accept the supervision in the professional manner desired by the principals.

Question Two: In your judgement, what is the attitude of North Park College's beginning teachers toward supervision?

The general tone of the responses was of satisfaction, and there was an indication the teachers generally had a fine attitude toward supervision. The question is closely related to the first question and the responses were in a similar vein. There was an indication of the teachers using the results of supervision for improvement in the profession, with one exception. Typical principal responses follow:

Very cooperative.

Very fine in all respects. Possesses ability to evaluate teaching and seek help in needed areas.

Her attitude toward supervision is all that I would ask from her. Very receptive, follows through - truly a "gem" in this area.

We have one graduate who is a well adjusted person, serious, willing to learn and improve, also interested in her profession.

Excellent attitude. The people who attend North Park College must be excellent people if all are like this teacher.

Very well, excellent.

With Miss _____, it has been excellent. She has been very appreciative of all help offered.

Accepts willingly -- wants to learn.

These girls so far have seemed to be of the highest quality. They accept help, criticism, etc. very well.

This teacher is very cooperative and self-confident. Welcomes supervision. The teacher wants to improve.

Very cooperative. Takes criticisms and suggestions well with the result that improvement results.

Most receptive.

Cooperative but not effective; it is like water off a duck's back. She needs supervision.

Very!! Excellent!!

Outstanding person. Human nature is tops. Very good! Characteristics of most beginning teachers, but she is about the best.

Very fine, agreeable, and cooperative.

Very excellent. Very receptive all the way. This teacher seems a bit remote and appears to have difficulty recognizing the need for help by herself. She should ask for help sooner.

Very excellent.

It is a very fine attitude. They are not suspicious or afraid. It would be hard on them if they were suspicious or afraid in our system.

Better than average. Very good. Very satisfied. Excellent attitude. Not a typical school of education approach. A tremendous desire to want to do things well, not just to get by with an average result.

Very excellent. They look for help, expect it, and use it. They seem to keep the principal "on his toes" and that is wonderful.

Commendable.

Very good. Accepted help. Asked for help. Tried to follow through.

Question Three: What do you like best about North Park College's graduates?

The responses of the employing principals seem to indicate the graduates have a fine background as teachers for working with children. There was an indication that certain individuals needed help in some areas but the general overall reaction was of satisfaction on the part of the principals, with one exception. There is a strong indication of teaching success possible: the spirit and enthusiasm for teaching, love of children, and sincerity of purpose. The responses follow:

Willingness to work and high moral quality of their moral fibre.

This teacher knows her subject matter.

Fine job. Commendable enthusiasm and desire -- fine attitude.

Good plans, preparation well done -- cooperative and good classroom management. Promptness and apparent love of teaching children.

Seem to be very stable persons. Whether this is a personal make-up or confidence in their skills, I do not know.

Eagerness, friendliness, ability to take hold of a job, self-confidence, humbleness, etc.

Where do we find any nicer group of people? Family background? Very friendly, natural, sincerity of purpose.

This teacher is in control of the classroom and it always seems a learning situation prevails.

Would this tremendous enthusiasm exist from another college? Or, what? A very fine teacher.

My observation with North Park graduates have been that I think the vigorous spirit and enthusiasm for teaching, loyalty, sincerity characterize the group.

Morally excellent. To be a good teacher. Stable teacher, self-reliance; fit for teachers.

Good worker. Good. Very amenable to learning and things. Works hard. Good grooming.

Good manner as a teacher.

Their "down to earth" approach to living -- and teaching!! Maturity is a keynote.

Enjoys her work, smiles, attracts children, children just love her.

I like the ability to work consistently at teaching. This means the ability to do daily planning -- to organize work and materials well ahead of the time they will be used by the pupils. She also seems very conscientious about routine duties and about being prompt with records due, and on time at meetings. They must be a wholesome, sincere group of students. We want more of them.

Good plans, preparation well done -- cooperative and good classroom management. Promptness and apparent love of teaching children.

Seem to be very stable persons. Whether this is a personal make-up or confidence in their skills, I do not know.

Eagerness, friendliness, ability to take hold of a job, self-confidence, humbleness, etc.

Where do we find any nicer group of people? Family background? Very friendly, natural, sincerity of purpose.

This teacher is in control of the classroom and it always seems a learning situation prevails.

Would this tremendous enthusiasm exist from another college? Or, what causes it? A very fine teacher.

My observation of and experience with North Park graduates have been very limited but I think the vigorous spirit for full living, the enthusiasm for teaching, love of children, and sincerity characterize the graduate, Miss_____.

Morally excellent. A burning desire to be a good teacher. Stability as a person and teacher, self-reliance; fit in so well with other teachers.

Good worker. Good personality. Very amenable to learning and things taught. Tries hard. Good grooming.

Good manner as a teacher.

Their "down to earth" approach to living -- and teaching!! Maturity is a keynote.

Enjoys her work, smiles, attracts children, children just love her.

I like the ability to work consistently at teaching. This means the ability to do daily planning -- to organize work and materials well ahead of the time they will be used by the pupils. She also seems very conscientious about routine duties and about being prompt with records due, and on time at meetings. They must be a wholesome, sincere group of students. We want more of them.

They are such wholesome girls, interested in their profession, and anxious to improve.

If I had a daughter, I would like her to be just like this girl.

I will hire all the North Park graduates I can.

Outstanding human attitude, character, moral fibre, dedication, gets utmost from child. Emphasis on the individual child.

Agreeable and cooperative.

A sincere desire to teach, wonderful personality. A desire to do a very fine teaching job. This may be a weakness because they work so very hard for success.

Dedication to the job. Life is real and life is earnest. Loyalty to the job.

They seem to know where they are going; have their feet on the ground; and a wonderful concept of values.

Broad liberal arts education. Better than average professional attitude. Willing to learn; not afraid to admit she must learn more. I hope I get more teachers like these North Park graduates.

Wonderful appearing teachers. Dresses well, clean looking-shine, wholesome look and attitude. Wish we had more of them. Will hire two more North Park graduates of next class. They measure and exceed ones from other schools. A teacher must know more than academic know-how, and these teachers do.

Sincere interest in teaching. Better than other beginners.

The wholesomeness of personality. They seem to know that there should be help and they expect to receive help. It is a pleasure to have teachers who are so willing to learn. They seem to be well founded as teachers.

Ability to work with supervisors, other teachers, and students. Wholesome attitude in teaching. Good sense of humor.

Moral fibre is very good.

Knows how to organize a class efficiently. Friendly and warm with children.

No comment.

An apparent love of children.

The fourth of the four questions had to do with suggestions the principal would make for the improvement of the elementary teachers education program at North Park College as evidenced from the experiences with and observation of the graduate(s) under his supervision.

Question Four: What suggestions would you make for the improvement of the elementary teachers program at North Park College?

Typical responses follow:

Have students spend a longer time at one school when student teaching; primary teachers, especially, should come in the morning.

I suggest "on-the-job" seminars with various teachers, principals, and other administrative staff invited to be present from time to time.

Perhaps all of the middle grade teachers could participate in such meetings at one time, and all the primary teachers at others. "On-the-job" means held in (name of city) during a specified morning with the suggested teachers, principals, administrative staff sharing turns by being present to help in any way designated by Miss (college supervisor).

In no way has anyone from North Park College suggested a conference with me about the student teachers in our middle grades, or any phase of our middle grade program in the (name of city) schools. No one had defined my role in the total program, nor asked me what I feel my role should be in such a program. Therefore, I suggest that contact of the college with the school personnel be a broader definition than it is at present.

K-3 training education; addition of education in the primary grades.

On the most part, I feel the program is most adequate, outstandingly good. I wonder if "screening" is done to the degree it might be before the students are ready for student teaching. In conference could personal attributes be discussed and worked upon: dress, appearance, personal grooming. First impressions by student teachers should be improved. The college should allow girls to grow in the profession.

More attention should be paid to reading and phonics. There should be a K-3 special education. There seems to be a lack of good understanding of primary level work and outcomes expected.

The teacher should have K-3 education for more confidence in K-3 work.

K-3 special education needed, but keep up the good calibre of graduates.

If they were all as good as Miss _____ there would not need to be too many suggestions for improvement.

The education department should offer special education in K-3, 4-6, and 7-8 levels.

Perhaps more help, or a course if not already provided, in juvenile literature. This seemed to be an area where our teacher was weakest -- in knowing about and choosing library and supplemental books.

Selection is good. Reading course in McKee's reading and children's literature is needed.

Stress importance of identifying learning situations on pupil's levels. Use of pupil planning and organization with the classroom. Stress ability to evaluate pupil growth and improvement. Utilizing community resources for learning, using audio-visual aids, recognizing and adjusting instruction to individual differences with the class. Summarization: We have one of the teachers here. Being her first year she shows most of the symptoms coming from a lack of experience. However, as experience was gained, together with counseling and

criticisms, a great deal of progress has been shown. I feel this candidate has done a nice job and she has had a good background. I would be glad to get more teachers like her.

Learn how to work with little children: K-3 education.

Room management, classroom organization procedures. Methods: she is at her desk constantly. Ability of knack of freedom and control. She must realize the help she gets from the principal.

Better techniques of classroom control. Evaluation if material is reaching the child. More professional ethics. K-3 specific education in reading, arithmetic, and social studies. More depth in these areas. Understanding what to expect at the age level.

General sound background in teaching reading, K-3, administration of tests needed.

No comment offered.

