A Status Survey of the Requirements of Thirteen Teacher Training Institutions Offering Baccalaureate Degrees in Elementary Education

Kenneth Ellwood Fritz

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A STATUS SURVEY OF THE REQUIREMENTS OF THIRTEEN
TEACHER TRAINING INSTITUTIONS OFFERING
BACCALAUREATE DEGREES IN
ELEMENTARY EDUCATION

BY
KENNETH ELLWOOD FRITZ

A research report submitted
in partial fulfillment of the requirements for the
degree Master of Education, Department of
Education, South Dakota State
College of Agriculture
and Mechanic Arts

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K. E. F.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Plan of Procedure</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Definition of Terms</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Scope of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>II. GENERAL AND SPECIAL TRAINING OF ELEMENTARY TEACHERS</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Selection and Admission Practices</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>New Interpretation of Foundation Courses</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Imaginative Pre-student Teaching Experiences</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Improving Student Teaching</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>In-service Educational Plans and Practices</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>18</td>
</tr>
<tr>
<td>III. PRESENT STATUS OF ELEMENTARY TEACHER TRAINING</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Methods Used</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Area Covered by the Research</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Procedure which was Used</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Case Studies</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Summary of Findings</td>
<td>45</td>
</tr>
<tr>
<td>IV. CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR FURTHER STUDY</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Recommendations</td>
<td>51</td>
</tr>
<tr>
<td>Section</td>
<td>Pages</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Implications for Further Study</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>SUPPLEMENTARY PAGES</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Appendix</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Literature Cited</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>College Bulletins</td>
<td>81</td>
<td></td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. SEMESTER HOURS OF CREDIT REQUIRED BY INSTITUTIONS IN SPECIFIC AREAS</td>
<td>42</td>
</tr>
<tr>
<td>II. NUMBER AND TYPE OF COURSES OFFERED FOR ELEMENTARY EDUCATION MAJORS BY INSTITUTION</td>
<td>43</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The demand for more and better qualified teachers has risen sharply in the past decade. The increasing population of the United States has been one factor contributing heavily to this demand. Another factor having considerable influence in recent years is the "Sputnik scare" brought forth by the launching of the Russian satellite on October 4, 1957.

Particularly since that time, the American public has been more education conscious than in the past. The demand for a better quality in teaching has been more noticeable than in the past. It has been in the field of mathematics and science that the most influence has been felt. Whether or not this is a "passing fancy" or a definite trend in education remains to be seen. However, the writer believes that the increased emphasis in such fields will be with us for some time as evidenced by the federal government's participation and aid in the programs of mathematics and science institutes across the nation.

What preparation has the elementary teacher of today? What variations do we find in four year elementary preparation programs in various colleges of this area? This paper is concerned with the types of programs offered by colleges of the area in preparing four year degree elementary teachers.
The writer has often been confronted with the many different types of preparation for secondary school teachers. Considerable interest has been raised concerning the types of training for elementary teachers. This study is an attempt to discover some of the ways that various colleges approach the issue.

A two-fold benefit can be derived from the findings reported here. The writer can increase his knowledge of elementary teacher education and there is the possibility that the colleges in South Dakota can use the information for comparison and evaluation of their own programs.

Statement of the Problem

The chief problem of this study is to determine the type of training that four year elementary teachers receive. To break the general statement down into specifics: (1) What are the requirements for a Baccalaureate degree in the colleges? (2) What are the requirements for admission to teacher's colleges? (3) What course work is required (professional and subject-matter)? (4) What requirements, if any, are set up for admission to student teaching? (5) How much student teaching must the candidate do? (6) In what manner is this student teaching carried out; with regards to observation time, supervision, length of teaching, and so on? (7) What appears to be the trends in elementary teacher preparation?

It is necessary to interpret and present the findings
in a manner as helpful as possible and to offer suggestions where possible for the improvement of elementary teacher preparation in South Dakota. Such information might be used to improve elementary teacher preparation in any given institution within the state or might be used for a consolidation of effort to improve teacher preparation in a collection of institutions.

Plan of Procedure

After deciding upon the problem and having it clearly in mind, a request for college bulletins was made to colleges of the area. From this list a sampling was drawn to reduce the number to a more workable basis.

From the sample selected, each catalog was studied carefully as to the information needed to answer the seven questions on the preceding page. All data was recorded from the catalog directly to charts for the purpose of tabulation. From these charts, accompanied with an interpretation and evaluation of the various programs offered, an evaluation was made of the four year elementary teacher preparation program.

Definition of Terms

As used herein, the term "methods" is used in conjunction with such courses, usually in the department of education, as are used primarily to acquaint the teacher trainee with the materials, procedures, and ways of approaching the teaching process.
"Subject matter courses" are courses and credits required by the department of education in areas outside of the education department. Such courses are also often referred to as academic courses or courses in the liberal arts.

"Foundation courses" are educational subjects whose primary purpose is to acquaint the trainee with the background, history, and philosophy of education.

Scope of the Problem

This paper is limited primarily to a status survey of teacher education institutions in the immediate vicinity to South Dakota. For the most part, the institutions selected are in bordering states to South Dakota. A few of the institutions selected are schools of the "Big Ten". These were chosen because of their manner of approaching elementary teacher education and the fact that much can be gained by studying and comparing some of their fine programs.

The paper itself is concerned chiefly with the requirements that each institution puts on its candidates for a four year elementary degree in education.
CHAPTER II

GENERAL AND SPECIAL TRAINING OF ELEMENTARY TEACHERS

Despite the criticisms to the contrary, children are getting better instruction today.¹ We allow ourselves to become alarmed over various educational problems and some say education is not what it used to be. We should stop and survey all the better methods, materials, and facilities our children have today in comparison with schools and facilities of 30-40 years ago.

Colleges and universities have taken steps to select better teaching candidates. Certification requirements are continually being revised and improved. In 1951, only 20 states required a bachelor's degree for elementary teachers; today 37 states require a bachelor's degree.² (With the current rescission of policies and minimum standards, South Dakota Department of Public Instruction, Bulletin 21-0; South Dakota still does not require a four year preparation for its elementary teachers)

The definition of the general education desired for teachers emphasizes a broad cultural background encompassing

²Ibid.
the principal fields of organized knowledge and especially an intelligent understanding and appreciation of the social, economic, and political aspects of American life. ³

The teaching-knowledge qualification is designated by means of general, qualitative terms. The emphasis is upon a broad scholarly mastery, the teacher being a leader and a student in his field. The pedagogical training should include a knowledge of the individual to be taught, principles and laws of psychological learning; a strong emphasis upon an understanding of the purposes of education in a democracy. ⁴

The greatest change taking place in teacher training today is a shift from the lecture and recitation to more supervised laboratory experiences for student teachers. ⁵

Courses dealing with educational theory apart from practice are giving way to laboratory courses that provide opportunities for first hand work with children in school situations during the last two years of college. In these laboratory courses the most emphasis is placed on: (1) development of responsibilities of educating children at different ages, (2) observation of the best conditions for the learning


⁴Ibid, p. 254.

process, (3) study of the selection and organization of course content, and (4) practice of the art of teaching individually and in groups. L. J. Stiles, dean, School of Education, Wisconsin says: "A period of supervised internship is essential to all professions." 6

Another point stressed is the importance of a liberal arts education for teachers. There is a conflict between the professors of liberal arts and the educational theorists. Professors of liberal arts are confident too much time is allotted to education theory. Professors of pedagogy feel that they have developed an important discipline in the past 75 years, which the liberal arts instructors deny or do not realize.

It is unfortunate that both parties have been guilty of stating their contentions too often, not so much to facilitate improvement between the two factions, but to humiliate the opposition.

It is unfortunate that the two can't cooperate to a higher degree and improve education and teacher preparation by so doing. Nevertheless, it does appear today that the liberal arts instructors are becoming more aware of the necessity of good teacher preparation. The college subject matter instructors have been giving increasing attention to the problems of public schools and have shown an accompanying increase in

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6 Ibid.
interest in teacher education. 7

Education today is attempting to go through a stage of
development that other professions have undergone years ago.
Even such a well disciplined profession as medicine had its
moments of development and laying of foundations for prin-
ciples and methods. 8

It takes time to foster an appreciable and worthy
amount of educational theory. The liberal arts and education
professors are presenting their theories and disciplines on
an intelligent basis. These methods which they present should
become increasingly more helpful in teaching—even in the
teaching of liberal arts. 9

The education theorists must also realize that they
are dependent on the traditional disciplines and theories
"handed down" to them—particularly from philosophy, soci-
ology, and psychology. In reality the two groups are
mutually dependent. The two parties in joining together in
a cooperative venture might well bring forth the strongest
program of teacher training that we have known. 10

7 "What Shall We Teach Our Teachers?," Illinois Educa-
8 John S. Brubacher, "Resolving the Conflict Between
Academic and Professional Training of Teachers," The Education
9 Ibid.
10 Ibid.
The University of Pennsylvania's School of Education has revised its course work for future elementary teachers. Prospective elementary teachers will take a minimum of three-fourths of their work in the arts and sciences. The rest of the curriculum includes student teaching and professional courses.\textsuperscript{11}

Dean William E. Arnold says the new curriculum places emphasis on the humanities and the social and the natural sciences. This curriculum revision has not been a sudden change but has been in progress for several years. It is designed to give students the broad education in the arts and sciences that is necessary for teaching today.\textsuperscript{12}

Perhaps one of the most radical situations pertaining to this matter, uncovered while doing research for this paper, was a declaration of the Board of Education of Phoenix, Arizona that was issued in 1956. At that time the board stated they would hire only teachers with a master's or a doctor's degree from liberal arts colleges. Graduates of colleges of education need not apply.\textsuperscript{13} This doesn't necessarily mean that educators or boards of education favor or accept this; however,


\textsuperscript{12}Ibid.

it is a point which illustrates the trend mentioned earlier. It appears to be a common desire among educators to reunite content and method. It is felt that science teachers need association with creative scientists but these teachers also need the method and disciplines brought forth in the theory courses. There are different kinds of scholars who play different roles in the training of a teacher. For example, the historian or mathematician in teaching his field is communicating with both content and method. The shameful part is that he often uses it so poorly.\(^{14}\)

There is a cultivated amount of professional knowledge that the teacher of young children should possess: (1) an understanding of the needs of the young child, (2) instruction in the psychology of learning, (3) the role the public school has played in the development of the American culture, and (4) the problems a young child encounters in adapting to his environment and in acquiring the ability to read, use numbers, speak and write the native language.\(^{15}\)

Most educators are in agreement that the preparation of teachers should have at least the following common features: \(^{16}\)

1. A broad general education.


\(^{15}\)Ibid.

\(^{16}\)Ibid.
2. Opportunity to become acquainted with the teaching profession; perhaps an early and continuing observation in schools and some participation in guiding the learning of children.

3. A start in the teaching profession under the guidance of talented and sympathetic teachers, followed by an internship in which the student teacher gradually assumes full responsibility for instructing a group of learners.

