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

BY

KENNETH ELLWOOD PRITZ

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. P.

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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-C; 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

¹Dr. Keats, How Well Are Teachers Being Taught, "Better Homes and Gardens, vol. 36, p. 51, May 4, 1958.

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

³Walter S. Monroe, Teacher-Learning Theory and Teacher Education 1890-1950, p. 253, University of Illinois Press, Urbana, 1952.

⁴Ibid, p. 254.

⁵"Practical Teacher Training," School and Society, vol. 85, p. 292, October 12, 1957.

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

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 principles 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, sociology, 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 Education, vol. 46, pp. 181-184, January, 1958.

⁸John S. Brubacher, "Resolving the Conflict Between Academic and Professional Training of Teachers," The Education Digest, vol. 25, pp. 27-29, September, 1959.

⁹Ibid.

¹⁰Ibid.

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.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.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.¹³ This doesn't necessarily mean that educators or boards of education favor or accept this; however,

¹¹"New Curriculum for Elementary Teachers," School and Society, vol. 87, p. 234, May 9, 1959.

¹²Ibid.

¹³"What Makes a Teacher," Newsweek, vol. 48, p. 69, July 9, 1956.

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.

¹⁴Francis S. Chase, "How and By Whom Are Teachers Taught?", The Educational Forum, vol. 23, pp. 389-398, May, 1959.

¹⁵Ibid.

¹⁶Ibid.

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.¹⁷ 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

¹⁷Charles M. Allen, "What Shall We Teach Our Teachers?," Illinois Education, vol. 46, pp. 181-184, January, 1958.

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

¹⁸"The Improvement of Teacher Education," American Council on Education, Washington, D. C., 1946.

¹⁹Ibid.

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

²⁰H. C. Shane, Mary A. Callis, Howard V. Meredith, "Improving Instruction in Elementary Education," Association of Student Teaching Yearbook, pp. 33-46, 1958.

²¹Ibid.

²²Walter S. Monroe, Teacher-Learning Theory and Teacher Education 1890-1950, p. 358, University of Illinois Press, Urbana, 1952.

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.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.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.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.²⁶

²³ Ibid.

²⁴ Allen, loc. cit.

²⁵ Monroe, op. cit., p. 360.

²⁶ Gail M. Inlow and Rena Boyle, "Common Problems in Preparation of School Teachers", Educational Administration and Supervision, vol. 41, pp. 142-152, March, 1955.

The problem of educating teachers is too important and too broad in scope to be the responsibility of any one department.²⁷ 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.²⁸

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.²⁹

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

²⁷Paul Woodring, "Basic Agreements in Teacher Education," Journal of Teacher Education, vol. 6, pp. 93-99, June, 1955.

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

²⁹Ibid.

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

³⁰ Frances Morehouse, "Practice Teaching in the School of Education, University of Illinois," University of Illinois School of Education Bulletin, No. 7, 1912.

³¹ W. Earl Armstrong, "The Teacher Education Curriculum," Journal of Teacher Education, vol. 8, No. 3, September, 1957.

study hall and other school functions are used as a means of a gradual introduction to the teaching process.³² This is considered 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 persons in curriculum making, (2) principals have greater responsibility for curriculum leadership, (3) supervisors of teachers act as consultants, (4) state departments of education serve to stimulate progress rather than to prescribe practice, (5) parents participate more today, and (6) children share more in curriculum making.³³

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.³⁴

Other methods of in-service education would be the

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

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

³⁴"The Improvement of Teacher Education," American Council on Education, Washington, D.C., 1946.

workshops and extension courses available to the teacher during the year. Inter-group discussion is considered to be helpful to the beginning teacher.³⁵

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 educationists; 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.³⁵ 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

³⁵Frederick Lamson Whitney, The Elements of Research, p. 172, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1956.

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

- a. Education 101, 201, 230, 231, 232, 233, 236, 237, and 336.
- 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

- and Psychology.
- 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 - - - 34 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

- a. Education 4, 53, 57, 94, 96, 108, 126, 127, 128, 129, 157, 163, and 184.
- b. Psychology 53.