More specialized education in the elementary area: K-3.

Help teacher to relax, to take a stand, to seek help rather than to wait for it to come to them.

I think they should be allowed to observe various grades before choosing an assignment.

More emphasis to be placed in the areas of reading and arithmetic, especially K-3 preparation.

Reading, phonics, K-3 specialization. Teach more importance of professional attitudes. Have ample time to teach reading in practice teaching. Provide for individual differences.

Specialized K-3 education. This teacher has done a wonderful job of teaching. I feel she could have been a much better teacher if she had specialized kindergarten education. She had to learn as she went along, and she did a wonderful job of learning.

Judging from the record of subject (our) teacher the college should strive to prepare all teachers as well.

Special level preparation. More awareness of application of techniques or approaches in a given situation. A general response is not always the solution. Stress professional attitudes and appearances.

Minor comment: understand more about clerical routines, such as keeping a register, etc. Realize that in a large school paper work is also essential.

No comment.

The principals seemed to have many ideas for the improvement of the elementary education program at North Park College. Some of the principals had associations with the college as supervising principals of student teachers in addition to having a graduate on the staff. The replies of suggesting specialized preparation for the several levels of elementary education was the most pronounced. This question seemed to summarize the reactions to the evaluation of traits and qualities; and the major suggestions for improvement were to: 1) have specialized education at the K-3, 4-6, and 7-8 levels; 2) need for primary education; 3) methods; 4) evaluation; 5) student teaching improvement; 6) curriculum understanding; and, 7) teaching of reading.

The responses to the questions indicated a direction toward which the college program could be pointed. The positive responses should be programmed to be kept, the negative responses should be considered for action necessary to change to a positive response, while all the responses should be considered in a further analysis of the college program

for elementary teacher education. Some responses indicated a certain trait as a strength, and other responses indicated the same trait as a weakness: this could be construed as an individual's nature rather than the education received at the college.

From a positive point of view as reported by the principals it will be noted the teachers had a strength of ability or willingness to assume responsibility, accept suggestions, and accept supervision. There is a positive approach in relationship with their fellow workers; a genuine interest in the profession; and the teachers have indicated to the principals a good teacher-pupil relationship. There was a definite positive teaching personality.

5. Comparison of Principals' and Graduates' Evaluation Responses.

Appendix 15, Table XX,¹ is a comparison of the principals' evaluation judgements and the teachers' evaluation judgements of the respective identical items of the traits and qualities lists of the two interview guides. In preparing this table the responses of the two supervisors and the one principal whose teacher did not participate in the study were not considered in the principals' totals so as

1 Appendix 15, p. 236-239.

to make the responses more accurate in correspondence of one principal to one teacher. That would allow a rather direct comparison of equal totals: the total responses from each group became twenty-nine as a result. In interpreting Appendix 15, the reader must recall that most degree of difficulty evaluations made by the principals were received by eleven teachers of the total of twenty-nine teachers participating in the study. Therefore, a criterion of using the difficulty evaluations applies only to eleven teachers. Further, the criterion of using the positive values of "strength" to determine comparisons only would apply to the other eighteen teachers. A third comparison was possible by using the full group of teachers and combining the "strength" and "satisfactory" evaluations of the teachers into one total. The three types of comparisons were made.

A standard for determining the over-rating or under-rating evaluations was a difference of three in the difficulty judgements.

The non-applicable items of the teachers were not accepted as a negative evaluation as the teachers did not believe the item applied to their situation. It follows that the total number of difficulty evaluations affected the total number of combined strength and satisfactory evaluations, therefore, the "strength" comparison was made.

An inspection comparison of the group with difficulties evaluations indicated those teachers over-rated themselves in the following items: 1) working with pupils; use of freedom and control in the 2) classroom and 3) building; 4) use of developmental psychology; 5) use of broad background to enrich pupils' experiences; 6) school counseling service; 7) emotional stability; 8) enthusiasm for teaching; 9) skill in discussion; 10) constructing records; 11) use of educational materials; 12) administrative routines and duties; and, 13) appreciating the social importance of the profession.

There were no under-ratings made by the difficulty group teachers in the difficulties evaluations.

An inspection comparison of the strength group's evaluations indicated those teachers over-rated themselves in the following items: 1) ability to work with pupils; 2) ability to work with parents; and, 3) use of freedom and control in the classroom.

A further inspection comparison of the strength group's evaluations indicated the teachers under-rated themselves in the following items: 1) ability to work with principals or supervisors; 2) teacher-pupil planning; 3) use of freedom and control in the classroom; 4) use of broad background to enrich pupils' experiences; 5) speaking easily and well; 6) a philosophy of education consistently applied;

7) pupil motivation; 8) maintaining pupil interest; 9) enthusiasm for teaching; 10) general scholarship; 11) keeping records; 12) constructing records; 13) promptness; and, 14) general working conditions reaction.

The eleven teachers in the difficulty group over-rated themselves in thirteen items, and they did not under-rate themselves in any items. The teachers in the satisfactory and strength group over-rated themselves in three items, and under-rated themselves in fourteen items.

By combining the strength and satisfactory totals, another comparison was made. Using the criteria of a difference of three evaluations, the table shows the following nine items as over-rated by the graduates: 1) ability to work with pupils; 2) use of freedom and control in the building; 3) instructional procedures; 4) use of broad background to enrich pupils' experiences; 5) school counseling service; 6) emotional stability; 7) enthusiasm for teaching; 8) use of educational materials; and, 9) appreciating the social importance of the profession. Using the same criteria, the table shows no teachers under-rated themselves.

The table reveals the need for more professional guidance in the aspects of the items on the lists. The teachers appear eager and confident to assume the responsibilities of working with children, and this eagerness and

confidence appears in the evaluations expressed in the responses to the list items.

6. Chapter Summary.

There were thirty-two principal reports for the thirty teachers.

The graduates received much supervision and accepted it well. Most of the supervision was informal.

The principals evaluated the teachers by using a fifty-one item list of traits and qualities that included the items from the teachers' list. The items were evaluated along a six-point scale. The items evaluated as at least satisfactory indicated the teacher was doing a satisfactory professional first year job of teaching. To interpret the nominations, a standard was set that was tantamount to have 75 per cent of all nominations be in the satisfactory or strength categories, combined, before an item could be considered as satisfactory. Eight items were indicated as less than standard: 1) discipline control; 2) instructional procedures; 3) use of audio-visual aids; 4) use of broad background to enrich pupils' experiences; 5) use of community resources; 6) maintaining pupil interest; 7) knowledge of subject matter; and, 8) interest and participation in professional organizations for teachers.

Seventeen principals marked no difficulty checks for the teachers under their supervision.

The strength nominations produced a list of very positive items. The first four items according to the most strength nominations were: 1) enthusiasm for teaching; 2) ability to work with principals or supervisors; 3) adherence to a professional code of ethics; and, 4) ability to work with fellow workers.

Nine teachers were indicated as not making proper use of the educational materials available; seven teachers were indicated as not properly interpreting the school program to and counseling with parents; six teachers did not seem to understand the social implications of the profession.

The principals indicated teaching success possible through: 1) the spirit and enthusiasm for teaching; 2) love of children; 3) sincerity of purpose; 4) high moral values; 5) human values evident; and, 6) dedication.

The principals suggested the following improvements for the elementary teacher education program: 1) have specialized education at K-3, 4-6, and 7-8 levels; 2) methods; 3) evaluation; 4) student teaching improvement; 5) curriculum understanding; and, 7) teaching of reading.

A comparison was made of the same items self-evaluated by the teachers and evaluated by the principals. Two groups of teachers emerged: 1) those with the difficulty

checks; and, 2) those with no difficulty checks. Comparisons were made of the evaluations made by each group with the evaluations made by the principals. A comparison was made of the total group's positive self-evaluation checks with the principals' evaluations. This made for three comparisons. Fourteen teachers received all the difficulty checks from the principals. The difficulty group of teachers over-rated themselves in thirteen items and under-rated themselves in no items. The positive items group over-rated themselves in three items and under-rated themselves in fourteen items. When the two groups were combined and the total nominations of strength and satisfactory values were used, there was an over-rating of nine items and an under-rating of no items by the teachers.

There was an indication of great confidence by the teachers.

The difficulties reported by the principals seemed about general instructional techniques and activities including subject matter levels and evaluation of outcomes. The subject matter of the age and grade level taught was not within the command of the beginning teacher, and the principals had to give much attention to this concern; the instructional material to be used and how to use it also received much supervisory attention.

It has been shown the principals believed most teachers did satisfactory first year professional teaching. There were many problems indicated, but most of them were believed to be surmountable with experience and supervision.

SUMMARY AND CONCLUSIONS

Analysis of responses indicate North Park College does prepare satisfactory elementary teachers.

The graduates taught in many different situations.

Outstanding items concerning the college were the positive faculty-student relationships and the teaching of human values which were reflected throughout the responses.

The graduates placed great value on the liberal arts and on a minor preparation but indicated they should be related to their expected teaching level. American History, Biology, and Psychology or Human Development were selected as the three most valuable liberal arts courses. The two least valuable liberal arts courses were Introduction to Social Science and Elementary Statistics. Selection was based on the degree of practicality of the courses and the effectiveness of the professors.

The professional courses were considered very necessary. Eight of the twelve professional courses were considered as satisfactory, with Student Teaching considered the outstanding course. Guidance in the professional area was less than satisfactory.