4. A diagnostic study of the intricacies of the teaching-learning process. Guidance of the prospective teacher by capable instructors who have the experience and deep understanding of child development, nature of learning, and the role of teachers in our society.

In Illinois some teacher preparatory schools are adding a fifth year to the undergraduate curriculum. This extra year is used for additional work in education beyond the normal undergraduate work. This is not graduate work for a master's degree but additional work which these institutions feel necessary to produce a good, qualified teacher. It may be indicative of something to come about in the future.

It should be noted that the improvement of teacher education is primarily dependent upon an increase in the attractiveness of the teaching profession. It is desirable

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to attract the better students into teaching. A few of the factors that prospective teaching candidates look at; and probably with disfavor, (although improvement is being made) are such items as salaries, occupational security, the right to live a normal life, and the presence of democratic administrative leadership. 18

Reformation of teacher preparatory programs for the pre-service training of teachers needs constant attention. The Commission on Teacher Education in its report of 1946 stated that no program was in existence that could be considered wholly satisfactory. 19

It can probably be assumed that no such program will ever exist. As certain problems are solved, others spring up to take their places. Again, greater institutional unity is a prime need in programs of higher education.

The following five sections pretty well outline the chief areas in teacher training: (1) selection and admission practices, (2) new interpretation of foundation courses, (3) imaginative pre-student teaching experiences, (4) improving student teaching and (5) in-service educational plans and

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19 Ibid.
practices. 20

A brief discussion of each of the above five now follows to show what is being done today.

Selection and Admission Practices

It would certainly be helpful to the quality of teaching, if not the quantity, if more stringent means of selecting teaching candidates could be employed. A study at Northwestern University by Jerome E. Leavitt illustrated how difficult it is to predict success in elementary teaching on basis of data available at the time an undergraduate enters his junior year in college. 21 It would undoubtedly be advisable to try getting better students into teacher preparation; however, this is difficult to do with the attractive offers made by industry today.

Some colleges of education have developed prediction formulas to aid in determining the eventual success or failure of a teacher candidate. However, these formulas have significant limitations. The colleges have generally adopted some form of selective admission and/or selective retention. 22


21 Ibid.

New Interpretation of Foundation Courses

The teacher colleges of today are using various means to familiarize the prospective elementary teacher with education. Such methods as workshops, group discussions, day-long observations, sessions with seasoned teachers, and classroom participations are being used by the colleges.\textsuperscript{23}

The Fund for Advancement of Education (FAE) is attempting to preserve the benefits of a liberal arts education while adding sufficient professional education courses. They also advocate a fifth year of teacher preparation.\textsuperscript{24}

It is difficult to integrate a five-year program for teacher preparation when certification requirements do not specify a fifth year of pre-service preparation. Such a program would be a desirable goal to strive for but will not very likely become a practice except where a fifth year is required for a teaching credential.\textsuperscript{25}

A decision is needed by the schools of education regarding a balance of theory and practice. A teacher education program of 120 semester hours generally has three to five hours practice teaching. A very few do have 10-15 hours.\textsuperscript{26}

\textsuperscript{23} Ibid.
\textsuperscript{24} Allen, loc. cit.
\textsuperscript{25} Monroe, op. cit., p. 360.
The problem of educating teachers is too important and too broad in scope to be the responsibility of any one department. It will take the co-ordinated effort of various college departments to determine the proper curriculum for the best education of our teachers. It is also understandable that curriculum changes will always be taking place. As we progress our concepts and theories of education are constantly changing.

**Imaginative Pre-student Teaching Experiences**

Two methods of acquainting the pre-student teachers with public schools are illustrated below.

Northwestern University requires 100 hours of experience in field laboratory work with children; youth camps, religious education, or other appropriate centers are pre-requisite to student teaching.

At Indiana, all seniors in teaching education are expected to give their services to a school of their choice during the two to three week interval of public school openings and their registration for their senior year of college work.

A program as the above would no doubt acquaint the prospective teacher with youth and some of the problems that


28 Shane, Callas, and Meredith, loc. cit.

29 Ibid.
will be met. It is believed that the prospective teacher will gain confidence from his associations with the student on this level.

Improving Student Teaching

There was little practice teaching in colleges and universities until after 1900. The first student teaching in any American university was probably at the University of Illinois in 1893-1894. After a one year trial it was not considered as desirable and was discontinued but re-instituted in 1906-1907. 30

Following is a statement which was encountered while gathering material for this paper that appears to apply.

"The purpose of the pre-service curriculum is not to turn out a fully competent teacher, but to prepare the person to begin to teach. Every teacher should have an area of subject matter concentration— including the elementary teacher."31

Syracuse University and others require activities not directly connected with classroom teaching as an introduction to student teaching. Future student teachers are required to attend school assemblies, attend teachers' meetings, supervise


study hall and other school functions are used as a means of a
gradual introduction to the teaching process.\textsuperscript{32} This is con-
sidered helpful in "breaking in" the new student teacher.

Practices or changes in educational policies of recent
years which look promising for the improvement of instruction
in education are: (1) teachers are accepted more as key per-
sons in curriculum making, (2) principals have greater
responsibility for curriculum leadership, (3) supervisors of
teachers act as consultants, (4) state departments of educa-
tion serve to stimulate progress rather than to prescribe
practice, (5) parents participate more today, and (6) children
share more in curriculum making.\textsuperscript{33}

\textbf{In-service Educational Plans and Practices}

After a young teacher is successfully started in his
profession it must not be assumed that his training has been
completed. The social changes and educational discoveries
that come forth demand that teachers in service should not
stand still.\textsuperscript{34}

Other methods of in-service education would be the

\textsuperscript{32}W. Earl Armstrong and Others, "The College and
Teacher Education," American Council on Education, p. 180,
Washington, D.C., 1944.

\textsuperscript{33}Harold W. Drummond, "Improving Instruction in
Elementary Education," School Executive, vol. 75, pp. 75-77,
April, 1956.

\textsuperscript{34}"The Improvement of Teacher Education," American
workshops and extension courses available to the teacher during the year. Inter-group discussion is considered to be helpful to the beginning teacher.

Summary

The greatest change taking place in teacher training today is a shift from the lecture and recitation to more supervised laboratory experiences for student teachers. Training institutions are including more liberal arts courses in the teacher education curriculum.

The addition of a fifth year of training to the training curriculum is proposed in some institutions.

It is the responsibility of all college departments to aid in the training of teachers. A combined effort is necessary to produce a better teacher.

The main areas of teacher training are: (1) selection and admission practices, (2) new interpretation of foundation courses, (3) imaginative pre-student teaching experiences, (4) improving student teaching, and (5) in-service educational plans and practices.

The point of attack in dealing with issues and problems in teacher education is the formulation and adoption of a definitive statement of the desired teacher qualifications derived from the purposes of our schools, the services requested of teachers, and the nature of the teacher-learning process.

The formulation and adoption of a statement of desired
teacher qualifications is not something to be done by educators; all instructional groups that contribute to the pre-service education of teachers on the college level should be involved.
CHAPTER III

PRESENT STATUS OF ELEMENTARY TEACHER TRAINING

The main problem of this research, stated in Chapter I, was to survey the undergraduate education offerings in Elementary Education in a sampling of teacher-training colleges and universities in this area.

The chief item being sought was the lists and types of such undergraduate courses being offered by the institutions. Attention was also given to the requirements set up by these institutions for students to partake in such work.

Methods Used

The "case study" according to Whitney is a complete analysis and report of the status of an individual subject with respect, as a rule, to specific phases of his total personality. In this paper one might well define the method even further by saying it is a case-group investigation using descriptive method.

Each Elementary Education curriculum of the institutions reported becomes the case study. Placing these case studies together makes the group. Surveying the group, collecting data, tabulation, interpretation of the data, and carrying this on

with adequate interpretation constitutes the descriptive method of research. 36

The chief sources of data were the most recent college bulletins (1959-1960) obtainable from the institutions.

Area Covered by the Research

This paper is concerned with the four year undergraduate programs in elementary education from the following states: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Montana, Nebraska, North Dakota, and South Dakota.

Procedure which was Used

To determine the names of schools offering a four year degree in elementary education, a letter was sent to the Department of Public Instruction in each state requesting the names of such schools. Upon receiving these lists another form letter was sent to all of the public colleges and universities, in the states mentioned above, that grant a bachelor's degree in elementary education. This letter, sent to the registrar of the institution, asked for the latest college bulletin available. Each school proved to be very cooperative as catalogs were received from all schools but one; this one stated they were out of stock and no more would be available until the fall of 1960.

36Ibid.
From all the catalogs received a sampling was drawn. Thirteen colleges were selected. This was considered a large enough sampling to give the information desired and still not too large a sample to handle effectively.

The steps of actually condensing the information from the catalogs were then undertaken. The information desired for the research was collected, sorted, and tabulated for future use.

This information was written into the individual case studies which will be found later in this chapter.

After compiling the information on an individual basis, it was grouped for a general summary. Such tables as seemed feasible were organized to facilitate study and comparison.

Conclusions and recommendations could be drawn from the tables and individual case studies. Keeping in mind the possible use of information uncovered to educators, these conclusions and recommendations were formulated.

The following case studies uncover the facts with which this paper is concerned. The information has been tabulated into seven sub-divisions: (1) Admission to Teacher's College, (2) Requirements for a Baccalaureate Degree, (3) Course Work Required, (4) Admission to Student Teaching, (5) Student Teaching, (6) Comparison of Professional Courses and Subject Matter Courses, and (7) Required Education Courses.

Each of these sub-divisions has been numbered identically
to facilitate the reader in making any cross reference from one institution to another.

Immediately following the next division are tables I and II which condense the information even further for easier reading. The summary at the end of this chapter shows the courses most often offered by the institutions. The appendix contains all education courses offered by each institution.

UNIVERSITY OF ILLINOIS

URBANA, ILLINOIS

1. Admission to Teacher's College

   a. A grade point average of at least 3.5. (A=5, B=4, etc.)
   b. Junior standing; certain of the college’s curricula must be met in the freshman year.

2. Requirements for a Baccalaureate Degree

   a. One hundred twenty-nine semester hours of credits, with a grade point average of 3.0 or better.
   b. The hour requirement does not include the first two years of required military training and physical education.

3. Course Work Required by the College of Education

   a. Language Arts - - - - - - - 21 sem. hrs.
   b. Natural Science - - - - - - 18 sem. hrs.
   c. Social Science - - - - - - 20 sem. hrs.
   d. Mathematics - - - - - - 5 sem. hrs.
   e. Health and Physical Ed. - - - 6 sem. hrs.
   f. Fine and Applied Arts - - - 13 sem. hrs.
   g. Education and Psychology - - - 23 sem. hrs.
   h. Student Teaching - - - - - 6 sem. hrs.
   i. Other electives - - - - - 17 sem. hrs.

4. Admission to Student Teaching

   a. Admission to advanced standing in teacher education is a prerequisite to admission to student teaching.
Advanced standing is determined by:
(1) The basis of the applicant's academic qualifications.
(2) The basis of the applicant's personal qualifications.