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 - - - - - 8 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

- a. Education 21:14, 21:118, 28:1, 21:62 and 21:162 or 21:52 and 21:152, 80:134.
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

a social institution: American Education System,
Educational Sociology, History of Education in the
United States, Philosophy of Education - - - - -

6 sem. hrs.

d. Art or Music - - - - - 4 sem. hrs.

e. Geography- - - - - 3 sem. hrs.

f. Two 15 hour minors are also required.

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

- a. Education 200, 227, 301, 305, 308, 317, 321, 322, 342, 421a, 421b, 423.

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 01, D9 or D10, D5 and D175.

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.

MONTANA STATE UNIVERSITY

MISSOULA, MONTANA

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

- a. A total of five semester hours of credit is allowed.
- b. To be recommended for certification a grade of no less than 6.0 must be attained in 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

- a. Education 5, 9, 21, 23, 30, 102, 104, 107, 108, 110, 113, 115, 152, 203.
- b. Psychology 61, 62.

MINOT STATE TEACHERS COLLEGE

MINOT, NORTH DAKOTA

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 198 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.
- e. Science & Mathematics- - - - - 17 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.
- c. Special methods (under the department involved): Music 101, Art 101, and Arithmetic 201.

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 I. SEMESTER HOURS OF CREDIT REQUIRED
BY INSTITUTIONS IN SPECIFIC AREAS

Institutions	Education and Psychology	Student Teaching	Subject Matter Courses
University of Illinois	23	6	83
Indiana University	24	12	73
Drake University	24	10	45
Iowa State Teachers College	14	8	86*
Kansas State College	24	6	37
Michigan State University	16 2/3	8	54 2/3**
University of Michigan	12	8	92
University of Minnesota	28 2/3***	8 2/3	50
Montana State University	20	6 2/3	63 1/3
University of Nebraska	43	5	60
Minot State Teachers College	29 1/3****	8	50
Northern State Teachers College	24	10	47 1/3
University of South Dakota	33	6	56

TABLE II. NUMBER AND TYPE OF COURSES OFFERED FOR
ELEMENTARY EDUCATION MAJORS BY INSTITUTION

Institutions	All Types of Education Courses	Basic Education Courses	Psychology Courses	Methods Courses
University of Illinois	39	12	13	14
Indiana University	37	15	3	19
Drake University	46	18	8	20
Iowa State Teachers College	51	33	9	9
Kansas State Teachers College of Pittsburg	87	44	24	19
Michigan State University	71	34	17	20
University of Michigan	124	38	34	52
University of Minnesota	74	33	19	22
Montana State University	46	24	12	10
University of Nebraska	62	32	20	10
Minot State Teachers College	33	14	11	8
Northern State Teachers College	43	16	9	18
University of South Dakota	48	18	13	17

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.

Teaching of Music
 Teaching of Reading
 Teaching of Science
 Teaching Social Studies
 Teaching Speech
 Technic of Teaching in the Elementary School

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:

	Number of institutions requiring
a. A minimum grade point average	8
b. Minimum class standing (Junior or better)	4
c. General requirements: ability, achievement, health, etc.	6
d. No stated requirements other than general college entrance requirements	2

9. The requirements for admission to student teaching:

	Number of institutions requiring
a. Academic qualifications	3
b. Personal qualifications	4
c. Minimum amount of course work completed	4
d. No special requirement	5

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 required 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 requirement 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. What

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.
- e. A second and third foundations course: School and Community, Individual and the School, History of American Education, Social Foundations of Education, or Nature of the Teaching Profession.
- f. One or more methods courses: Teaching of Science, Teaching of Language, Teaching of Arithmetic, Teaching of Social Studies, Audio-Visual Materials, Teaching of Reading, or Elementary School Methods.
- 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 overstressed. 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

hours required.

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 Handi-
capped
- 323--Psychology and Education of the Mentally Handi-
capped
- 324--Mental and Educational Measurement of Exceptional
Children
- 325--Introduction to Guidance and Counseling
- 326--Introduction to Vocational Rehabilitation Counsel-
ing

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
- 247--Teaching of Speech
- 250--School and Community Experiences
- 318--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
- 354--Audio-Visual Materials and Problems.