The graduates' responses indicated several considerations for change and improvement. All students must be prepared to teach all subjects in all teaching situations.

A very active placement and registrar's office was urged. More stress should be placed upon professional growth through the professional organizations and professional literature. The cultural values of courses should be stressed. The professional courses should be related to practical teaching and this should include preparation in specific areas with methods courses, especially in the teaching of reading, language arts, science, music, and K-3 areas. Observation should occur before student teaching, and while student teaching the college class load should be lightened.

There should be more preparation about teacher-pupil planning, use of community resources, philosophy of education and its relationship to practical teaching, emotional stability. K-3 education should receive special attention.

There was an apparent overwhelming vote of professional self-confidence by the graduates.

The principals' responses indicated much satisfaction with the teachers. The principals saw the teachers as revealing a strong indication of teaching success, spirit, enthusiasm, and love of teaching. They saw a strength of ability or willingness to assume responsibility, accept supervision, a positive approach in relationship with fellow workers, a genuine interest in the profession, a good teacher-pupil relationship, and a definite positive teaching

personality. Fifteen teachers received no difficulty evaluations from their principals.

The principals offered some suggestions for program improvement. The teachers must better realize the social implications of the profession. The teachers must make better use of the educational materials available. The principals, also, suggested the same areas for improvements the teachers suggested, with a great emphasis upon the K-3 areas. The difficulties revolved about general instructional techniques and methods, evaluations, and grade level understandings.

Most teachers did satisfactory first year professional teaching.

Some suggestions for future research are:

1. A continuing investigation of the preparation of elementary teachers; and,
2. A study of the inheritance and environmental backgrounds of the North Park College graduates' personalities.

BIBLIOGRAPHY

Davis, Don E., An Evaluation of a Pre-Service Program of Teacher Education Based Upon the Opinions of In-Service Teachers, unpublished Doctor's thesis, Wayne University, Detroit, Michigan, 1951, ix-262 p.

The follow-up study was made through the use of mailed questionnaires. Two instruments were used: one each for the principals and graduates. The study proved valuable for the type of instruments used, the items on the instruments, and the criteria. The undergraduate program was evaluated through the follow-up of the graduates.

Goldgruber, John J., Study of the Pre-Service Education of Teachers Graduated from Three Wisconsin Teacher Training Institutions, unpublished Doctor's thesis presented to the University of Wisconsin, 1957, xiv-424 p.

A study in which the teachers were evaluated by the employing principals. The follow-up technique was used with an interview-questionnaire guide which contained a rating scale and professional considerations. The appraisal of the graduate was in terms of preparation. The undergraduate program was evaluated through the graduates.

Parker, Lafayette, Evaluation of an Elementary Teacher Education Program, unpublished Doctor's thesis presented to the Graduate School, University of Pittsburg, Pittsburg, Pennsylvania, 1957, x-180 p.

A research study providing many traits and qualities that were deemed proper for evaluating teachers. A mailed questionnaire technique was used. The researcher claims effective conclusions for the college being evaluated. The opinions of the graduates and the employing principals were gathered.

Quanbeck, Martin, A Study of Teacher Education in the Lutheran Colleges of Minnesota Based on a Follow-up of Graduates, unpublished Doctor's thesis presented to the University of Minnesota, Minneapolis, 1952, viii-207 p.

A use of procedures for a follow-up study and for the techniques available. A questionnaire instrument was used to gather information concerning pre-service preparation and teaching experiences of the graduates to evaluate the college program. Criteria considerations offered.

Wampler, Frederick Francis, An Analysis of the Strengths and Weaknesses of the Teacher Education Program at Bridgewater College, Based Upon a Follow-Up Inquiry of Graduates of Three Consecutive Years, unpublished Doctor's thesis presented to the Graduate School of the university of Maryland, 1959, ix-241 p.

The researcher constructed twenty-four criteria for evaluating a teacher education program. They were based upon the writings in the field, or the consensus of thinking among groups of educators. Very good information for a follow-up study. The criteria were considered as basic assumptions of values in areas to be explored. He claimed little experimental evidence existed upon which to base a set of criteria that would be useful in suggesting the components of a teacher education program. The interview guide technique was used.

West, Gordon L., An Appraisal of Selected Aspects of a Teacher Education Program at Saint Augustine's College Based Upon a Follow-Up of Beginning Secondary School Teachers, unpublished Doctor's thesis presented to the School of Education, Indiana University, August 1959, ix-223 p.

A research study that offered information concerning a follow-up study of graduates of a teacher education institution. It presents the techniques and criteria needed. Subjective ratings and judgements were requested. The guides purported to cover the various aspects of the teacher education program and classroom effectiveness considered requisite for teachers.

Zulauf, Romeo M., An Appraisal of Selected Aspects of a Teacher Education Program at the Northern Illinois State Teachers College Based Upon a Follow-Up Inquiry of the Beginning Secondary School Teachers, unpublished Doctor's thesis, University of Indiana, 1956, x-312 p.

A valuable source of material for an evaluation study of a teacher education program through the follow-up technique. It offers an excellent interview guide. The technique should be noted. Data were collected by the interview technique from graduates and employing principals. Criteria were presented. The guides contained many items deemed proper for evaluation of beginning teachers and responses from beginning teachers through which the program could be evaluated.

APPENDIX 1

TEACHERS' INTERVIEW GUIDE SCHEDULE

APPENDIX 1

TEACHERS' INTERVIEW GUIDE SCHEDULE

GENERAL BACKGROUND INFORMATION

1. Name _____ Age _____ Sex _____ Date _____
2. Marital Status _____ Minor Field in College _____
3. Teaching address (School) _____ (Street) _____
(City) _____ (State) _____
4. Principal's Name _____
5. What grade or areas do you teach? (K-3, 4-6, 7-8, etc.) _____
6. Number of pupils (or average) _____
7. How many minutes do you teach each day? _____ Periods? _____
8. How do you spend your free school time? _____
9. If you have a self-contained classroom, what subject areas do you not teach? _____
10. How did you obtain this teaching position? Direct application, Through the college, Through friends, Employer initiative, Employment office-not the college, Advertisement, Other _____
11. To what extent was the college helpful in helping you get your first teaching position? _____
12. In what way could the college have been more helpful? _____
13. What is your teaching salary for the school year? _____
14. How well satisfied are you with your present position?
(Very, Well, Some dissatisfaction, Very dissatisfied)
15. Do you plan to stay in your present position for another year? _____
16. Do you plan to make teaching your life's profession? _____

TEACHERS' INTERVIEW GUIDE SCHEDULE

COMMUNITY ACTIVITIES

1. Active as member or officer of: PTA____, Church Group____, Service clubs____, Scouts____, Fraternal____, Civic Group____, Fund Drives____, Politics____, Others____
2. Are you registered to vote?_____ Where?_____
3. What cultural activities have you engaged in during the school year, as a spectator or participant?_____

PROFESSIONAL GROWTH

1. To what professional magazines do you subscribe?_____
2. To what professional magazines do you have access?_____
3. Which of these magazines do you read each issue?
(Regularly, Seldom, Never)_____
4. What professional books have you read this year?_____
5. What non-fiction books have you read this school year?_____
6. What non-professional magazines do you read? Regularly, Often, Seldom_____
7. To which of these do you subscribe?_____
8. What fiction books have you read this school year?_____
9. To what professional organizations do you belong?
(Specify if an officer) NEA____, State Education Association____, District Education Association____, Local School District Education Association____, Others, e.g. ASCD, AERA, etc. (Indicate if you have a special assignment in any above.)
10. What professional meetings have you attended this year?
(Place a number) Curriculum committee____, Seminars____, Workshops____, Local Teachers' Association____, District Teachers' Association____, State Education Association____, NEA____, Others (e.g. Institutes, Conferences)____
(Please indicate manner of participation: member, officer, delegate, read a paper, other)_____

TEACHERS' INTERVIEW GUIDE SCHEDULE

11. Since your baccalaureate degree, how many hours of additional education have you taken?_____, Courses?_____
Where?_____When?_____
12. What plans do you have for advanced professional study?
(e.g. graduate, summer, extension, full time, where?
when?)
13. As a teacher, what are your extra-curricular activities?
(e.g. homercom, club, newspaper, annual, student council,
etc.)
14. How well prepared were you for this sponsorship?
Adequately?_____Inadequately?_____

GENERAL EDUCATION COURSES

1. Other than professional courses, list the three most valuable courses you took at North Park College. Why?
a. _____ b. _____ c. _____
2. Other than professional courses, list the three least valuable courses you took at North Park College. Why?
a. _____ b. _____ c. _____
3. Other than your minor and professional courses, list the three most valuable elective courses you took at North Park College. Why?
a. _____ b. _____ c. _____
4. Other than your minor and professional courses, list the three least valuable courses you took at North Park College. Why?
a. _____ b. _____ c. _____
5. As a teacher, including your minor, what value do you place on college general education. (Great, Some(Median), Little, None.
6. Did general education instructors relate the course to elementary education teaching? Yes____, No____. If yes, what course?
Do you believe this would have been helpful, and how?
7. In general, how adequate do you feel your general education preparation has been for teaching in elementary education?
Very _____ Sufficient _____ Inadequate _____

TEACHERS' INTERVIEW GUIDE SCHEDULE

8. As a teacher in elementary education, what improvements would you suggest in general education: Course offerings, Type of courses, Sequence of courses, Methods of instruction in the courses, Others (specify)? (circle one)
9. Would you have been better prepared to teach if your general education courses had continued throughout the four years of college rather than concentrated in the first two years? Yes____, No____. Explain.
10. Are you teaching in any areas in which your preparation is not adequate? Explain.
11. Did you receive sufficient preparation for elementary teaching in the following areas of general education?
 Aesthetics Yes____No____Needed____,Not Needed____
 Non-verbal skills Yes____No____Needed____,Not Needed____
 How would you suggest that these areas be improved?
12. What value has preparation in a minor been to you as an elementary teacher? Great____, Median____, Little____None____

PROFESSIONAL EDUCATION COURSES

1. As an elementary teacher, what value do you place on the professional courses offered at North Park College? Please circle the numbers to indicate 1-Much, 2-Some(Median), 3-Little, and 4-None.