5. **Student Teaching**
   a. Six semester hours required, limited to those who have advanced standing in teacher education.
   b. Prerequisites: Principles of Elementary Education and senior standing.

6. **Comparison of Professional Courses and Subject Matter Courses**
   a. Education - - - - - - - - 23 sem. hrs.
   b. Subject Matter - - - - - - - - 83 sem. hrs.
   (No major or minor required, other than that stipulated above)

7. **Required Education Courses**
   b. Psychology 100.

**INDIANA UNIVERSITY**

**BLOOMINGTON, INDIANA**

1. **Admission to Teacher's College**
   a. Graduates of Indiana commissioned high schools who rank in the upper half of their graduating classes will be admitted to the Junior Division on certification by their high school principals.
   b. Graduates of accredited high schools in other states are eligible for admission only if they have demonstrated their ability to do high level academic work.
   c. The School of Education will accept students from the Junior Division who have completed twenty-five semester hours of work (including four hours of English composition), with an average grade of "C" or above in all work taken.
2. **Requirements for a Baccalaureate Degree**
   
a. One hundred twenty-four semester hours of academic credit required.
   
b. An average of one credit point for each credit hour taken in courses which have an education prefix.
   
c. The completion of the requirements for the elementary certificate.
   
d. Completion of four hours of Elementary composition.
   
e. Completion of 35 semester hours of courses open only to juniors and seniors (courses numbered higher than 299).
   
f. Completion of a minimum of 24 semester hours of work in professional education courses, and all of the general education and subject-matter courses required for recommendation by Indiana University for a teacher's certificate.
   
3. **Course Work Required by the College of Education**
   
a. Education - - - - - - - - - 24 sem. hrs.
   
b. Student Teaching - - - - - - 12 sem. hrs.
   
c. Subject Matter Courses - - - 73 sem. hrs.

4. **Admission to Student Teaching**
   
a. Have at least first-semester senior class standing in the University.
   
b. Have an average grade of "C" or above in all University work taken, in all courses taken which have an education prefix, and in all courses taken which do not have an education prefix.
   
c. Have a grade of "C" or above in each special methods course taken.
   
d. Show a proficiency in written and spoken English.
   
e. Have a personality that the faculty of the School of Education considers will contribute to success in the profession of teaching.
   
f. Be physically able to do successful classroom teaching, as evidenced by a thorough physical examination given by the University physician.

5. **Student Teaching**
   
a. Student teaching is done in one semester of the senior year, 12 semester hours credit is allowed.

6. **Comparison of Professional Courses and Subject Matter Courses**
   
a. A total of 36 semester hours required in Education
b. Seventy-three semester hours required in academic courses.

7. Required Education Courses
   a. Education: F100, E325, E335, E343, E495, M323, M324, M333, M425, and a three hour elective in education.
   b. Psychology: P100, EdP200.

DRAKE UNIVERSITY
DES MOINES, IOWA

1. Admission to Teacher's College
   a. Students are admitted from high school based on the quality of work, citizenship, recommendations of school officials, scores in aptitude and achievement tests.
   b. A $10 fee must accompany each application.

2. Requirements for a Baccalaureate Degree
   a. One hundred twenty-six semester hours of credit are required.
   b. A grade point average of 2.0 (A=4, B=3, etc.).

3. Course Work Required by the College of Education
   a. General Education - - - - - - - 40 sem. hrs.
   b. Education and Psychology - - - 3 1/4 sem. hrs.
   c. Student Teaching - - - - - - - 10 sem. hrs.
   d. Major teaching field of not fewer than 30 semester hours.
   e. Minor teaching field of not fewer than 15 semester hours.

4. Admission to Student Teaching
   a. Have completed the course "Education and the Teaching Process".
   b. Minimum grade point average of 2.0.
   c. Be recommended by the College of Education faculty.
   d. Applicants for student teaching must have at least a 2.0 average in the major area of study.
5. **Student Teaching**

   a. Done in two semesters; typically, the first assignment is made in the first semester of the junior year; the second in the second semester of the senior year.
   
   b. Particular attention is made to insure that each student will have teaching experiences at both primary and intermediate levels of the elementary school.

6. **Comparison of Professional Courses and Subject Matter Courses**

   a. Forty-four semester hours in education and psychology.
   b. Forty-five semester hours required in subject matter courses.

7. **Required Education Courses**

   b. Psychology 53.

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**IOWA STATE TEACHERS COLLEGE**

CEDAR FALLS, IOWA

1. **Admission to Teacher's College**

   a. Students must demonstrate competence in typing and in the use of duplicating machines.
   
   b. Students must show competence in reading, speaking, and writing.

2. **Requirements for a Baccalaureate Degree**

   a. One hundred thirty semester hours of credit required.
   b. Grade point average must be two times as many grade points as hours attempted. (A=4, B=3, etc.).

3. **Course Work Required by the College of Education**

   a. General Education - - - - - - - - - 67 sem. hrs.
   b. Education - - - - - - - - - - 30 sem. hrs.
   c. Student Teaching - - - - - - - - 30 sem. hrs.
   d. A major of 30 semester hours and a minor of 20 semester hours.

   (1) The major in the lower grades of elementary school includes 40 hours of work in courses to be taught in that field.
(2) The major in the upper grades of elementary school includes 43 hours of work in courses to be taught in that field.

4. Admission to Student Teaching
   a. No special requirement.

5. Student Teaching
   a. A total of eight semester hours credit required.
   b. The teaching is done in a year's time.

6. Comparison of Professional Courses and Subject Matter Courses
   a. Thirty-eight semester hours of education is required.
   b. A minimum of 64 semester hours required in academic courses for lower grades; 67 for upper grades.

7. Required Education Courses
   b. Psychology 20:16 and one elective.

KANSAS STATE COLLEGE OF PITTSBURG
PITTSBURG, KANSAS

1. Admission to Teacher's College
   a. Submit an application for admittance at the end of
      the sophomore year or beginning of the junior year,
      before enrolling in the first professional course.

2. Requirements for a Baccalaureate Degree
   a. One hundred twenty-four semester hours of credit
      required.
   b. Grade point average at least 2.0 (A=4, B=3, etc.).

3. Course Work Required by the College of Education
   a. Education- - - - - - - - - - - - 30 sem. hrs.
   b. Courses directed toward understanding the
      individual: Guidance, Child Development, and
      Child Psychology - - - - - - 6 sem. hrs.
   c. Courses directed toward understanding the school as
4. Admission to Student Teaching

a. Prior formal admission to the program of teacher education by application.
b. Completion of at least 80 hours of college work with a minimum grade point average of 2.0.
c. Completion of at least six hours of the professional work required for the degree with a minimum grade point average of 2.0.
d. Approval of the head of the department and the Director of Teacher Education.

5. Student Teaching

a. A minimum of six hours is required.
b. Student must arrange with the director of the laboratory school for his assignment.
c. Student teaching is done in the laboratory school maintained on campus.
d. Student teaching may be done in an off-campus school when room is lacking in the one above.
e. Student teaching is divided into three semester hours of teaching each semester in the senior year.

6. Comparison of Professional Courses and Subject Matter Courses

a. A total of 36 semester hours is required in education and special education.
b. A total of 37 semester hours is required in subject matter courses.

7. Required Education Courses

a. Education 50, 175, 215, plus 12 semester hours in courses numbered 100 or above. Six of these 12 hours must be from courses directed toward understanding the school as a social institution from the following: Education 1, 101, 170, 259, 265, 270.
b. Psychology 153 plus one elective in psychology.
MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN

1. Admission to Teacher's College
   a. No special qualifications required other than the general college requirements.

2. Requirements for a Baccalaureate Degree
   a. One hundred ninety-two quarter hours of credit required.
   b. Grade point average of 2.0 or better (A=4, B=3, etc.).
   c. All men and women must enroll in and satisfactorily complete an instructional course in physical education each quarter until they are a junior or until six quarters of physical education have been taken.

3. Course Work Required by the College of Education
   a. Four teaching minors of at least 23 quarter hours each must be chosen. One minor must be a combination of Speech and English OR
   b. A major of at least 36 quarter hours and two or more minors of at least 23 quarter hours each. One of these must be in Speech and English.
   c. Education-- 25 qtr. hrs.
   d. Student Teaching-- 12 qtr. hrs.
   e. Other required courses: Art 104a, 104b; HPR 226a, Playground Leadership and Play Activities; HPR 321a, Creative Dance and Rhythms for Children; Music 145a, Music Foundations; Music 245, Elementary School Music.

4. Admission to Student Teaching
   a. Application must be submitted to and approved by the Coordinator of Student Teaching.

5. Student Teaching
   a. A total of 12 quarter hours credit given in one quarter.
   b. Student teaching is done on a "whole time" basis at a center where a staff member is present.
   c. No other course work taken at this time, other than an education seminar for three credits.
6. Comparison of Professional Courses and Subject Matter Courses
   a. A total of 37 quarter hours of education required.
   b. Plan 3a on the preceding page requires 92 quarter hours of academic subjects.
   c. Plan 3b on the preceding page requires 82 quarter hours of academic subjects.

7. Required Education Courses

UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN

1. Admission to Teacher's College
   a. Junior standing.
   b. Scholastic average of at least 2.0 (A=4, B=3, etc.).

2. Requirements for a Baccalaureate Degree
   a. One hundred twenty-four semester hours required.
   b. Grade point average of at least 2.0.

3. Course Work Required by the College of Education
   a. Satisfactory completion of 124 semester hours of classwork, at least 92 of which shall be taken in academic subjects.
   b. Completion of at least 20 hours and no more than 32 hours of classwork in education.
   c. Eight hours of the requirement "b" above must be in student teaching.
   d. Four minors of 15 hours each or a major of 25 hours and two 15 hour minors each.

4. Admission to Student Teaching
   a. No special requirement.

5. Student Teaching
   a. A total of eight semester hours required.
   b. Four hours each semester in the senior year.
6. **Comparison of Professional Courses and Subject Matter Courses**

a. A total of 20, no more than 32, hours in education.
b. Eight of the above must be in student teaching.
c. A total of 92 quarter hours is required in subject matter courses.

7. **Required Education Courses**

a. Education D11 and D12 or one course selected from A1, A25, or A30.
b. Psychology C1, D9 or D10, D5 and D175.

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**UNIVERSITY OF MINNESOTA**

**MINNEAPOLIS, MINNESOTA**

1. **Admission to Teacher's College (Upper Division)**

a. The student must earn at least 84 quarter credits with a scholarship average of "C", including the required 60 credits of general education and major and minor prerequisites.
b. Apply for entrance into the Upper Division.
c. Submit a 2-year plan of study leading toward the completion of major, minor, and other graduation requirements.

2. **Requirements for a Baccalaureate Degree**

a. One hundred ninety-two quarter hours for a B. S.
b. One hundred eighty quarter hours for a B. A.
c. Grade point average must be at least 2.0 (A=4, B=3, etc.).