Indiana University

A. Elementary Education

- E113--Piano Class Instruction I
- E114--Piano Class Instruction II
- E308--Practical Construction Activities
- E315--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
- *E495--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

- E310--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
- *M425--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
- R453--Radio and Television in Education
- R473--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

- *4----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--Rhythmical 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
- *21:44---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

- 21:144--Literature for Lower Elementary Children
- 21:145--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
- *28:1----Student Teaching

B. Psychology

- 20:8----General Psychology
- *20:16---Psychology of Learning
- 20:100--Child Psychology
- 20:108--Personality Growth of Children
- 20:112--Mental Hygiene
- 20:116--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
- *80:134--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
- 149--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
- 240--New Instructional Practices
- 245--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

55b--General Psychology Laboratory
 60---Child Psychology
 65---Adolescent Psychology
 75---Mental Hygiene
 145--Psychology of Religion
 *153--Educational Psychology
 155--Social Psychology
 165--Applied Psychology
 167--Personnel Psychology
 171--Abnormal Psychology
 185--Psychology of Personality
 190--Experimental Psychology
 222--Group Psychological Tests
 225--Individual Mental Tests
 230--Advanced Mental Hygiene
 249--Practicum in Psychological Measurements I
 255--Advanced General Psychology
 260--Genetic Psychology
 275--Psychology of Emotions
 280--Psychology of Exceptional Children
 285--Clinical Psychology
 290--Statistics for Students of Education
 299--Projective Techniques I

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

Michigan State University

A. Elementary Education

- 101--Introduction to Teaching
- 107--Introduction to Careers in Vocational and Practical Arts Education
- *200--Individual and the School
- 202--Principles of Education
- 207--Educational Psychology
- 300--The Teaching and the School
- *301--School and Society
- 303--History of American Education
- 304--Introduction to Measurement and Evaluation
- *305--Elementary School Curriculum
- *321--Children's Literature
- 318--Psychology of Elementary School Subjects
- 345--Student Teaching
- 341--Child Growth and Development
- 404a--Group Mental Testing
- 404b--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
- 443--Problems in Elementary Reading Instruction
- 450--Growth Analysis and Interpretation
- 453--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
- 484--Social and Philosophical Foundations of Education
- 518--Child Development and Instruction

B. Psychology

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

- 334--Adolescent Psychology
- 355--Abnormal Psychology
- 411--Experimental Psychology: Learning
- 412--Experimental Psychology: Perception
- 450--Introduction to Clinical Psychology
- 462--Personnel Research Techniques
- 463--Training and Supervising
- 470--Psychology of Exceptional Children
- 471--Problems of Physical Disability

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
- B248--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
- C174--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

C. 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--Instrumental 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 Lan-
guages
- 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 Mathe-
matics
- 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
- HEd 141---Critical Issues in Contemporary Education
- HEd 156---History of Ideas in American Education
- HEd 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
- 80-----Child Psychology
- 82-----Later Childhood and Adolescence
- 84-----Elementary Social Psychology
- 85-----Psychology of Individual Differences
- 86-----Psychology of Individual Differences
- 89-----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 Audiometry
- 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

C. 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

- 104--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

Northern State Teachers College

A. Elementary Education

- *100--An Introduction to American Education
- 101--Nature Study
- 204--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
- 234--The Junior High School
- 242--Evaluation and Guidance Procedures
- *304--Tests and Measurements (or course 342)
- 305--Public Education in the United States
- 306--Philosophy of Education
- *342--Evaluation and Guidance Procedures (or 304)

- 349--Current Practices in Elementary School Education
- *354--Rural and Urban Elementary School Curriculum
- *443--Student Teaching: Elementary
- 560--Administration and Supervision of a Remedial Reading Program

B. Psychology

- *102--Introduction to Psychology and Personal Adjustment
- *211--Educational Psychology
- *224--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
- *74---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
- 107M--Elementary School Student Teaching in Music
- 107S--Student Teaching of the Handicapped Child
- 108S--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
- *103--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
 - 105S-Materials and Methods in Special Education
- *106---Child and Curriculum II: Methods and Materials in the Content Subjects
 - 106S-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
- 133--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

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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.
- (5) Kansas State College of Pittsburg, Pittsburg, Kansas.
- (6) Michigan State University, East Lansing, Michigan.
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