Techniques and Curriculum	1	2	3	4
American Public Education	1	2	3	4
General Psychology(in general education)	1	2	3	4
Psychology of Human Growth	1	2	3	4
Teaching the Language Arts	1	2	3	4
Health and Physical Education	1	2	3	4
Philosophy of Education	1	2	3	4
Mathematics for Elementary Grades	1	2	3	4
Student Teaching	1	2	3	4
Seminar in Elementary Education	1	2	3	4
Audio-Visual Methods	1	2	3	4
History of Education	1	2	3	4

2. What values in this area have helped you most as a teacher?
3. What in this area has been of least value to you as a teacher?

TEACHERS' INTERVIEW GUIDE SCHEDULE

4. What improvements would you suggest in the professional area to make it more useful to you as a teacher?
Course offerings____, Sequence of courses____, Type of courses____, Methods of instructions in the courses____, Other improvements (indicate)_____
5. Was teacher-pupil planning practiced in your professional courses? Yes____, No____. If yes, how does that experience benefit you now? If no, would that experience be of benefit now?

STUDENT TEACHING

1. What value do you place on student teaching?
Much____, Some(Median)____, Little____, None____.
2. What experiences in Student Teaching helped you most as an elementary teacher? Circle a number to indicate 1-Much, 2-Some(Median), 3-Little, and 4-None.

Sufficient actual teaching experiences	1	2	3	4
Receiving helpful suggestions	1	2	3	4
Assistance with problems	1	2	3	4
Preparing units of work	1	2	3	4
Preparing procedures	1	2	3	4
Identifying your weaknesses	1	2	3	4
Assistance for personal growth	1	2	3	4
Conferences with college supervisor	1	2	3	4
Conferences with supervising teacher	1	2	3	4
Identifying strengths	1	2	3	4

3. In what manner should the student teaching program be strengthened? (e.g. more realistic, more preparation, more time allowed)

GENERAL EXPERIENCES: COLLEGE YEARS

Circle a number to indicate the value each experience had for you as a teacher preparation experience: 1-Great, 2-Median, 3-Little or none, and 4-Not applicable. If necessary, explain each response.

1. What on-campus employment did you have? 1 2 3 4
2. What off-campus employment did you have? 1 2 3 4
3. What were your college activities? 1 2 3 4
4. What elective office did you hold? 1 2 3 4
5. Was the variety in social activities adequate? 1 2 3 4
6. Was there sufficient opportunity for the development of special interests through clubs, groups, hobbies, skill groups, etc? 1 2 3 4

TEACHERS' INTERVIEW GUIDE SCHEDULE

- | | | | | |
|--|---|---|---|---|
| 7. What community service work did you perform? | 1 | 2 | 3 | 4 |
| 8. What cultural advantages accrued to you? | 1 | 2 | 3 | 4 |
| 9. Were there positive faculty-student relations? | 1 | 2 | 3 | 4 |
| 10. Guidance and counseling program. (general) | | | | |
| a. When was it available to you? | 1 | 2 | 3 | 4 |
| b. Specific career guidance? | 1 | 2 | 3 | 4 |
| c. Individual guidance and counseling | 1 | 2 | 3 | 4 |
| d. What improvements would you suggest | 1 | 2 | 3 | 4 |
| 11. Health services | 1 | 2 | 3 | 4 |
| 12. Library services | 1 | 2 | 3 | 4 |
| 13. Residence Halls | 1 | 2 | 3 | 4 |
| 14. Buildings and grounds generally | 1 | 2 | 3 | 4 |
| 15. Food services | 1 | 2 | 3 | 4 |
| 16. Office of the President (effective for you) | 1 | 2 | 3 | 4 |
| 17. Office of the Registrar (effective for you) | 1 | 2 | 3 | 4 |
| 18. Office of the Dean of Students (effective for you) | 1 | 2 | 3 | 4 |

PROFESSIONAL EXPERIENCES

1. Would a visit from a college representative have been of value to you during your first year of teaching?
Please explain.
2. How often does your supervisor or principal observe your teaching? (number of times and interval)
3. What type of assistance did you receive as a result of supervisory observations?

PROFESSIONAL TRAITS OR QUALITIES

Below are listed some traits or qualities that should be important in educational work. What do you consider your strengths or weaknesses (difficulties) as a beginning teacher? Please circle the numbers to indicate 1-Strength, 2-Satisfactory, 3-Not applicable, 4-Little difficulty, 5-Some difficulty, and 6-Great difficulty.

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Ability to work with others: | | | | | | |
| a. Fellow workers | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Principal | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Pupils | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Parents | 1 | 2 | 3 | 4 | 5 | 6 |
| e. Other school patrons: the community | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Effective teaching through: | | | | | | |
| a. Teacher-Pupil planning | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Planning of teacher-learning situations in
accord with acceptable principles of learning | 1 | 2 | 3 | 4 | 5 | 6 |

TEACHERS' INTERVIEW GUIDE SCHEDULE

c. Use of freedom and control in the:						
Classroom	1	2	3	4	5	6
Building	1	2	3	4	5	6
d. Use of developmental psychology	1	2	3	4	5	6
e. Evaluation of learning	1	2	3	4	5	6
f. Instructional procedures	1	2	3	4	5	6
g. Use of audio-visual aids	1	2	3	4	5	6
h. Use of broad background knowledge to enrich pupils' experiences	1	2	3	4	5	6
i. Use of community resources	1	2	3	4	5	6
j. Pupils' cumulative folders	1	2	3	4	5	6
k. School counseling service	1	2	3	4	5	6
l. Speaking easily and well	1	2	3	4	5	6
m. Emotional stability	1	2	3	4	5	6
n. Assignments	1	2	3	4	5	6
o. A philosophy of education consistently applied	1	2	3	4	5	6
p. Pupil motivation	1	2	3	4	5	6
q. Maintaining pupil interest	1	2	3	4	5	6
r. Knowledge of subject matter	1	2	3	4	5	6
s. Communication skills facility	1	2	3	4	5	6
t. Enthusiasm for teaching	1	2	3	4	5	6
u. Skill in discussion	1	2	3	4	5	6
v. Resourcefulness	1	2	3	4	5	6
w. General scholarship	1	2	3	4	5	6
x. Special areas, e.g., art, music, phy. ed.	1	2	3	4	5	6
y. Developing American ideals of democracy	1	2	3	4	5	6
3. Other professional values:						
a. Keeping records	1	2	3	4	5	6
b. Constructing records	1	2	3	4	5	6
c. Educational materials	1	2	3	4	5	6
d. General clerical duties	1	2	3	4	5	6
e. Administrative duties	1	2	3	4	5	6
f. Promptness	1	2	3	4	5	6
g. Interpreting the school program to and counseling with parents	1	2	3	4	5	6
h. Appreciating the social importance of the profession	1	2	3	4	5	6
i. Working through professional organizations to improve the profession	1	2	3	4	5	6
j. General working conditions reaction	1	2	3	4	5	6

SUMMARY

1. What experiences should North Park College have provided to have helped you to become a better teacher?
2. What do you consider as the outstanding strength of the elementary teacher education program at North Park College?
3. What do you consider as the outstanding weakness of the elementary teacher education program at North Park College?

APPENDIX 2

PRINCIPALS' INTERVIEW GUIDE

APPENDIX 2

PRINCIPALS' INTERVIEW GUIDE

GENERAL BACKGROUND INFORMATION

Name _____ Date _____
School Address: (Name) _____ (District) _____
(Street) _____ (City) _____ (State) _____
Type of School (K-6, K-8, 7-8, etc.) _____
Length of school day (minutes, periods) _____
Length of school year (months, days) _____
Number of faculty members _____ North Park College graduates _____
Number of students _____ Average size class _____
How often are you able to visit the classes of your beginning teachers? Often _____, Rarely _____, Never _____. (Place a number)
Are you able to have a conference with your beginning teachers after a classroom visit and discuss competencies and weaknesses? Often _____, Rarely _____, Never _____. (Place a number)

TRAITS OR QUALITIES

Below are listed traits or qualities that should be important in educational work. What do you consider to be the strengths or weaknesses (difficulties) of your beginning teacher(s) who graduated from North Park College? Please circle the numbers to indicate 1-Strength, 2-Satisfactory, 3-Not Applicable, 4-Little Difficulty, 5-Some Difficulty (Median), and 6-Great Difficulty.