3. **Course Work Required by the College of Education (For a B. A. degree; slightly higher in some instances for a B. S.)**

a. Student must pass an English proficiency examination.
b. Completion of an academic major of 45 quarter hours.
c. Completion of one or more academic minors of 30 quarter hours or a second major.
d. Completion of 15 credits of work outside the major and minor with a course number of 50 or above.
e. Completion of 56 quarter hours of education and psychology with 13 hours of student teaching and 15 hours of special methods included.
4. Admission to Student Teaching

a. A satisfactory rating on a physical examination by the University physician.
b. Completion of courses in the major or satisfactory preparation in the major field.
c. A "C+" average (2.5 honor points per credit) in the major and in any minor subject field in which directed teaching is to be done.
d. Satisfactory completion of the junior year sequence of courses in education with no mark lower than "C".
e. Completion of or concurrent enrollment in the special methods course, or courses appropriate to the major field.
f. Adequate proficiency in use of written English and speech as determined by departmental tests and performance in course work.
g. Satisfactory performance in all tests and examinations required.

5. Student Teaching

a. The University laboratory school includes a kindergarten and eight grades, each supervised by a teacher especially qualified through education and experience to give wise guidance to student teachers.
b. The school affords a laboratory for research toward the improvement of teaching; provides prospective teachers with special advantages for observation, demonstration, and directed teaching.
c. The staff also includes resource personnel in various teaching fields. A speech specialist is also available.
d. Careful chosen supply of instructional materials is available, along with audio-visual education.

6. Comparison of Professional Courses and Subject Matter Courses

a. A total of 56 quarter hours required in education.
b. A total of 75 quarter hours required in academic subjects.

7. Required Education Courses

a. Education 48, 51a, 51b, 51c, 54a, 54b, 61a, 61c, 90, plus one special methods course taken before or during directed teaching, plus one approved elective in education, psychology, or philosophy.
b. Psychology 1, 2, 3, and Ed 61b.
1. Admission to Teacher's College
   a. The student must have at least a "C" average for all credits earned.
   b. Introduction to Psychology should be taken in the freshman year.

2. Requirements for a Baccalaureate Degree
   a. A total of 180 quarter hours plus six credits in physical education.
   b. Grade point average of at least 2.0 (A=4, B=3, etc.).
   c. Pass the University swimming test.

3. Course Work Required by the College of Education
   a. Education—- - - - - - - - - - - - 40 qtr. hrs.
   b. English—- - - - - - - - - - - - - 24-25 qtr. hrs.
   c. History & Political Science—- - - 26 qtr. hrs.
   d. Geography—- - - - - - - - - - - - 5 qtr. hrs.
   e. Science—- - - - - - - - - - - - 13 qtr. hrs.
   f. Mathematics—- - - - - - - - - - - 5 qtr. hrs.
   g. Psychology—- - - - - - - - - - - 10 qtr. hrs.
   h. Art—- - - - - - - - - - - - - - 6 qtr. hrs.
   i. Music—- - - - - - - - - - - - - - 6 qtr. hrs.

4. Admission to Student Teaching
   a. At least a "C" average in education courses.
   b. At least a "C" average in academic courses.

5. Student Teaching
   a. Student does supervised student teaching in cooperating schools in western Montana.
   b. A minimum of 10 quarter hours required.
   c. Student is expected to devote either a full morning or a full afternoon in the elementary school classroom during student teaching.

6. Comparison of Professional Courses and Subject Matter Courses
   a. A total of 50 quarter hours of education and psychology is required.
   b. A total of 95 quarter hours of academic subjects is required.
7. Required Education Courses
   a. Education 200, 202, 301, 302, 303, 318, 340, 404, plus electives in education totaling four or more credits.
   b. Psychology 110, 230.

UNIVERSITY OF NEBRASKA
LINCOLN, NEBRASKA

1. Admission to Teacher's College
   a. Graduation in upper 50% of high school class or an average score of five or better on the University classification examination.
   b. Completion of 15 or more hours of college work.
   c. A grade average of 4.0 or better in college work.
   d. Two hours of credit in English composition.
   e. Completion of Education 30 (Principles of Education).

2. Requirements for a Baccalaureate Degree
   a. One hundred twenty-five hours of course work with a grade point average of not less than 5.0. (No basis of determining grade points could be found by the writer in Nebraska's bulletin)

3. Course Work Required by the College of Education
   a. Education--- 37 sem. hrs.
   b. Psychology--- 6 sem. hrs.
   c. Student Teaching--- 5 sem. hrs.
   d. English--- 6 sem. hrs.

4. Admission to Student Teaching
   a. Student must have an over-all average of 5.0 or better.
   b. A cumulative average of 5.5 or better is required in professional courses completed.
   c. A health certificate from the University Health Center is required.
   d. Student must be enrolled as a candidate for an Elementary Certificate.

5. Student Teaching
6. **Comparison of Professional Courses and Subject Matter Courses**

a. A total of 48 semester hours in education and psychology is required.
b. A total of 60 semester hours in the academic courses of the teacher's chosen field.

7. **Required Education Courses**

b. Psychology 61, 62.

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**MINOT STATE TEACHERS COLLEGE**

**MINOT, NORTH DAKOTA**

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1. **Admission to Teacher's College**

a. Student must submit application to the Committee on Selection and this committee accepts or rejects on the basis of: character, achievement, health record, personality, and skills in written and oral communication.
b. Grade point average at least 1.0 (A=3, B=2, etc.).

2. **Requirements for a Baccalaureate Degree**

a. A total of 196 quarter hours required.
b. Grade point average of at least 1.0.

3. **Course Work Required by the College of Education**

a. Education ————- 52 qtr. hrs.
   (16 of these are in special methods courses taught by the department under which they fall)
b. Communication ————- 12 qtr. hrs.
c. Literature & Humanities ————- 16 qtr. hrs.
d. Social Science ————- 20 qtr. hrs.
f. Personal Living ————- 4 qtr. hrs.
g. Physical Education ————- 6 qtr. hrs.
h. Psychology 101 ————- 4 qtr. hrs.
i. Freshman Orientation ————- 1 qtr. hr.
j. A second major of 45 quarter hours or two minors of 24 quarter hours each.

4. Admission to Student Teaching
   a. A grade point average of 1.0 or better is required in all academic work.
   b. A grade point average of 1.25 or better is required in the major field.
   c. Approval by Committee on Selection.

5. Student Teaching
   a. A total of 12 quarter hours of student teaching is required, all in one quarter.
   b. Students are expected to spend the entire day in the classroom doing a minimum of two hours each day of actual teaching and the remainder of the day to be spent in related work and study.
   c. Students are permitted to enroll in another four quarter hour class at 8:00 a.m.

6. Comparison of Professional Courses and Subject Matter Courses
   a. A total of 52 quarter hours in education, special methods, and psychology is required.
   b. A total of 75 quarter hours is required in academic subjects.

7. Required Education Courses
   a. Education 101, 225, 229, 323, 327, 412, 413, 417, 422.
   b. Psychology 211.

NORTHERN STATE TEACHERS COLLEGE
ABERDEEN, SOUTH DAKOTA

1. Admission to Teacher's College
   a. A health examination by a licensed physician is required.
   b. Graduation from an accredited high school.
2. Requirements for a Baccalaureate Degree
   a. A total of 192 quarter hours of credit is required.
   b. Grade point average at least 1.0 (A=3, B=2, etc.).

3. Course Work Required by the College of Education
   a. General Education-- ---- 71 qtr. hrs.
   b. Education- - - - - - - - - - - - 27 qtr. hrs.
   c. Student Teaching- - - - - - - - - - - - 15 qtr. hrs.
   d. Psychology - - - - - - - - - - - - 9 qtr. hrs.
   e. Two minors of 23 quarter hours each, one of which
      must be an academic minor.

4. Admission to Student Teaching
   a. No special requirements.

5. Student Teaching
   a. Fifteen hours of student teaching to be taken by the
      student in the third quarter of his junior year or
      in the first or second quarter of his senior year.

6. Comparison of Professional Courses and Subject Matter Courses
   a. Forty-two quarter hours is required in education.
   b. Nine quarter hours is required in psychology.
   c. Seventy-one quarter hours is required in the
      academic subjects.

7. Required Education Courses
   a. Education 100, 304 or 342, 350, 352, 353, 354, 355,
      443, plus one education elective of three hours.
   b. Psychology 102, 211, 224.

UNIVERSITY OF SOUTH DAKOTA
VERMILLION, SOUTH DAKOTA

1. Admission to Teacher's College
   a. Junior standing: completion of 50 semester hours.
   b. A scholastic average of not less than 2.0 (A=4, B=3, etc.).
   c. File application for admission with the Registrar
      of the University at the end of the sophomore year.
2. **Requirements for a Baccalaureate Degree**

   a. One hundred twenty-four semester hours is required.
   b. A minimum grade point average of 2.0.

3. **Course Work Required by the College of Education**

   a. Education - - - - - - - - - - - - 25 sem. hrs.
   b. Student Teaching - - - - - - - - - - 6 sem. hrs.
   c. Psychology & Guidance - - - - - - 8 sem. hrs.
   d. Academic subjects - - - - - - 56 sem. hrs.

4. **Admission to Student Teaching**

   a. No special requirements.

5. **Student Teaching**

   a. A total of six semester hours is required.

6. **Comparison of Professional Courses and Subject Matter Courses**

   a. A total of 39 semester hours of education is required.
   b. A total of 56 semester hours of academic subjects is required.

7. **Required Education Courses**

   a. Education 1, 3, 4, 5, 54, 71, 74, 104, 106, 107, 172.
   b. Psychology 2, 103, 187.

The preceding material helps to collect the information but a listing of typical requirements should offer a better means to analyze the data. The following section shows the requirements which appeared most frequently among the institutions surveyed.

1. **Admission to Teacher's College**

   a. At least a "C" average in academic courses.
   b. At least a "C" average in education courses.
   c. Junior standing.
2. Requirements for a Baccalaureate Degree
   a. One hundred twenty-four semester hours of credit.
   b. A grade point average of "C" or better.

3. Course Work Required by the College of Education
   a. Twenty-four semester hours of education and psychology.
   b. Seventy semester hours of academic subjects.
   c. Eight to ten semester hours of student teaching.

4. Admission to Student Teaching
   a. Based on academic qualifications, usually at least a "C" average or better.
   b. Based on personal qualifications.
   c. Adequate proficiency in writing and speaking the English language.

5. Student Teaching
   a. Eight to ten semester hours.
   b. Actual teaching is performed in a semester or a quarter's time.

6. Comparison of Professional Courses and Subject Matter Courses
   a. Education and psychology - - - 24-30 sem. hrs.
   b. Academic subjects - - - - - - 70 sem. hrs.

7. Required Education Courses
   a. Education: Principles of Education, Elementary Curriculum, 6-9 hours in Foundations courses, 3-6 semester hours in methods courses, 8-10 semester hours in student teaching.
   b. Psychology: General Psychology and Educational Psychology.

