

This dissertation has been 64-13,338
microfilmed exactly as received

ROBERTS, Amelia Seawright, 1919-
THE ELEMENTARY TEACHER EDUCATION
PROGRAM AT SOUTH CAROLINA STATE
COLLEGE.

The University of Oklahoma, Ed.D., 1964
Education, teacher training

University Microfilms, Inc., Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

THE ELEMENTARY TEACHER EDUCATION PROGRAM
AT SOUTH CAROLINA STATE COLLEGE

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

BY
AMELIA SEAWRIGHT ROBERTS

Norman, Oklahoma

1964

THE ELEMENTARY TEACHER EDUCATION PROGRAM
AT SOUTH CAROLINA STATE COLLEGE

APPROVED BY

W. B. Ragan

Ruth E. Elder

O. D. Ragsdale

Claude Kelley

DISSERTATION COMMITTEE

ACKNOWLEDGEMENTS

The writer wishes to express her sincere appreciation to Dr. William B. Ragan, the chairman of her doctoral committee, for his guidance and encouragement; to the other members of the committee, Dr. Claude Kelley, Miss Ruth Elder, and Dr. Omer J. Rupiper for their counsel as members of the committee.

Appreciation is expressed also to Dr. B. C. Turner, President of South Carolina State College, for approval of the study and the use of his files; to Dr. A. I. Mose, Dean of the School of Education for his assistance in many ways.

Further appreciation is extended to Mr. Goler Collins, Director of Student Personnel and Guidance Services, for providing source materials, and to all members of the State College faculty who furnished the writer with information and data related to this study but whose names for reasons of space cannot be listed.

Sincere thanks is given to the Southern Education Foundation for making available the fellowship which made this educational experience possible. Further thanks is extended to the typists for their help in preparing the first and final copies of this dissertation.

To the writer's sister, Katie, and brother, William, she shall always be grateful. They gave invaluable help in a variety of ways.

And finally, the writer extends her sincere appreciation to her husband, James, without whose love, sacrifices, and loyalty neither life nor work would bring fulfillment. To him this study is dedicated.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vii
LIST OF ILLUSTRATIONS.	viii
Chapter	
I. INTRODUCTION.	1
Background of the Study.	1
Need for the Study	8
Statement of the Problem	10
Delimitations of the Problem	11
Definition of Terms.	12
Procedure and Sources of Data.	13
Treatment of Data.	14
Report of the Study.	14
II. SELECTED RELATED LITERATURE	15
Philosophy and Goals of Teacher Education. . .	17
Organization and Administration.	20
The Teacher Education Curriculum	25
Instructional Materials.	35
Guidance and Personnel Work in Teacher Education	36
Evaluation and Teacher Education	40
A Look Ahead in Teacher Education.	47
Unpublished Studies.	51
A Published Study.	56
III. ANALYSIS OF DATA.	58
Introductory Statement Relating to the College	58
Standard I: Objectives of Teacher Education	59

Chapter	Page
Standard II: Organization and Administration of Teacher Education.	69
Standard III: Student Personnel Programs and Services for Teacher Education. . . .	77
Standard IV: Faculty for Professional Education	89
Standard V: Curricula for Teacher Education	102
Standard VI: Professional Laboratory Experiences for School Personnel.	107
Standard VII: Facilities and Instructional Materials for Teacher Education. .	126
IV. COMPARISON OF SOUTH CAROLINA STATE COLLEGE PROGRAM WITH NCATE STANDARDS.	133
Objectives of Teacher Education.	133
Organization and Administration of Teacher Education	134
Student Personnel Programs and Services for Teacher Education	135
Faculty for Professional Education	136
Curricula for Teacher Education.	137
Professional Laboratory Experiences for School Personnel.	138
Facilities and Instructional Materials for Teacher Education	139
V. SUMMARY AND CONCLUSIONS	141
Summary.	141
Findings	143
Conclusions and Recommendations.	144
BIBLIOGRAPHY	146
APPENDIX A	154
APPENDIX B	179
APPENDIX C	182
APPENDIX D	189
APPENDIX E	191
APPENDIX F	196

LIST OF TABLES

Table	Page
1. Major Professional Competencies.	66
2. The Performance of Freshman Class of 1962-63 on the ACE Psychological Test.	81
3. The Performance of Freshman Class of 1962-63 on the Mathematics Achievement Test.	82
4. Grade Averages of Undergraduate Elementary Students in the Teacher Education Program and of Students in the Non-teaching Program. .	83
5. Comparison of Percentiles Based on ACE Per- formance by Juniors Majoring in the Ele- mentary Program with Those Based on Performance by Juniors Majoring in the Non-teaching Options	84
6. Roster of Faculty for Professional Education.	92
7. Enrollment in Teacher Education Second Semester 1964	103
8. South Carolina State College Directed Teaching Centers, 1963-64	109
9. Directed Teaching Assignments at South Carolina State College, 1963-64.	113
10. Distribution of Directed Teaching Assignments by Faculty Members	123
11. Total Enrollment of Felton Training School.	125

LIST OF ILLUSTRATIONS

Figure	Page
1. The Organizational Plan of South Carolina State College.	70
2. The Organization of South Carolina State College Undergraduate Teacher Education... . .	74
3. The Laboratory School.	129

THE ELEMENTARY TEACHER EDUCATION PROGRAM
AT SOUTH CAROLINA STATE COLLEGE

CHAPTER I

INTRODUCTION

Background of the Study

The term "teacher education" encompasses all of the experiences provided by an institution for the development of teachers. It includes preservice preparation for those who are aspiring to be teachers and inservice training for those who are already engaged in the profession. The upgrading of the profession is reflected in the term "teacher education" which is quite different from the older term "teacher training," but in order to understand the basic term, it seems necessary to know something about its development.