1. Ability to work with others:
 - a. Fellow workers 1 2 3 4 5 6
 - b. Principal or supervisor 1 2 3 4 5 6
 - c. Pupils 1 2 3 4 5 6
 - d. Parents 1 2 3 4 5 6
 - e. Other school patrons: the community 1 2 3 4 5 6
2. Effective teaching through:
 - a. Teacher-pupil planning 1 2 3 4 5 6
 - b. Planning of teacher-learning situations in accord with acceptable principles of learning 1 2 3 4 5 6
 - c. Use of freedom and control in the:
Classroom 1 2 3 4 5 6
Building 1 2 3 4 5 6
 - d. Use of developmental psychology 1 2 3 4 5 6
 - e. Evaluation of learning 1 2 3 4 5 6
 - f. Instructional procedures 1 2 3 4 5 6

PRINCIPALS' INTERVIEW GUIDE

g. Use of audio-visual aids	1	2	3	4	5	6
h. Use of broad background knowledge to enrich pupils' experiences	1	2	3	4	5	6
i. Use of community resources	1	2	3	4	5	6
j. Pupils' cumulative folders	1	2	3	4	5	6
k. School counseling service	1	2	3	4	5	6
l. Speaking easily and well	1	2	3	4	5	6
m. Emotional stability	1	2	3	4	5	6
n. Assignments	1	2	3	4	5	6
o. A philosophy of education consistently applied	1	2	3	4	5	6
p. Pupil motivation	1	2	3	4	5	6
q. Maintaining pupil interest	1	2	3	4	5	6
r. Knowledge of subject matter	1	2	3	4	5	6
s. Communication skills facility	1	2	3	4	5	6
t. Interest and participation in professional organizations for teachers	1	2	3	4	5	6
u. Interest in continuing her:						
General education	1	2	3	4	5	6
Subject field education	1	2	3	4	5	6
Professional education	1	2	3	4	5	6
v. Enthusiasm for teaching	1	2	3	4	5	6
w. Adherence to a professional code of ethics	1	2	3	4	5	6
x. Conformity to community mores	1	2	3	4	5	6
y. Skill in discussion	1	2	3	4	5	6
z. Resourcefulness	1	2	3	4	5	6
aa. General scholarship	1	2	3	4	5	6
ab. Special areas, e.g. art, music, phy.ed. Please identify areas.	1	2	3	4	5	6
ac. Developing American ideals of democracy	1	2	3	4	5	6
3. Other professional values:						
a. Keeping records	1	2	3	4	5	6
b. Constructing records	1	2	3	4	5	6
c. Educational materials	1	2	3	4	5	6
d. General clerical duties	1	2	3	4	5	6
e. Administrative routines	1	2	3	4	5	6
f. Promptness	1	2	3	4	5	6
g. Interpreting the school program to and counseling with parents	1	2	3	4	5	6
h. Working effectively in the community as a local citizen	1	2	3	4	5	6
i. Appreciating the social importance of the profession	1	2	3	4	5	6
j. Working through the professional organizations to improve the profession	1	2	3	4	5	6

PRINCIPALS' INTERVIEW GUIDE

- | | | | | | | |
|--|---|---|---|---|---|---|
| a. General working conditions reaction | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Extra-curricular activities | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Reaction to community living conditions | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Personal recreational activities | 1 | 2 | 3 | 4 | 5 | 6 |
4. If a difficulty is very serious, what help are you able to give a beginning teacher? Initiate conference, refer him to another teacher, or wait for him to request help.
Other:
5. In your judgement, what is the attitude of North Park College's beginning teachers toward supervision?
6. What do you like best about North Park College's graduates?
7. What suggestions would you make for the improvement of the elementary teacher's program at North Park College?

APPENDIX 3

PRINCIPALS WHO PARTICIPATED IN THE STUDY

APPENDIX 3

PRINCIPALS WHO PARTICIPATED IN THE STUDY

1. Mr. Henry Alexander
Principal
Ballard School
8320 Ballard Road
Niles 48, Illinois
2. Mr. Eugene Baker
Principal
Rutledge Hall
6850 North East Prairie
Lincolnwood, Illinois
3. Mr. Joseph Beja
Principal
Nelson School
8901 North Ozanam Street
Niles 48, Illinois
4. Miss Inez Bishop
Supervisor
Glenview Public Schools
Glenview, Illinois
5. Miss Catherine Carroll
Principal
Hynes School
9000 National
Morton Grove, Illinois
6. Mr. Richard Clifford
Principal
Rugen School
901 Shermer Road
Glenview, Illinois
7. Mr. Frank Dagne
Principal
Oak School
7640 Main Street
Niles, Illinois

PRINCIPALS WHO PARTICIPATED IN THE STUDY

8. Miss Elizabeth Dennehy
Principal
Brackett School
54 Westlund Street,
Hartford, Connecticut
9. Mrs. Lillian Fort
Supervisor
Glenview Public Schools
Glenview, Illinois
10. Mr. William Glas
Principal
Grant Primary
1303 North 35th Street
Stone Park, Illinois
11. Mr. Harry Halves
Principal
Sullivant School
791 Griggs Street
Columbus, Ohio
12. Mr. Willard M. Harlan
Principal
Melzer School
9400 Oriole
Morton Grove, Illinois
13. Mr. Leonard Haupt
Principal
Westbrook School
1333 Greenwood Road
Glenview, Illinois
14. Mr. Robert Hillerich
Principal
Henking School
2941 Linneman Street
Glenview, Illinois
15. Mr. Harriss Kahl
Superintendent
Rudyard Elementary School
Rudyard, Michigan

PRINCIPALS WHO PARTICIPATED IN THE STUDY

16. Mr. John Leigh
Superintendent
James Giles School
4251 North Oriole Avenue
Norridge, Illinois
17. Mrs. Eugenia Lenquist
Principal
Turner School
1400 Broadway
Rockford, Illinois
18. Mr. Doyle McLaughlin
Principal
Thomas A. Edison School
8200 Grosse Point Road
Morton Grove, Illinois
19. Mr. John McQuinn
Principal
Ashland Park School
4768 Q Street
Omaha, Nebraska
20. Mr. Lester Palmer
Principal
Greenwood Elementary School
Blue Island, Illinois
21. Miss Ethel M. Robb
Principal
Waddell School
Broad Street
Manchester, Conn.
22. Miss Myrtle Rugen
Principal
Glenview Junior High School
2701 Central Road
Glenview, Illinois
23. Dr. H.R. Stroyan
Principal
Hoffman School
2000 Harrison Street
Glenview, Illinois

PRINCIPALS WHO PARTICIPATED IN THE STUDY

24. Mr. Fred Tatting
Principal
Nelson School
5101 - 5th Street, N.E.
Minneapolis, Minnesota
25. Mrs. Margaret Wittrig
Principal
Noelridge School
1010 Regent Street
Cedar Rapids, Iowa
26. Mrs. Myrtle Zink
Washington School
Mercer Street
Princeton, Illinois

APPENDIX 4

BEGINNING TEACHERS WHO PARTICIPATED IN THE STUDY

APPENDIX 4

BEGINNING TEACHERS WHO PARTICIPATED IN THE STUDY

1. Miss Ruth Abramson
Brackett School
54 Westlund Street
Hartford, Connecticut
2. Miss Elizabeth Anderson
Oak School
7640 Main Street
Niles, Illinois
3. Mrs. Glen Anderson
Washington School
Mercer Street
Princeton, Illinois
4. Miss Mary Anderson
Melzer School
9400 Oriole
Morton Grove, Illinois
5. Miss Patricia Blake
Henking School
2941 Linneman Street
Glenview, Illinois
6. Mrs. Joan Walker Calquhoun
James Giles School
4251 North Oriole Avenue
Norridge, Illinois
7. Miss Betty Campbell
Eugen School
901 Shermer Road,
Glenview, Illinois
8. Miss Sonja Engberg
Thomas A. Edison School
8200 Gross Point Road
Morton Grove, Illinois
9. Miss Marilyn Hansen
Blue Island Public Schools
12446 South Maple
Blue Island, Illinois

BEGINNING TEACHERS AND PARAGRAPHS OF THE CITY

10. Miss Helen Hokanson
Westbrook School
1888 Greenwood
Glenview, Illinois
11. Miss Alice Johnson
Hoffman School
2000 Harrison Street
Glenview, Illinois
12. Miss Louise Johnson
Turner School
1405 - 16th Street
Rockford, Illinois
13. Miss Shirley Kloeckner
Rutledge Hall
6850 North Oak Prairie
Lincolnwood, Illinois
14. Mrs. Carolyn Larson
Sullivant School
791 Briggs Street
Columbus, Ohio
15. Miss Marilyn Magnuson
Oak School
7640 Main Street
Niles, Illinois
16. Miss Carla Jo Nelson,
Ballard School
8320 Ballard Road
Niles 48, Illinois
17. Miss Constance Ayline
Waddell School
Broad Street
Manchester, Conn.
18. Mrs. Eugene Olsen
Public Schools
Rudyard, Michigan

BEGINNING TEACHERS WHO PARTICIPATED IN THE STUDY

19. Miss Marilyn Olson
Westbrook School
1333 Greenwood Road
Glenview, Illinois
20. Miss LaVonne Pearson
Nelson School
5101 - 5th Street, N.E.
Minneapolis, Minnesota
21. Miss Nancy Peterson
Ballard School
8320 Ballard Road
Niles 48, Illinois
22. Miss Shirley Pfenning
Nelson School
8901 North Ozanam
Niles 48, Illinois
23. Miss Judith Ramgren
Hynes School
9000 National
Morton Grove, Illinois
24. Miss Joyce Robson
Glenview Junior High School
2701 Central Road
Glenview, Illinois
25. Miss Nancee Sackrisen
Melzer School
9400 North Oriole
Morton Grove, Illinois
26. Miss Esther Steigerwaldt
Melzer School
9400 North Oriole
Morton Grove, Illinois
27. Miss Ruth Swanson
Grant Primary
1303 North 35th Street
Stone Park, Illinois

BEGINNING TEACHERS WHO PARTICIPATED IN THE STUDY

28. Miss Barbara Wallace
Melzer School
9400 North Oriole
Morton Grove, Illinois
29. Mrs. Jerry Young
Noelridge School
1010 Regent Street
Cedar Rapids, Iowa

APPENDIX 5

**TWENTY-FOUR CRITERIA FOR EVALUATING A
TEACHER EDUCATION PROGRAM REPORTED BY
F.F. WAMPLER**

APPENDIX 5

TWENTY-FOUR CRITERIA FOR EVALUATING A TEACHER EDUCATION PROGRAM REPORTED BY F. F. WAMPLER

1. A good teacher education program prepares a student to begin to teach; therefore, it should so stimulate the prospective teacher that he will continue his education beyond that of college, in general education, in his field of specialization, and in his professional education.