The information that was gathered from the preceding work can best be reviewed by use of the table on page 42. Table I shows the required semester hours in various areas that are needed for graduation with a baccalaureate degree in elementary education. The second column was kept separate
from the third so that a clearer distinction could be made between the two items. The last column shows semester hours required by the education departments outside of the normal education subject field. All hours in this table are listed in semester hours. Five of the institutions surveyed operate on a quarter basis so their hours have been converted to semester hours for sake of uniformity. These institutions are: Michigan State University, University of Minnesota, Montana State University, Minot State Teachers College, and Northern State Teachers College. The hours listed under "Education and Psychology" in the second column do not include the student teaching requirement. Other notations are listed below:

* 83 required for lower grades
** 61 1/3 required if four minors chosen
*** includes 15 hours of special methods courses required
**** includes 16 hours of special methods courses required

Table II on page 43 shows the breakdown of education courses within each institution. The second column lists the total number of education courses available to elementary teacher candidates. The next three columns are a division of this total number into its component parts: basic education courses, psychology courses, and methods courses.

The education courses in Table II have been listed in these three divisions above for this is the manner in which the majority of the institutions group their courses. As near as possible the courses have been placed in the categories that seem to apply.
<table>
<thead>
<tr>
<th>Institutions</th>
<th>Education and Psychology</th>
<th>Student Teaching</th>
<th>Subject Matter Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Illinois</td>
<td>23</td>
<td>6</td>
<td>83</td>
</tr>
<tr>
<td>Indiana University</td>
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<td>Drake University</td>
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<td>10</td>
<td>45</td>
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<tr>
<td>Iowa State Teachers College</td>
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<td>Michigan State University</td>
<td>16 2/3</td>
<td>8</td>
<td>54 2/3***</td>
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<td>92</td>
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<tr>
<td>University of Minnesota</td>
<td>28 2/3***</td>
<td>8 2/3</td>
<td>50</td>
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<td>6 2/3</td>
<td>63 1/3</td>
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<td>University of Nebraska</td>
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<td>60</td>
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<tr>
<td>Minot State Teachers College</td>
<td>29 1/3****</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>Northern State Teachers College</td>
<td>24</td>
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<td>University of South Dakota</td>
<td>33</td>
<td>6</td>
<td>56</td>
</tr>
</tbody>
</table>
## TABLE II. NUMBER AND TYPE OF COURSES OFFERED FOR ELEMENTARY EDUCATION MAJORS BY INSTITUTION

<table>
<thead>
<tr>
<th>Institutions</th>
<th>All Types of Education Courses</th>
<th>Basic Education Courses</th>
<th>Psychology Courses</th>
<th>Methods Courses</th>
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</thead>
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<tr>
<td>University of Illinois</td>
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<td>Indiana University</td>
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<td>Drake University</td>
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<tr>
<td>Northern State Teachers College</td>
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<td>University of South Dakota</td>
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<td>17</td>
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</tbody>
</table>
A modal class of courses was formed from the education subjects listed in the appendix. From the subjects that appeared most frequently in the college bulletins a listing of courses was formed that is representative of offerings found in most of the institutions. The title used by most schools is given below in the proper section. Courses are listed alphabetically, not necessarily in order of frequency.

**Elementary Education Courses**

Comparative Education  
Elementary School Curriculum  
Elements of Educational Statistics  
Foundations of American Education  
History of Education  
Introduction to Guidance  
Philosophy of Education  
Principles of Elementary Education  
Principles of Measurement  
School and Society  
Social Foundations of Education  
Student Teaching  
The Teacher and School Organization

**Psychology Courses**

Child Development for Elementary Teachers  
Educational Psychology  
Exceptional Child  
Introduction to Psychology  
The Gifted Child

**Special Methods Courses**

Audio-Visual Materials and Problems  
Education of Exceptional Children  
Methods of Teaching  
Remedial Reading  
Teaching of Arithmetic  
Teaching of Art  
Teaching of Mentally Retarded Children
**Summary of Findings**

1. The number of education courses available to Elementary Education majors varies from 12 to 44 among the thirteen institutions surveyed.

2. The number of psychology courses varies from 3 to 34.

3. The number of methods courses ranges from 8 to 50.

4. The total number of courses, available by institution, in the three areas above ranges from 33 to 122.

5. Semester hours of credit required in education and psychology by institution ranges from 12 to 43.

6. The semester hours of credit required in student teaching varies from 6 to 12.

7. Semester hours of credit required in subject matter courses varies from 37 to 92.

8. The requirements for admission to teacher's college in each institution is as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number of Institutions requiring</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A minimum grade point average</td>
<td>8</td>
</tr>
<tr>
<td>b. Minimum class standing (Junior or better)</td>
<td>4</td>
</tr>
<tr>
<td>c. General requirements: ability, achievement, health, etc.</td>
<td>6</td>
</tr>
<tr>
<td>d. No stated requirements other than general college entrance requirements</td>
<td>2</td>
</tr>
</tbody>
</table>
9. The requirements for admission to student teaching:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic qualifications</td>
<td>3</td>
</tr>
<tr>
<td>Personal qualifications</td>
<td>4</td>
</tr>
<tr>
<td>Minimum amount of course work completed</td>
<td>4</td>
</tr>
<tr>
<td>No special requirement</td>
<td>5</td>
</tr>
</tbody>
</table>
CHAPTER IV

CONCLUSIONS, RECOMMENDATIONS, AND
IMPLICATIONS FOR FURTHER STUDY

Conclusions

Upon examination and tabulation of data from the college bulletins used in this research paper, pertinent and justifiable conclusions may be drawn. The following conclusions are based on the writer's research in this problem and his interpretations of items as published in said college bulletins.

1. Admission to Teacher's College

The entrance requirements to colleges of education are too low. An "upgrading" of qualifications is in order. Two of the thirteen institutions surveyed have no requirements whatever for admission to the college of education.

Maintaining a minimum scholastic average during the first year or two of college is a desirable qualification. As pointed out in the text, it is very difficult to predict success in elementary teaching on the basis of data available at the time an undergraduate enters his junior year in college. This is a subjective method of rating at best; however, it appears like it could be developed into a fairly accurate means of prediction. Combining college marks with personal interviews of the prospective teaching candidate should serve as a
satisfactory means of eliminating the misfits and the low
caliber student who doesn't belong in teaching.

2. Requirements for a Baccalaureate Degree

The colleges surveyed were more consistent with each
other on these requirements than any other topic checked. The
usual requirements of a minimum number of hours accompanied
with a minimum grade point average (usually a "C") constituted
the basic requirement.

Other variations were a certain amount of physical
education required and often a course requirement in English
or Public Speaking.

3. Course Work Required by Colleges of Education

A certain amount of specialization in fields was re-
quired in most instances. Some schools required a major and
two minors; others required four minors. Some schools did
not stipulate a specific major and minor area of study but
required a certain number of hours to be taken such areas as
Music, Geography, History, Mathematics, Science, Social
Science, Education, and Physical Education.

4. Admission to Student Teaching

Most schools admitted candidates to student teaching on
an achievement basis. Students who showed a minimum require-
ment in preparation and in the number of credits and marks
attained were admitted in most instances automatically upon
application.

Five of the thirteen institutions reported no special requirement to proceed into student teaching, other than a few required education courses.

Two schools required some preparation in methods courses prior to student teaching. These schools required 15 and 16 quarter hours in methods courses.

5. Student Teaching

The amount of student teaching varied from six to twelve semester hours. This is not the entire story as in some schools the candidate completed his student teaching in one quarter and in others a full year of teaching was required. Some required only an hour or two a day, others a full day for a semester with the student taking no other course work; his time fully devoted to teaching.

The quality of student teaching performed varies considerably as evidenced by the means with which it was carried out. One school (University of Minnesota) seemed to have an excellent program of supervised teaching with a laboratory school, professional subject-matter supervisors for the student teaching, and apparently many other facilities to aid the student teacher. Other schools, if implications may be drawn from their bulletins, seemed to have a weak program for their candidates. Some of these schools sent students out to surrounding towns for their experience in teaching.
usually happens is that the student is detached from professional advice and assurance with the supervisor probably visiting once or at most twice during the term.

6. **Comparison of Professional Courses and Subject Matter Courses**

The hours of classwork in the fields of education and subject matter has considerable variation. The total amount of education credit required by the schools ranged from 22 to 48 semester hours. Subject matter requirements ranged from 37 to 92 semester hours.

There appears to be considerable agitation among educators concerning the balance of educational theory courses and subject matter courses.

The number of courses available to students at the different institutions has a wide variation. Education courses of all types varied in number from a low of 33 to a high of 124. This of course is due in large part to the size of the institution surveyed.

7. **Required Education Courses**

Names and titles of the courses in professional education varied considerably. Not only did the titles vary but obviously (from the bulletins' description of each course) the content of courses with similar titles varied a great deal also.

Due to these differences in content and title; it is
difficult to compare required courses in education. Nevertheless, it seems that the following are the usual subjects required by most colleges of education:

a. An introductory course to education, usually: Principles of Education.

b. An introductory course in psychology, generally: General Psychology.

c. A second course in psychology: Educational Psychology.

d. A curriculum course: Elementary Curriculum.


g. One or more courses in student teaching: Directed Teaching or Supervised Student Teaching.

h. Plus other requirements and electives to round the curriculum to a desirable standard.

Recommendations

1. Admission to Teacher's College

There should be an increase in the requirements in regards to academic achievement. It seems that many candidates for a teaching certificate have resorted to teaching as a last resort. Candidates should be selected who have a genuine interest in teaching and in working with young people.

More than one educator has remarked that the successful
teacher isn't always the one who is the brightest or the most successful in college but rather the one who displays true interest in the instruction of young people.

2. **Requirements for a Baccalaureate Degree**

   The general college requirements for a four year degree vary but little. With such consistency in total requirements it seems that the colleges must have this point fairly well established. As mentioned earlier, there seems to be some movement toward a five year program in teacher education. This would certainly help in better preparation for teachers. Unless state departments of education start requiring this, very little headway is foreseen. Such a ruling at the present may deter many from the teaching profession.

   If requirements can be generally increased periodically, reaching for this five year level, then the background and the preparation of any teacher would necessarily be improved considerably.

3. **Course Work Required by Colleges of Education**

   Of the two programs in the liberal arts area: (1) the requirements of a major and a certain number of minors and (2) the requirement of a minimum number of hours in various fields; most schools favor the latter.

   The curriculum for an elementary teacher should include some work broadly covering many fields. Requiring about ten
semester hours of credit in such areas as language, geography, science, mathematics, English, history and physical education seems to give the candidate teacher a sufficient background in subject matter.

4. Admission to Student Teaching

Many teaching candidates have little idea of the process of teaching and just what actual teaching is like prior to their student teaching. The programs at Northwestern University and Indiana University serve to fill in for this lack of experience.