2. A good teacher education program will provide early and adequate guidance for the prospective teacher, in relation to his needs, the area of teaching for which he desires to prepare and his own characteristics and capabilities. This program should be the responsibility of the faculty in the professional education field, but should involve the regular counseling program and the faculty in the academic fields.

3. A good teacher education program is dependent upon planning and participation by the entire faculty of the college with assistance from employing school systems and supervising teachers, and from professional organizations. The entire faculty, utilizing the help of these other groups, must take responsibility for the teacher education program by developing continuous programs of action and evaluation.

4. A good teacher education program will provide that a minimum of forty per cent of the class time during the four years be devoted to the field of general education.

5. To be most effective, the general education program should not be confined to the first two years, but should be a part of each year's study during the pre-service preparation.

6. Specific efforts need to be made in general education courses to emphasis implications of the area for the professional concepts of teachers.

7. A good teacher education program will provide for adequate specialization and academic competency in a field of learning other than education. To this end, there should be a minimum of twenty-four semester hours in a major field of specialization and eighteen semester hours in a minor field of specialization.

8. This instruction in the field of specialization should be conducted so that implications for the teaching of the subject in schools are developed concurrently with the subject matter itself.

9. Academic scholarship in the field of specialization should be equal to that of persons preparing in that speciality for service in other fields.

10. A good teacher education program will provide for certain constant and differentiated experiences in the professional sequence for the prospective teacher.

The constants should include:

- (a) General principles of human growth and development;
- (b) General principles of learning;
- (c) The place of teaching and the school in society, both in the past and present, and with implications for the future;
- (d) Development of a philosophy of life and teaching, involving thorough commitment to aims of teaching.

The differentiated elements should include:

- (a) Methods in special areas;
- (b) Types and extent of laboratory experiences;
- (c) Content and skills related to the curriculum at the various levels of public instruction.

11. A good teacher educational program will experiment with improved methods of teaching ~~the~~ constants in the professional sequence. One method that may well provide excellent results would be to integrate these constants into broad areas, taught with a seminar approach, and related to the laboratory and observation experiences of the prospective teacher.

12. A good teacher education program will provide opportunities for the prospective teacher to participate in the various elements of the learning-teaching process

in his professional courses, as well as to study about them.

13. Such experiences should include opportunity for individual and group planning for research, for individual and group participation in effective teaching procedures, and individual and group participation in evaluation.

14. A good teacher education program will provide experiences in the aesthetics, and non-verbal expression, and should produce teachers whose aesthetic taste and judgements are of the highest order.

15. A good teacher education program will provide opportunities to observe children, and to work with children on a graduated basis throughout the four year college program.

16. This experience with children should provide opportunities to see and work with children in the informal learning experiences of playground and community as well as the more formal experiences in a classroom situation.

17. The culmination of these graduated experiences with children over the four year period should be a directed program of student teaching in the prospective teacher's area of specialization.

18. This student teaching should be done under competent, superior teachers in the public school, and under the direction and guidance of a member of the college faculty.

19. The student teaching experience should involve the student teacher not only with the problems of instruction in his field, but with the school, the students, and the community, including areas of staff relations, administrative routines, co-curricular activities, and community interest and organizations.

20. The student teaching experience should be so organized that during its duration and afterward the experience will be the subject of conferences and on-going evaluation with some member of the college staff, the supervising teacher at the school, and other student teachers involved in the student teaching program.

21. A good teacher education program will include opportunities to work in a community of out-of-school activities that involve practice in human relationships, and opportunities to better understand structure, conflicts, and interaction in general society.

22. The entire program of teacher education, including out-of-class campus experiences should be organized to ensure the balanced growth of the student teacher as an educated person, with broad cultural background and experiences, and with the desire and capability to be not only an effective classroom teacher, but an effective, responsible, and enthusiastic citizen in the immediate community as well as in relation to state, national, and world responsibilities.

23. A good teacher education program will provide for placement services for graduates, for planned follow-ups, both with graduates and employing school systems, for the purpose of continually evaluating and improving the preparation of its teachers.

24. A good teacher education program will influence prospective teachers so that they are active in promoting the growth and strength of the profession through membership and participation in the varying professional organizations available for this purpose.

APPENDIX 6

FURTHER TYPICAL COMMENTS MADE BY TEACHERS GIVING REASONS
WHY SOME COURSES IN THE GENERAL EDUCATION SEQUENCE WERE
OF MOST VALUE

APPENDIX 6

FURTHER TYPICAL COMMENTS MADE BY TEACHERS GIVING REASONS WHY SOME COURSES IN THE GENERAL EDUCATION SEQUENCE WERE OF MOST VALUE

Although none of the course material applies at the first grade level the instructor was inspirational and I would like to pattern my teaching after him. (History instructor)

The Psychology of Human Development is a valuable course, especially at the second grade level. Teachers must know how children grow and what to expect at the different age levels.

Speech is very important for a teacher.

Biology offers much necessary background material that can be very useful and gave me knowledge of subject matter to teach in the field.

Art is very useful in kindergarten teaching.

The teachers of these three were excellent. They motivated us to go beyond the boundaries of the courses.

The counseling can be applied.

The ideals of Christian Doctrine can be applied at all levels. The values are important.

The values and facts of history are very necessary for American teaching.

To broaden general education. A broad general education is very essential for teaching.

They all gave valuable information needed for teaching. However, the main reason was the excellent teacher. (history) A teacher must inspire, and he did. A good teacher makes the course good.

The English course helps make English more interesting. Personal value. And, helpful in social studies. A good teacher in all made the course wonderful for me.

Personal broadening values.

The ideas are needed for teaching. A very fine instructor.

Good professor. Professor brought out good ideas which were apart from things we had experienced.

Information needed for teaching.

Helpful now. A good professor.

Most thorough, well taught, and applicable to basic knowledge needed for teaching.

Facts needed for teaching. Well taught.

The content is very necessary for teaching. A fine professor who kept the students interested in the course.

APPENDIX 7

**FURTHER TYPICAL COMMENTS MADE BY TEACHERS GIVING REASONS
WHY SOME COURSES IN THE GENERAL EDUCATION SEQUENCE WERE
OF LEAST VALUE**

APPENDIX 7

FURTHER TYPICAL COMMENTS MADE BY TEACHERS GIVING REASONS WHY SOME COURSES IN THE GENERAL EDUCATION SEQUENCE WERE OF LEAST VALUE

Worthless, both academic value and the teachers' presentation of applying these courses to situations. (Elementary Statistics, Swedish, Life and Teachings of Jesus, and Hebrew Prophets)

Little use for these in my teaching: Life and Teachings of Jesus, Bible, and World Literature.

Not much use for these courses in my teaching. We should be offered courses that will directly apply to our future teaching. This time could be spent in more specific preparation for public school teaching.

These courses (French, Bible, and Philosophy) do not fit my teaching requirements. The courses are all right for a general education but the time should be used to better help us become better teachers.

The Fundamentals of Art course was too dull.

The courses (Life and Teachings of Jesus, Hebrew Prophets) are not required for public school teaching. The presentation was not good.

World Literature was not challenging.

Chemistry is not applicable at the third grade.

The materials do not apply to teaching first grade. (Statistics, History of U.S. Since the Civil War, and Hebrew Prophets)

Poor instructor.

Not well taught.

Not applicable, too general, poor instructor.

Not made applicable by the instructor.

Not told how to use it in our field - poor instructor.

Not told how to use the material. I enjoyed it but I have not used it.

Do not use it. (Spanish)

Do not use it. (French)

These courses lacked appeal and scope of necessary areas which should be covered.

Elementary Statistics, Experimental Psychology -- poor teaching in the presentation of the material. Did not relate the material to the needs of elementary education.

APPENDIX 8

**A LIST OF THE THREE MOST VALUABLE COURSES AT NORTH PARK
COLLEGE OTHER THAN MINOR AND PROFESSIONAL COURSES**

APPENDIX 8

A LIST OF THE THREE MOST VALUABLE COURSES AT NORTH PARK COLLEGE OTHER THAN MINOR AND PROFESSIONAL COURSES

The list and number of teachers nominating each course:

Courses nominated by four teachers:

1. General Biology
2. American History

Courses nominated by three teachers:

3. Geography of North America
4. Abnormal Psychology
5. Introduction to General Psychology

Courses nominated by two teachers:

6. Fundamentals of Art
7. Fundamentals of Speech
8. English Composition
9. Psychology of Human Development

Courses nominated by one teacher each:

10. Christianity and Society
11. Nutrition and Health
12. French, Elementary and Intermediate
13. Philosophy of Religion
14. Crafts
15. Camp Counseling
16. Swedish, Elementary and Intermediate
17. Introduction to Social Science
18. Diplomatic History of the United States
19. State and Local Government and Politics
20. Life and Teachings of Jesus
21. Christianity and Society
22. Band
23. Music: Elementary School Methods
24. English Literature
25. Comparative Religion
26. Design and Illustration
27. All methods courses in the general education areas.

APPENDIX 9

TYPICAL RESPONSES CONCERNING THE NOMINATION OF CERTAIN
COURSES OUTSIDE THE MINOR AND PROFESSIONAL FIELDS.
AS MOST VALUABLE

APPENDIX 9

TYPICAL RESPONSES CONCERNING THE NOMINATION OF CERTAIN COURSES OUTSIDE THE MINOR AND PROFESSIONAL FIELDS AS MOST VALUABLE

Responses to support list indicated by Appendix 8,
Page 224.

The psychology courses helped me to understand children better. I had Abnormal Psychology, Psychology of Human Development, and General Psychology. These courses are very valuable and should be required of all persons in the teaching divisions.

Crafts, American History, and Biology -- these are the three I use most in teaching. (fifth grade)

U.S. Government, Biology, Geography, and French -- excellent teachers and approach used in the classes. I feel that all teachers should have a good foundation in U.S. Government, Biology, and Geography. A teacher should also know a foreign language. A strong liberal arts education is very worthwhile for teaching.

Christianity and Philosophy--Nutrition, and American History--fundamental background material. There were good instructors in history. Teachers need a strong fundamental background to be able to teach in an enlightened manner and be able to reach all students.

Swedish was worthwhile because it gave me an understanding of a foreign language. I hope to make a practical use of this language.

Geography, Speech, and English are basic to teaching and should be required of all teaching candidates.

History courses--history provides much general knowledge that is valuable to me as a teacher and a person.

The teacher of history was wonderful and an inspiration. He was able to have me see the value of a good background in history.

Social Studies--an outstanding teacher. The good teacher can make ordinary course material valuable. Social Studies are necessary for proper teaching; they lay a valuable foundation.

Abnormal Psychology, Geography, and Band--Abnormal Psychology offers some basic understandings for teachers. Geography is a basic need for teaching. Band was fun and I find it was a valuable background for teaching music.

APPENDIX 10

**A LIST OF THE LEAST VALUABLE COURSES TAKEN AT NORTH PARK
COLLEGE, OTHER THAN THE MINOR AND PROFESSIONAL COURSES,
AND SUPPORTING COMMENTS**

APPENDIX 10

A LIST OF THE LEAST VALUABLE COURSES TAKEN AT NORTH PARK COLLEGE, OTHER THAN THE MINOR AND PROFESSIONAL COURSES, AND SUPPORTING COMMENTS

Numbers indicate the number of teachers nominating the course:

1. Hebrew Prophets (3)
2. Life and Teachings of Jesus (3)
3. Elementary Statistics (2)
4. Physical Science Survey (2)

5. Comparative Religion (2)
6. Introduction to Social Science (2)
7. Europe in the Nineteenth Century (2)
8. Fundamentals of Art (2)

9. Swedish (1)
10. German (1)
11. World Masterpieces (1)
12. Philosophy of Religion (1)

Art - nothing of value was presented.

Physical Science Survey - The survey was a waste of time. Students should be required to take a more advanced course.

Life and Teachings of Jesus - Has no apparent direct value for a public school teacher. (Also, Hebrew Prophets)

Swedish, Life and Teachings of Jesus, and Hebrew Prophets - no practical teaching application.

Social Science and World Literature - The presentation was very poor. The instructor did not have an interesting manner of teaching the course.

Hebrew Prophets - more suited to Sunday School material and level than college level. Elementary Statistics - no practical application for teaching. Physical Science Survey - very poor instruction and teaching habits. A poor instructor made the course uninviting.

Life and Teachings of Jesus - poor instructor

Early Modern Europe - I use this least in my teaching and in my personal life.

Early Modern Europe, Elementary Statistics, and Philosophy of Religion - These courses were the least valuable as far as helping me in my teaching.

Fundamentals of Art, Life and Teachings of Jesus, and Christianity and Society - The manner in which they were taught was not good. A poor teacher caused me to believe these courses to be of little value. With good instruction, I believe these courses would be worthwhile. I got very little from them.

APPENDIX 11

TYPICAL RESPONSES BY GRADUATES CONCERNING PROFESSORS
RELATING GENERAL EDUCATION COURSES TO ELEMENTARY
TEACHING

APPENDIX 11

TYPICAL RESPONSES BY GRADUATES CONCERNING PROFESSORS RELATING GENERAL EDUCATION COURSES TO ELEMENTARY TEACHING

Yes, so we could apply these subjects and realize we will need to use these things.

The instructor just presented the course. More should have been done. However, a professional person should educate himself and be able to apply his knowledge to any situation.

Yes, the course may have seemed more practical to the prospective teachers.

Probably not possible directly seeing all members of the class were not elementary education teachers. It would have been helpful to see the need for the course when teaching.

Not particularly needed. I'd rather draw my own conclusions and relate them to elementary education.

Yes, for crafts. I would especially like the crafts related.

Yes, especially in science, geography, English, and literature. The instructor should relate the material to elementary school level.

No, except for the courses in psychology. The psychology courses were related to elementary education and were very helpful for teaching.

All courses should be related to better prepare students for the work ahead.

If the instructor did not relate the course, I did.

The instructor should be available for information or consultation if the material is not related in class. He should be available about the materials of elementary education.

The instructor should indicate what is expected at the elementary level.

Not for primary grades. Methods teachers should do this.

I really can't say how this could have been done.

This should be related, especially for 4th-7th grade teachers. Someone should do it. This would be very helpful.

It might have been very helpful, but we are capable of doing our own relating.

It would have been helpful, but there were many students in the classes who were not teachers-to-be.

This would help to prepare teachers.

The students should know what to expect when they teach.

No, I feel they (general education subjects) should be unrelated to major field.

Yes, we should know what is expected at the grade levels.

The classes were heterogenous so it would have been impossible. Someone should do it, though.

This would be very helpful as the elementary teacher must know the general education material.

APPENDIX 12

**TYPICAL RESPONSES BY GRADUATES CONCERNING WHETHER TO SPREAD
THE GENERAL EDUCATION COURSES OVER THE FOUR YEAR COLLEGE SPAN**

APPENDIX 12

TYPICAL RESPONSES BY GRADUATES CONCERNING WHETHER TO SPREAD THE GENERAL EDUCATION COURSES OVER THE FOUR YEAR COLLEGE SPAN

Yes, some professional courses should be offered earlier. This would make the offering of general education courses spread out over the four year span.

Yes, even as freshmen a glimpse is needed of what they want to get into.

No, liberal arts should take most - not all, perhaps - of the first two years.

No, I believe the general courses should be concentrated to devote time to our major the last two years.

No, I have found the placement in the first two years very satisfactory.

No, they were continued somewhat. Courses taken later could not have been taken earlier.

No, need time to concentrate on teaching profession.

No, get education first and then apply it to student teaching.

No, concentrate on teaching courses during the last two years.

No, concentrate on elementary education during last two years.

No, it is better to get it early and then apply it to education courses and student teaching the last two years.

Concentrate in first two years, as now, before professional so professional courses can be related.

I feel by having these courses over I was able to concentrate on my major field by the third and fourth years.

Concentrate on professional courses during last two years.

I did not begin to seriously think about teaching until the last two years, so professional courses earlier would have been taken too lightly.

Need to concentrate on professional courses when student teaching.

APPENDIX 13

**COMMENTS CONCERNING STUDENT TEACHING EXPERIENCES AND HOW
STUDENT TEACHING MAY BE IMPROVED**

APPENDIX 13

COMMENTS CONCERNING STUDENT TEACHING EXPERIENCES AND HOW STUDENT TEACHING MAY BE IMPROVED

The two experiences presented challenges to some of the students in that the situations were so very different. The student teaching program was of the greatest value in preparing the teachers-to-be for the profession. If the program could be one semester without courses (at the college) the student could devote full time to student teaching and the result would be better.

Our college supervising teacher has too many duties to perform and too little time in which to perform them.

The student teaching experience was not long enough. More preparation is needed before student teaching; the preparation should be in the items listed in the interview guide. The college should not require classes, at the college, after the student has done the student teaching for the day. The student teacher should be afforded some time to discuss the day's work with the classroom supervising teacher.

The student teaching should be more realistic. The student should be in the situation for one day; spend all day in one school. The student should be able to have conferences with the room teacher. The seminar course is related to student teaching and too often there appears to be a personality conflict with the instructor. Miss _____ discusses with the teacher while observing and tells bad points but not how to improve. The points offered are very worthwhile and helpful, but should be positive.

I feel the student teaching program is quite adequate.

Too strong an academic load with the student teaching. There should be more observation before student teaching. I liked the half day of student teaching and then back to the campus. The supervising teacher for one term did not give any help; she just left the room, and said I was to take over. I had to sink or swim. I think my experience was very realistic, but I needed more preparation for such a situation. I learned.