Northwestern's requiring at least 100 hours of work with youth groups prior to student teaching seems very desirable. Perhaps Indiana's method of putting the prospective student teacher into an actual school situation early in the fall, before student teaching, would even work better. These plans should be studied more carefully and compared with other curricula where the beginning teacher receives little or no introduction to the actual teaching situation.

Programs as mentioned present something to the student that can not be attained in class work whether it be educational theory or subject matter courses. With such a program the student should achieve more confidence in himself and thus be a much better teacher while doing his student teaching.

5. Student Teaching
In most institutions the striking weakness of student teaching is the lack of supervision. Much more supervision, quality and quantity, is needed in teaching. This should come from specialists in the field who really should be experts of their subject matter.

The need for more and better supervision can't be over-stressed. Far too many colleges fail miserably in this respect, where in reality this should perhaps be their strongest area of teacher preparation.

6. **Comparison of Professional Courses and Subject Matter Courses**

There is much agitation by the proponents of both fields. As some authorities stated, it will take the cooperation of various departments of the universities to arrive at what is considered good teacher preparation. It is not the responsibility of one department. It should be emphasized again that re-vamping of the educational curriculum is a continuous process. With continual changes in our way of life and in educating our children it is difficult to say what is ideal in teacher education. Arguments are given on both sides to prove or disprove a point. Assuming that the data in this paper can be relied on, it seems that 25 semester hours should be a minimum for required education courses, including at least one psychology course but preferably two, and also including a minimum of one year's student teaching. Subject matter requirements are in the neighborhood of 70 semester
7. **Required Education Courses**

There is a trend to include more methods courses in the education curriculum. More help for the teacher in procedures, methods, and disciplines should produce better teachers for the schools.

There seems to be a definite need for a standardization of courses and titles within departments of education. As mentioned earlier, not only do various departments of education vary considerably in the courses they require and teach but also there appears to be much variation in the content of courses with the same title between institutions. This would pose quite a problem and study but such a project would improve immensely our discussions and comparisons of institutions in future works.

**Implications for Further Study**

One of the projects which could be carried forth would be a standardization of courses and titles within departments of education among the colleges and universities. This in itself would develop into quite a task. It would probably require some group effort among educators and scholars.

Another study which should prove quite interesting would be to compare college bulletins today with bulletins from the same institutions 10, 20, and 50 years ago to compare teacher
preparation requirements. Such comparisons could be statistically analyzed and evaluated.

Perhaps one of the most complex and intriguing problems that could be performed would be to compare results of teachers who had the usual education and liberal arts background with teachers who had only a liberal arts education. This comparison and project could best be worked out in "pilot schools" by taking selective samplings of students and assigning comparable groups to each set of teachers. By comparison of achievement within each group we could probably arrive at some confirming results in this liberal arts versus pedagogical theory conflict.
APPENDIX
EDUCATION COURSES AVAILABLE TO ELEMENTARY EDUCATION
MAJORS IN THE THIRTEEN INSTITUTIONS

The following pages list the education courses open to four-year elementary education majors by institutions. They have been arranged, as well as possible, by the writer's knowledge of their type. (Starred courses are required)

University of Illinois

A. Elementary Education

101--Nature of the Teaching Profession
201--Foundations of American Education
230--Principles of Elementary Education
232--Educational Practice in Elementary Education
300--The History of Education
301--Philosophy of Education
302--History of American Education
303--Comparative Education
304--Social Foundations of Education
390--Elements of Educational Statistics
391--Construction and Use of Tests in Teaching
392--Introduction to the Principles of Measurement

B. Psychology

100--Introduction to Psychology
117--Exceptional Children
211--Educational Psychology
236--Child Development for Elementary Teachers
237--Child Development for Elementary Teachers
311--Psychology of Learning for Teachers
312--Mental Hygiene and the School
316--The Gifted Child in School and Society
322--Psychology and Education of the Mentally Handicapped
323--Psychology and Education of the Mentally Handicapped
324--Mental and Educational Measurement of Exceptional Children
325--Introduction to Guidance and Counseling
326--Introduction to Vocational Rehabilitation Counseling
C. Special Methods

220--Educational Practice in the Education of Exceptional Children
231--Technic of Teaching in the Elementary School
233--Classroom Programs in Childhood Education
235--Teaching Social Studies in the Elementary School
237--Teaching of Speech
250--School and Community Experiences
316--Workshop and Laboratory in Education of Exceptional Children
319--Special Education of the Deaf
321--Care and Education of Orthopedically Handicapped
335--Science in the Elementary School
336--Primary Reading
337--Art Education in the Elementary School
338--Supervision of Art in the Public Schools

Indiana University

A. Elementary Education

E111--Piano Class Instruction I
E112--Piano Class Instruction II
E303--Practical Construction Activities
E313--Education of Young Children
E316--Equipment and Play Materials
E325--Social Studies in the Elementary Schools
E326--Social Studies and Science for the Elementary Teacher
E327--Social Studies and Science for the Elementary Teacher
E335--Language Arts in the Elementary Schools
E336--Language Arts for the Elementary Teacher I
E337--Language Arts for the Elementary Teacher II
E343--Arithmetic for the Elementary Schools
E4195--Workshop in Elementary Education
F100--Introduction to Teaching
F427--Education Through Travel

B. Psychology

P100--Introduction to Educational Psychology
P200--Child Development
P300--Psychology of Exceptional Children

C. Special Methods

K310--Allied Arts for Exceptional Children
K340--Evaluation and Guidance Practices for Teachers of Exceptional Children
K380--Teaching Mentally Retarded Children
M323--The Teaching of Music in the Elementary Schools
M324--Observation and Participation in the Elementary Schools
M333--Art Experiences for the Elementary Teacher
M335--Music Education in the Elementary and Junior High Schools
M358--The Teaching of Health and Safety
M325--Student Teaching in the Elementary Schools
M426--Problems in Elementary School Education
M433--Elementary Methods for the Art Teacher
M434--Student Teaching in Art in the Elementary Schools
M439--Methods and Practice Work in Supervision of Art
M453--Radio and Television in Education
M473--Practice in Audio-Visual Communications
X100--Practice in Reading and Study for Self-Improvement
X400--Clinical Methods in Remedial Reading

Drake University

A. Elementary Education

*44--Introduction to Education
  6--Education and the Teaching Process
*53--Children's Literature
*57--Student Teaching in the Elementary School
*96--Education and the Teaching Process
100--Advanced Principles and Practices in Elementary Education
124--Children and Books
130--Directed Independent Study
151--Educational Leadership and Social Progress
156--Principles of Education
157--Student Teaching in the Elementary School
166--School and Community
168--Social Trends and Education
182--The Elementary School Curriculum
192--School Public Relations
193--Philosophy of Education
194--Principles of Curriculum Development in Public Schools
196--Techniques of Curriculum Development

B. Psychology

*53--Introduction to Psychology
*94--Educational Psychology
120--Introduction to Exceptional Children
153--Introduction to Guidance and Personnel Services
154--Psychology of Pupil Adjustment
#163--Problems in Child Development
184--Measurement and Evaluation of Pupil Growth
199--Education of the Gifted

C. Special Methods

23--Games and Physical Activities for Elementary Schools
24--Tumbling and Apparatus Work
51--Basic Skills in the Elementary School
108--Audio-Visual Materials in Education
117--Workshop in Kindergarten Education
#126--Teaching of Arithmetic
#127--Communication Skills in the Elementary School
128--Social Education in the Elementary School
#129--The Teaching of Reading
137--Rhythmic Activities and National Dances
138--Social Dancing
139--Science Teaching in Modern Schools
160--Remedial and Diagnostic Education in the Basic Skills
170--Advanced Audio-Visual Education
175--Remedial and Developmental Reading Problems in Elementary Schools
177--Workshop in Remedial Reading
180--Music in the Grades
181--Music in the Junior High School
190--Methods of Teaching Physical Education
191--Methods of Teaching Physical Education Activities

Iowa State Teachers College

A. Elementary Education

*21:14--The Teacher and the Child
21:31--Audio-Visual Materials in Education
*21:40--Reading and Language Arts I
*21:41--Children's Literature
*21:52--Lower Elementary Curriculum I
*21:62--Upper Elementary Curriculum I
*21:118--Social Foundations of Education
21:131--Audio Visual Education
21:132--Materials of Instruction
21:134--History of Education
21:141--Principles of Supervision
21:142--Methods in Elementary Science
21:143--Social Studies in the Elementary School
21:141—Literature for Lower Elementary Children
21:142—Story Telling
#21:146—Reading and Language Arts II
21:147—Remedial Reading
21:148—Parent Education
#21:152—Lower Elementary Curriculum II
21:154—Nursery School and Kindergarten
#21:162—Upper Elementary Curriculum II
21:175—Braille I
21:176—Braille II
21:178—The Junior High School
21:180—Statistical Methods in Education and Psychology
21:181—Group Evaluation Techniques
21:182—Introduction to Guidance and Counseling
21:183—Educational and Occupational Information
21:185—The Exceptional Child
21:186—The Retarded Child
21:187—The Gifted Child
21:188—The Physically Handicapped
#23:1—Student Teaching

B. Psychology

20:16—Psychology of Learning
20:100—Child Psychology
20:103—Personality Growth of Children
20:112—Mental Hygiene
20:16—Psychology of Adolescence
20:118—Systems of Psychology
20:140—Social Psychology
20:194—Clinical Experience

C. Special Methods

50:193—Teaching of Speech
50:195—Methods in Speech Corrections
60:195—Teaching of Art I
62:190—The Teaching of Literature
70:190—The Teaching of Foreign Languages
#30:134—Teaching of Arithmetic
82:190—The Teaching of Science
87:191—The Teaching of Geography
90:190—The Teaching of Social Studies

Kansas State College of Pittsburg

A. Elementary Education
1. Introduction to Education
20. Elementary Education
47. Essentials of Reading
60. Principles of Education
66. Socio-economic Background of Education
69. Observation and Participation
70. Supervised Teaching in the Elementary School
95. Civic Education
101. The American Educational System
102. The Education of Children with Speech Handicaps
104. School Management and Organization
109. Recent Investigations in Teaching
153. Educational Psychology
165. Public School Administration
166. Education for Community Understanding
167. Education for Community Understanding
170. Educational Sociology
175. Supervised Teaching in the Elementary School
193. Introduction to Audio-Visual Teaching Aids
199. Comparative Education
202. Curriculum Planning
206. The Community School
207. School and Community Public Relations Workshop
210. School Administration
211. The Junior High School
212. Junior High School Workshop
213. The Modern School Workshop
214. Learning Experiences of Children Workshop
215. Educational Measurements
220. School Supervision
226. Elementary School Supervision
210. New Instructional Practices
215. Introduction to Guidance
255. Organization, Administration and Supervision of Special Classes
259. Philosophy of Education
260. Elementary School Organization, Administration, and Supervision
265. History of Education in the United States
270. Historical and Theoretical Foundations of Education
275. Scientific Foundations of Education
280. Educational Sociology
283. Advanced Audio-Visual Problems
290. Statistics for Students of Education
293. Production of Audio-Visual Material
295. Education for the Partially Sighted

### B. Psychology

**55. General Psychology**
c. Special Methods

48—Teaching the Social Studies Units
50—Elementary School Methods
52—Children's Literature
58—Arithmetic for Teachers
72—Science for the Elementary School
110—An Overview of Education for Exceptional Children
149—Methods of Teaching Common Learnings
163—Extracurricular Activities
203—Speech Correction
208—Language Arts Workshop
209—Spanish for the Elementary School Workshop
230—Problems in the Teaching of Reading
231—Workshop in Reading
246—Materials and Techniques of Guidance I
250b—Techniques of Instruction for Exceptional Children: The Mentally Handicapped
250c—Techniques of Instruction for Exceptional Children: The Mentally Gifted
250d—Techniques of Instruction for Exceptional Children: The Physically Handicapped
257b—Education for Exceptional Children Workshop
257c—Education for Exceptional Children Workshop
A. Elementary Education

101--Introduction to Teaching
107--Introduction to Careers in Vocational and Practical Arts Education
120--Individual and the School
202--Principles of Education
207--Educational Psychology
300--The Teaching and the School
301--School and Society
302--History of American Education
304--Introduction to Measurement and Evaluation
305--Elementary School Curriculum
321--Children's Literature
316--Psychology of Elementary School Subjects
345--Student Teaching
341--Child Growth and Development
401a--Group Mental Testing
401b--Individual Measurement and Appraisal
419--Mental Hygiene for School Children
423--The School and Community
421a--Student Teaching
424--Problems in Education
425--Sociology of Education
429--Approaches to Citizenship Education
440--Diagnosis of Reading Difficulties
441--Advanced Study in Child Development
453--Problems in Elementary Reading Instruction
454--Growth Analysis and Interpretation
455--Directed Teaching in Special Education
460--Adult Education: A General Survey
466--Braille
469--Education for the Blind
472--Social Control of Mentally Handicapped
474--Psychological Foundations of Education
518--Social and Philosophical Foundations of Education
521--Child Development and Instruction

B. Psychology

101--Methods of Effective Study
201--General Psychology
290--Psychology of Personality
300--Principles of Behavior
311--Experimental Psychology: Introductory
320--Psychometric Methods
323--Psychological Tests and Measurements
333--Child Psychology
C. Special Methods

104--Field Work with Children
227--Teaching Science in the Elementary School
307--Methods of Teaching
308--Teaching of Social Studies in Elementary Grades
317--Methods of Teaching Reading in Elementary Grades
322--Teaching of Language Arts in Elementary Grades
327a--School Music Instrumental Methods
328a--School Music Vocal Methods
342--Teaching of Mathematics in Elementary Grades
403--Teaching Basic Skill Subjects in the Junior High School
404--Teaching of Geography in Elementary and Junior High Schools
428--Methods and Materials of Foreign Language Teaching
442--Clinical Practice in Remedial Reading
444--Special Methods and Materials of Teaching
451--Education of Exceptional Children
452--Teaching of Children in Special Education Classes
458--Curriculum and Instruction in Schools for the Deaf
470--Organization of Classes for Mentally Handicapped
475--Materials and Methods of Audio-Visual Instruction I
476--Materials and Methods of Audio-Visual Instruction II

University of Michigan

A. Elementary Education

A1---History of Education in the United States
A25---Philosophy of American Education
A30---Educational Sociology

(one of the above three or D11 & D12)

A101--History of Education
A102--Contemporary Education in America and Europe
A103--Contemporary Education of Latin-American Countries and the United States
A104--Contemporary Education in East and Southeast
Asia and in the United States
A105--Society and Education in Japan
A106--Society and Education in Japan
A107--Contemporary Education in the British Commonwealth
A125--Philosophy of Education
A130--Problems in Educational Sociology
A201--History and Philosophy of European Education
A202--History and Philosophy of Education in the United States
A204--Seminar: Special Problems in the History of Education
A206--Advanced Seminar: History of Education
A225--Advanced Philosophy of Education
A226--Workshop: International Education
A227--Seminar: The Social and Historical Foundations of Education
A228--Seminar: The Social and Historical Foundations of Education
B105--Elementary School Curriculum
B106--Workshop in Elementary Education
B121--Junior High School
B131--Extracurricular Activities
B170--Health Aspects of the School Curriculum
B195--State and National Trends in Education
B201--Methods of Research in Education
B205--Seminar: The Elementary School Curriculum
B225--Legal Basis of Education in the United States
B229--The Supervision of Directed Teaching
B233--Seminar: Audio-Visual Methods and Materials
B238--State School Administration
B250--Principles of Educational Administration
B251--Supervision of Elementary School Instruction
B252--Elementary School Organization and Administration
B254--Seminar: Elementary Education
B255--School-Community Relations

B. Psychology

C1--Educational Psychology
C20--Co-operative Study-Work Program
C75--Psychology of Child Development
C78--Parent-Child Relationships
C102--Educational Psychology
C107--Psychology and Teaching of Reading, Writing, and Spelling
C108--Psychology and Teaching of Arithmetic
C110--Experimental Education
C113--Social Learning
C115--Appraising Student Progress
C117--Measurement of Aptitudes
C120--Mental Hygiene of Childhood and Adolescence
C122--Introduction to Group Dynamics
C123--Applied Group Dynamics
C130--Education of Exceptional Children
C131--Education of Children with Superior Abilities
C132--Practicum in Reading Improvement
C137--Medical Orientation for Teachers of Hospitalized Children
C160--Intelligence Testing
C171--Physical Growth of the Child
C175--Psychology of Child Development
C177--Education of Young Children
C179--The Problem Child in School
C182--Clinical Management of Disturbed Children
C183--The Dynamics of Disturbed Children
C190--Socioemotional Maladjustment of Children
C192--Educational Statistics
C193--Educational Statistics
C202--Psychology of Learning
C230--Education and Social Control of Mentally Retarded Children
C260--Practicum: Individual Mental Testing, Primary Emphasis on the Stanford-Binet
C261--Practicum: Individual Mental Testing, Primary Emphasis on the Weschler Tests
C262--Practicum: Educational Measurement
C275--Seminar: Child Development

G. Special Methods

*D5----Directed Teaching in the Nursery and Elementary Grades
D6----Field Experience Program for the State Provisional Certificate
D8----Methods of Teaching in the Nursery School and Kindergarten
D9----Methods of Teaching Nursery, Kindergarten, and Primary Years
D10----Methods of Teaching in the Later Elementary Years
*D11----Educational Foundations I
*D12----Educational Foundations II
D14---Methods of Teaching Junior High School
D20---Art Education, Theory, and Practice
D21---Teaching of Art
D25---Arts in the Elementary School I
D42---Directed Teaching in Speech Correction
D60---Directed Teaching of Vocal Music in Junior High School
D64---Materials for Instrumental Organization
D67---Directed Teaching of Instrumental Music in Elementary Schools
D100--Audio-Visual Methods and Materials  
D124--Problems in Art Education  
D129--Oral Methods in the Teaching of Latin  
D130--Teaching of Latin  
D131--Teaching of Modern Language  
D132--Teaching of German  
D133--Teaching of German  
D134--Methods for Spoken Language Training  
D136--Teaching Foreign Languages in the Elementary School  
D140--Teaching of English  
D142--Methods in Speech Therapy  
D143--Teaching of Speech  
D145--Literature for Children  
D148--Literature for Adolescents  
D150--Teaching of Mathematics  
D151--Laboratory in the Construction of Teaching Aids in Mathematics  
D161--School Vocal Music Materials and Techniques  
D165--Fundamentals of Vocal Music for Elementary Schools  
D166--Fundamentals of Teaching Instrumental Music  
D167--Intrumental Methods for Elementary Schools  
D168--Elementary Vocal Music for Majors in Instrumental Music Education  
D173--Teaching of School Health  
D175--Methods and Materials in Physical Education for Teaching in the Elementary School  
D178--Education of the Hospitalized and Homebound Child  
D183--Workshop: Teaching of Science in the Elementary and Secondary Schools  
D185--Teaching of Science in the Elementary School  
D186--Methods and Materials for Teaching Science in the Elementary Grades  
D195--Teaching the Social Studies in the Elementary School  
D224--Advanced Problems in Art Education  
D230--Seminar: Problems in the Teaching of Latin and Related Foreign Languages  
D231--Seminar: Teaching and Supervision of Modern Languages  
D240--Seminar: Special Problems in the Teaching of English  
D242--Directed Teaching in Speech Correction  
D243--Special Problems in the Teaching of English as a Foreign Language  
D250--Problems in the Teaching and Supervision of Mathematics  
D280--Seminar: The Teaching of Science  
D290--Special Problems in the Teaching of the Social Studies
University of Minnesota

A. Elementary Education

100--------Observation and Experimental Study of Children
132--------Adolescent Development
AgEd 154--Rural Education and Community Leadership
ArtEd 151--Curriculum Building in Art Education
ArtEd 171--Implementing the Instructional Program in Art
EdAd 115--Elementary School Organization and Administration
EdAd 116--The Teacher and School Administration
EdAd 117--Schools in Rural Areas
EdAd 123--The Organization of Community School Programs
EdCI 119--Curriculum of the Elementary School
EdCI 150--Supervision and Improvement of Instruction
*Ed 48----Orientation to Teaching
*Ed 51A----Group Leadership
*Ed 51B----Group Leadership
*Ed 51C----Group Leadership
*Ed 54A----Directed Teaching in the Elementary School
*Ed 54B----Directed Teaching in the Elementary School
Ed 55-----Nursery School, Kindergarten Curriculum
*Ed 61A----School and Society
*Ed 61B----Educational Psychology
*Ed 61C----Curriculum and Methods in Elementary Education
Ed 77B----Directed Teaching in Kindergarten and Primary Grades
Ed 77C----Directed Teaching in Kindergarten and Primary Grades
Ed 88-----Readings in Education
Ed 89-----Readings in Education
*Ed 90----Problems of the Teaching Profession
EdPsy 110--Educational Measurement in the Classroom
EdPsy 116--Statistical Methods in Education
HeEd 141--Critical Issues in Contemporary Education
HeEd 156--History of Ideas in American Education
HeEd 179--Critical Thinking for Teachers
Lib 54--Functions of the School Library
MuEd 150--Organization and Supervision of Vocal Instrumental Music in Elementary Schools

B. Psychology

*1--------General Psychology
*2--------General Psychology
*3--------Applications of Psychology
58--------Elementary Statistical Methods
59--------Elementary Experimental Psychology
60--------Elementary Experimental Psychology
65--------Advanced General Psychology
60--------Child Psychology
62--------Later Childhood and Adolescence
61--------Elementary Social Psychology
63--------Psychology of Individual Differences
64--------Psychology of Individual Differences
67--------Learning and Conditioning
91--------Abnormal Psychology
92--------Abnormal Psychology
94--------Systems of Psychology
97--------Individual Intelligence Testing
98--------Senior Seminar
99--------Readings in Psychology