More preparation, e.g. earlier observation in first two years and more time given to actual student teaching: e.g. full days.

More education courses before student teaching. The college should develop areas of assistance for personal growth, conferences with college supervisor, conferences with supervising teacher, and identifying strengths. The seminar should be more discussion and not just reading a paper; the discussion should be about the problems and solutions of elementary education. Much could be exchanged through the group work.

Supervisor could have made more visits to the school and also, supervisor should have met and talked to supervising teacher before I began. This may be O.K. now. First experience excellent. Second mediocre but averaging the two, they average out to be very good.

More observing needed before student teaching. Learned what to do in one school and what not to do in the other school. But could have been guided more by the school as to what areas to teach in, (our duties). Student teacher should be there all day but still have two experiences.

I feel I could have gotten more out of student teaching if I could have been in the classroom, both to observe and to teach, for full days instead of half days. I also feel very strongly that I could have done a better and more complete job with my student teaching if I had not been taking eleven hours of other subjects beside student teaching. I think during student teaching one should not be required to spend several hours in class at college each day and then be expected to keep up with assignments, there when so much time should be spent with planning, etc. for teaching the next day again. One ends up doing half a job of both. I did like being able to have experience in two different systems and different age groups.

Due to great differences in supervising teachers, I feel I learned what was good and not good in teaching children. There should be a type of observation earlier in college education to help in decision of grade level. Have full days of teaching.

Student teaching should include at least four or five weeks of actual teaching. The program should be changed from just half days to full days. Much more actual teaching experience is needed. My present situation is much too different; I have problems not encountered in student teaching.

APPENDIX 14

**TYPICAL GRADUATES' COMMENTS CONCERNING PROFESSIONAL
TRAITS OR QUALITIES**

APPENDIX 14

TYPICAL GRADUATES' COMMENTS CONCERNING PROFESSIONAL TRAITS OR QUALITIES

There is limited use for skill in discussions in kindergarten.

I need more experience in teacher-pupil planning at the kindergarten level.

I have room for growth for all items even though I may rate myself high now.

Teaching needs a strong background in psychology.

College should do more with pupil motivation; more experience needed, especially concerning the maintaining of interest. It is one thing to motivate, but quite another thing to maintain the interest. We should learn more about a six year old child.

Lots of educational materials available but little time to get to dig them out.

I have had to learn most of my grade level work by trial and error. The college should have K-3 education courses. I definitely needed K-3 education.

We need more help with use of visual aids.

My philosophy of education is to have fun; make learning fun for the children.

I am learning school counseling service here, after school. We should have had some of this at college.

I learned about assignments from student teaching. We should have had something about this sooner.

When counseling with parents I can talk about the problems, but I have trouble to say things when there are no problems.

Third grade discipline is difficult.

The interview list made me do a real self-evaluation.

APPENDIX 15

A COMPARISON OF TEACHERS' AND PRINCIPALS' EVALUATIONS OF PROFESSIONAL TRAITS AND QUALITIES LISTED ON THE INTERVIEW GUIDES

APPENDIX 15

Table XX.-

A Comparison of Teachers' and Principals' Evaluations of Professional Traits and Qualities Listed on the Interview Guides.

(Value Judgements: 1-Strength, 2-Satisfactory, 3-Non-Applicable, 4-Little difficulty, 5-Some difficulty, 6-Great difficulty. The principals' evaluations are represented by the top number; the teachers' evaluations are represented by the bottom number.)
Principals' N:29 Teachers' N:29

Professional Traits or Qualities	Value Judgements					
	1	2	3	4	5	6
Ability to work with others:						
Fellow workers	16 16	12 12		1	1	
Principals or supervisors	18 14	11 13		2		
Pupils	13 18	10 9		2 1	4	1
Parents	10 14	15 13		2 1	2 1	
Other school patrons:						
The community	8 6	14 14	6 8	1 1		
Effective Teaching Through:						
Teacher-Pupil Planning	5 2	19 19	2	2 6	3	
Planning of teacher-learning situations in accord with acceptable principles of learning	6 5	19 22		1 1	3 1	
Use of Freedom and Control in:						
Classroom	5 9	16 14	1	1 5	6	1

Table XX.- (Cont'd.)

A Comparison of Teachers' and Principals' Evaluations of Professional Traits and Qualities Listed on the Interview Guides

Professional Traits or Qualities	Value Judgements					
	1	2	3	4	5	6
Effective Teaching Through:						
Use of Freedom and Control						
in:						
Building	4	17	1	5	1	1
	6	20	1	2		
Use of Developmental						
Psychology	3	20		1	4	1
	5	20	1	3		
Evaluation of Learning	7	17		3	1	1
	5	19		5		
Instructional Procedures	7	15		6		1
	5	20		4		
Use of Audio-Visual Aids	3	18	1	4	2	1
	3	20	1	4	1	
Use of Broad Background to	9	12		5	2	1
Enrich Pupils' Experiences	6	19	1	2	1	
Use of Community Resources	1	17	3	5	2	1
	2	15	4	5	3	
Pupils' Cumulative Folders	5	17	3	2	2	
	6	17	3	3		
School Counseling Service	5	12	7	2	2	1
	6	17	4	2		
Speaking Easily and well	11	12		3	3	
	7	17		3	2	
Emotional Stability	14	9		3	2	1
	13	16				

Table XX.- (Cont'd.)

A Comparison of Teachers' and Principals' Evaluations of Professional Traits and Qualities Listed on the Interview Guides.

Professional Traits or Qualities	Value Judgements					
	1	2	3	4	5	6
Effective Teaching Through:						
Assignments	5	18		4	2	
	5	17	1	5	1	
A Philosophy of Education						
Consistently Applied	6	18		2	3	
	3	20	1	3	2	
Pupil Motivation	8	15		5		1
	4	20		4		1
Maintaining Pupil Interest	9	13		5	1	1
	6	18		4		1
Knowledge of Subject Matter	10	12		5	1	1
	8	16		4	1	
Communication Skills Facility	7	18		1	2	1
	6	21		2		
Enthusiasm for Teaching	20	4		2	2	1
	15	12		2		
Skill in Discussion	7	16		4		2
	5	20	2	1	1	
Resourcefulness	6	17		3	1	2
	7	18		4		
General Scholarship	7	18		3		1
	4	23		2		
Special Areas: Art, Music,	7	15	4	2	1	
Physical Education	7	17	2	2		1
Developing American Ideals	9	18		2		
of Democracy	11	15	2	1		

Table XX.- (Cont'd.)

A Comparison of Teachers' and Principals' Evaluations of Professional Traits and Qualities Listed on the Interview Guides.

Professional Traits or Qualities	Value Judgements					
	1	2	3	4	5	6
Other Professional Values:						
Keeping Records	10 5	16 22		2 2	1	
Constructing Records	2 5	23 21	2	2 1	1	1
Educational Materials	5 5	16 20	1	6 3	1	1
General Clerical Duties	5 4	21 22	2	2 1		1
Administrative Routines (duties)	6 4	20 22	3	2		1
Promptness	14 11	11 14		3 4	1	
Interpreting the school program to and counseling with parents	6 8	17 16	1	4 4	2	
Appreciating the social importance of the profession	12 13	12 14	1	5	1	
Working Through the Profes- sional Organizations to Improve the Profession	1 -	16 17	6 7	4 3	1 2	1
General Working Conditions Reaction	13 8	13 19		3 1		1

APPENDIX 16

ABSTRACT OF

An Evaluation of the Elementary Teacher Education Program
at North Park College Based Upon a Follow-Up of the
Beginning Elementary School Teachers

APPENDIX 16

ABSTRACT OF

An Evaluation of the Elementary Teacher Education Program at North Park College Based Upon a Follow-Up of the Beginning Elementary School Teachers

A program for the education of elementary school teachers must have its graduates perform before its success can be determined. The object of this study was to determine the degree of success of the elementary teacher education program at North Park College through the professional work of its first two graduating classes: 1960 and 1961.

Two interview guides - teachers' and principals' - were prepared from a review of the literature for the purpose of determining professional strengths and difficulties of the beginning teachers. The professional reaction of the teachers was assumed to be as they were taught. The areas of investigation were general background; community activities; professional growth; reaction to college general education courses; student teaching; general experiences: college years; professional experiences; professional traits or qualities; and free-answer summary questions.

1 Russell S. Bude, doctoral thesis presented to the School of Psychology and Education of the University of Ottawa, Ontario, September, 1962, xiii-241 p.

Twenty-six principals (thirty-two responses) and twenty-nine teachers responded to the guides. The results indicated North Park College did prepare satisfactory elementary school teachers. The teachers, except three, were indicated to have satisfactory professional traits or qualities, and, through the principals, they revealed a strong indication of teaching success, a spirit and enthusiasm for teaching, love for teaching, and sincerity of purpose. Areas for improvement were: specialize in age and grade levels of preparation; teaching of reading; value of professional growth; values of the liberal arts program and the professional courses must be better related by the elementary levels, especially K-3.

The teachers evaluated the college courses in terms of current value; the effectiveness of the instructor; and a personal satisfaction. Adjustments should be made in the presentation of courses to suit elementary teacher demands. Details of the teaching profession should be emphasized.

A follow-up study, similar to this, should be instigated by the college to ascertain the continuing degree of success of the graduates in relationship with the preparation. Another suggestion is a study of the inheritance and environmental backgrounds of the North Park College graduates' personalities.