C. Special Methods

ArtEd 52--Teaching Art in the Elementary Grades
ArtEd 183--Advanced Course in the Teaching of Art
EdCI 60--Storytelling
EdCI 63--Children's Literature
EdCI 64--Teaching the Language Arts in the Elementary School
EdCI 71--Evaluation of Audio-Visual Materials and Equipment
EdCI 74--Principles and Practices of Speech Correction and Improvement for the Classroom Teacher
EdCI 102--Teaching the Social Studies in the Elementary School
EdCI 103--Teaching of Science in the Elementary School
EdCI 105--Audio-Visual Materials in Education
EdCI 109--Audio-Visual Materials and Equipment Laboratory
EdCI 118--The Community School
EdCI 143--Teaching and Supervision of Reading in the Elementary School
EdCI 145--Reading Difficulties
EdCI 149--Teaching and Supervision of Arithmetic in the Elementary School
EdCI 153--Supervision and Teaching of English in the Elementary Schools
EdCI 271--Problems in Curriculum Construction
EdPsy 150--Clinical Practice in Remedial Teaching
HEd 83---Methods and Materials in School Health Education
MuEd 52--Teaching Music in the Elementary School
PE 52--The Teaching of Physical Education in the Elementary School
PE 54--Methods and Materials in Physical Education
A. Elementary Education

*200--Introduction to Education
*202--The Elementary School Child
205--Educational Psychology
210--Outdoor Education
*301--The Child and the Curriculum
*302--The Child and the Curriculum
*303--The Child and the Curriculum
*340--Children's Literature
342--The School Library in Teaching
347--Audio-Visual Aids
360--Educational Sociology
370--The Teacher and School Organization
*404--Student Teaching: Elementary
431--The Slow and Retarded Learners
432--The Bright and Gifted Pupils
438--The Junior High School
442--Library Work with Children
443--Library Workshop
450--Guidance in the Elementary and Secondary School
452--Educational Measurement
455--Techniques of Counseling
461--Historical Foundations of American Education
462--Historical Foundations of American Education
490--Independent Study

B. Psychology

*110--Introduction to Psychology
190--Psychological Investigation
210--General Psychology
211--General Psychology
212--General Psychology
220--Psychological Statistics
*230--Child and Adolescent Psychology
351--Psychological Testing
352--Psychological Testing
353--Psychological Testing
361--Abnormal Psychology
451--Individual Differences

C. Special Methods

311--Supervision and Teaching of the Language Arts
312--Supervision and Teaching of Reading
314--Supervision and Teaching of Social Studies in the Elementary School
316--Supervision and Teaching of Arithmetic
*318--Supervision and Teaching of Science in the Elementary
School
324--Teaching of Conservation
325--Problems in Conservation Education
330--Early Childhood Education
334--Remedial Reading
434--Remedial Reading Laboratory

University of Nebraska

A. Elementary Education

#5--Health and Physical Activities in the Elementary School
6--Industrial and Fine Arts of the Elementary Grades
8--Observation: Elementary
9--The Elementary School
23--Student Teaching in Elementary Schools
30--An Introduction to Teaching
31--Foundations of Modern Education
37--Character Education
52--Every Teacher's Problems
102--Children's Literature
103--Nursery and Pre-Kindergarten Education
104--Nursery and Pre-Kindergarten Education
110--Educational Program for Kindergarten Children
111--The Modern Rural School
112--School Management
137--Principles of Education
138--Bases of Method
152--Fundamentals in School Administration
153--Problems of Pupil Personnel
203--Curriculum of the Elementary School
204--Curriculum of the Elementary School
235--History of Education in the United States
236--Comparative Education
239--Principles and Practices in Adult Education
251--Problems of Teacher Personnel
252--Public Relations (PTA)
331--History of Ancient and Medieval Education
332--History of Modern Education
333--Fundamental Research Techniques
337--Education and Democracy
338--Contemporary Educational Trends
371--School Music Trends

B. Psychology

#61--Human Development and Behavior
#62--Human Development and Behavior
65---Psychology of Childhood
182---Measurements in Elementary Education
260---Child Psychology
262---Psychology of the Emotions and Mental Hygiene
263---Advanced Educational Psychology
264---Speech Pathology I: Voice and Articulation Disorders
265---Speech Pathology II: Stuttering and Organic Disorders
266---Oral Rehabilitation
269---Psychology of Adolescence
271---Clinical Audiology
279---Education of Gifted Children
280---Atypical Children in the Classroom
281---Education of the Mentally Retarded
282---Education of Physically Handicapped Children
283---Educational Measurements and Evaluation
285---Statistical Methods
286---Practicum in the Education of Exceptional Children
288---Psychology of Exceptional Children

G. Special Methods

*21---Teaching Reading
101---Speech Development and Correction
106---Creative Experiences with Materials
*107---Teaching Social Studies
*108---Teaching Arithmetic in Elementary School
109---Hearing Problems and Speech Reading
*113---Teaching the Language Arts
*115---Teaching Science in Elementary School
205---Diagnosis and Correction of Reading Disabilities
211---Improvement of Instruction in Reading in the Elementary School

Minot State Teachers College

A. Elementary Education

*101---Science for Elementary School Teachers
103---Rural School Administration
113---Directed Teaching in Affiliated Schools
115---In-Service Education
212---Student Teaching in the Elementary Grades
213---Student Teaching in the Elementary Grades
214---Student Teaching in the Elementary Grades
250---Introduction to Professional Education and Novice Experiences
*323---Evaluation in Elementary Education
*327---The Elementary School
#412--Student Teaching in Elementary Schools
#417--The Elementary Curriculum
#422--Seminar in Related Experiences in Student Teaching
#425--Public School Administration
#430--The Supervision of Instruction

B. Psychology

101--Introduction to Psychology
103--Developmental Reading
211--Human Growth and Development: Childhood
212--Human Growth and Development: Adolescence
312--Social Psychology
316--Abnormal Psychology and Personal Adjustment
320--Psychology of the Exceptional Child
360--Educational Psychology
#413--Dynamics of Group Processes
#423--Guidance in the Public School
#480--Individual Testing

C. Special Methods

10h--Methods in the Rural School
201--Methods in Teaching Arithmetic
#225--Methods in Language Arts and Social Studies
#229--Methods in Teaching of Reading
258--Audio-Visual Education
330--Methods in Teaching the Slow Learner
335--Methods in Kindergarten
340--Remedial Reading

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Northern State Teachers College

A. Elementary Education

#100--An Introduction to American Education
101--Nature Study
20h--Tests and Measurements for the Elementary School
217--Literature for Children
225A--Student Teaching in Rural and Urban Elementary Schools
225B--Student Teaching in Rural and Urban Elementary Schools
23h--The Junior High School
242--Evaluation and Guidance Procedures
#30h--Tests and Measurements (or course 342)
305--Public Education in the United States
306--Philosophy of Education
#342--Evaluation and Guidance Procedures (or 304)
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>349</td>
<td>Current Practices in Elementary School Education</td>
</tr>
<tr>
<td>354</td>
<td>Rural and Urban Elementary School Curriculum</td>
</tr>
<tr>
<td>353</td>
<td>Student Teaching: Elementary</td>
</tr>
<tr>
<td>560</td>
<td>Administration and Supervision of a Remedial Reading Program</td>
</tr>
</tbody>
</table>

### B. Psychology

- 102: Introduction to Psychology and Personal Adjustment
- 211: Educational Psychology
- 221: Child Psychology
- 225: Adolescent Psychology
- 306: Introduction to Personality Development
- 315: Trends in Guidance and Counseling
- 323: Applied Psychology
- 421: Social Psychology
- 509: Mental Hygiene

### C. Special Methods

- 150: Teaching Language Arts in Rural and Urban Elementary Schools
- 152: Teaching Social Studies in Rural and Urban Elementary Schools
- 153: Teaching Arithmetic in Rural and Urban Elementary Schools
- 350: Teaching Language Arts in Rural and Urban Elementary Schools
- 351: Audio-Visual Education
- 352: Teaching Social Studies in Rural and Urban Elementary Schools
- 353: Teaching Arithmetic in Rural and Urban Elementary Schools
- 354: Rural and Urban Elementary School Curriculum
- 355: Literature for Children
- 450: Introduction to the Problems of Exceptional Children
- 453: Methods of Teaching the Mentally Retarded Child
- 502: Kindergarten and Nursery School Education
- 554: Methods of Teaching the Physically Handicapped Child
- 558: Remedial Reading in the Elementary School
- 559: Clinical Practice in Remedial Reading
- 584: Internship in the Education of the Mentally Retarded Child
- 585: Internship in the Education of the Physically Handicapped Child
- 586: Orientation to the Rehabilitation of Physically Handicapped Children
University of South Dakota

A. Elementary Education

#1---American Public Education
#3---Physical Science for Elementary Teachers
#4---Biological Science for Elementary Teachers
#5---Geography for Elementary Teachers
#7---Student Teaching Laboratory
102---Kindergarten Education
103---Child Psychology
104---Children's Literature
107---Student Teaching in the Elementary School
107A---Elementary School Student Teaching in Art
107E---Elementary School Student Teaching in Music
107S---Student Teaching of the Handicapped Child
103S---Student Teaching in the Elementary School (summer sessions only)
116---Current Problems in Education
123---School Public Relations
141E---History of Education
142E---History of Education
171---School Law

B. Psychology

#2---Educational Psychology
#3---Child Psychology
115---Personality Problems and Character Education
119---Psychology of Adolescence
128---Educational Measurements
181---Directed Reading in Educational Psychology and Guidance
182---Directed Reading in Educational Psychology and Guidance
187---Elementary School Child Study and Guidance
193---Techniques of Counseling
194---Educational and Occupational Information
196---Guidance Workshop
197---Group Guidance
198---Mental Hygiene in Education

C. Special Methods

22---Teaching of Art in the Elementary School
34E---Arithmetic in the Elementary School
35E---Social Studies in the Elementary School
36E---Reading in the Elementary School
37E---World Geography for Public School Teachers
54---Teaching of Physical Education in Elementary Schools
#71--Child and Curriculum I: Methods and Materials in the Skill Subjects
#105--Materials and Methods in Special Education
#106--Child and Curriculum II: Methods and Materials in the Content Subjects
#106--Clinical Problems in Special Education
#130--Teaching and Supervision of English Language Arts in Elementary Schools
#131--Teaching and Supervision of Arithmetic in the Elementary School
#132--Teaching and Supervision of Reading
#134--Teaching and Supervision of Social Studies in the Elementary School
#139--Elementary School Music Education Methods
#172--Audio-Visual Education
#173--Preparation of Audio-Visual Materials
LITERATURE CITED


COLLEGE BULLETINS

(1) University of Illinois, Urbana, Illinois.
(2) Indiana University, Bloomington, Indiana.
(3) Drake University, Des Moines, Iowa.
(4) Iowa State Teachers College, Cedar Falls, Iowa.
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