Traditionally, the term "teacher education" denoted a narrow preparation for teaching. Specifically, it was devoted to methods or skills in classroom procedures. The program originated in America during the 18th century with the Reverend Samuel R. Hall as the founder.¹ It has undergone

¹Ellwood P. Cubberley, Public Education in the United States (New York: Houghton Mifflin Company, 1934), p. 375.

three stages: The first was the apprenticeship stage--people learned through actual participation. The second was labeled as a school stage in which the information learned in the first was taught in the second. The third stage has been produced by the development of comprehensive theory. All of these stages developed as the result of some type of appraisal.

The "teacher education" idea was further pursued in the academies and the normal schools. The instruction was geared mainly to the elementary level. However, "by the end of the 19th century, the normal school was widely accepted as the training school for elementary teachers. Moreover, education had attained a foothold in the college curriculum, and in the graduate schools of a number of first-class universities."¹

Replacing the older conception of "training" as incorporated in the normal schools, the newer term "teacher education" has been developed. In the new program, professional education, as indicated by Stratemeyer,² includes three major division: (1) general education, (2) specialization, and (3) professional education. These are the common elements

¹Frederick Eby, The Development of Modern Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1952), pp. 580-81.

²Florence B. Stratemeyer and Margaret Lindsey, Working with Student Teachers (New York: Bureau of Publications, Teachers College, Columbia University, 1958), pp. 23-25.

found in most instructional programs; however, some vary. A brief explanation of the evolution of these may be helpful.

Monroe,¹ in his study, used an address delivered by S. S. Parr, President of the Department of Normal Schools of the National Educational Association in 1888, as a thesis for developing a discussion relative to the purposes of teacher education in 1890. Parr's approach was based on the point of view that the nature of the teacher's work would suggest the qualifications needed for adequate preparation which still holds true today. He suggested the following: (1) Personal fitness, (2) Liberal (general) education, (3) Teaching knowledge, and (4) Pedagogical knowledges and skills.

Personal fitness was associated with good moral character, and satisfactory evidence of this quality was the possession of a teacher's license. The personality of the teacher was also considered important. Sympathy, tactfulness, and self-reliance were considered essential to good teaching.

Liberal education was quantitative. The general agreement was that the teacher's academic study should transcend the subjects he actually taught. This meant that the teachers of elementary schools should have a high school education, and the teachers of high school should have a college education. The term did not refer to special subjects.

¹Walter S. Monroe, Teaching-Learning Theory and Teacher Education 1890-1950 (Urbana: University of Illinois Press, 1952), p. 184.

"Teaching knowledge of subjects," as referred to the professional preparation of elementary teachers, was explained by Parr in the following statement:

An analysis of the process of teaching shows that there is a special knowledge in each subject that belongs to instruction. This is quite distinct from academic knowledge. It differs from it in purpose, in its relation to the facts in things and in the mode by which it is obtained. The ideas of an academic subject are arranged in an order which is determined by their own relations. The order of the same ideas, when they are arranged for teaching, is determined by their relation to the learning mind. The purpose of academic knowledge is acquaintance with series of beings in the order of their necessary dependence. The purpose of teaching knowledge is acquaintance with the processes of the learning mind in the order of mastery.¹

Pedagogical knowledges and skills referred to educational ideas, psychological knowledge, principles of methods, procedures and devices, and teaching skills. In today's professional language, the first three refer to theory and the last two to the practical phase of the teacher education program. To sum up the general points of view in this connection, they were (1) a good academic knowledge of subjects was necessary, (2) professional education should be added to academic training, and (3) teacher education was equivalent to a good academic education.

Emphases in the teacher education programs today are not limited to such courses as psychology, methods, and student teaching, but in addition to these, areas such as human development, mental hygiene, school and society, as well as

¹Ibid., pp. 186-87.

the organization and function of programs on different levels are considered essential in developing good teachers.¹

According to Stiles,² S. S. Parr, on the basis of his belief that a professional program should be related to the kind of work the teacher will be expected to do, proposed the following areas:

1. Teaching knowledge--it is necessary for the teacher to learn to look at subjects in fixed order and also from the viewpoint of the child learning the material.
2. Knowledge of the process of development.
3. Understanding of method as the scientific application of means of stimulation to ends of development.
4. Acquaintance with the historical development of pedagogical principles.
5. Comprehension of the science of mental stimulation.
6. Knowledge of the art of teaching as experience will give.

Stiles³ further stated that Evenden broadened the emphasis in the professional program between 1926 and 1938 in relation to two phases:

¹Lindley Stiles and Others, Teacher Education in the United States (New York: The Ronald Press Company, 1960), p. 204.

²Ibid., p. 205.

³Ibid., p. 206.

1. A growing emphasis was placed upon a well-rounded and well-integrated personality such as will assume the leadership of school and community.

2. An emerging concern developed for a systematic perspective of society and the society in which children live; a knowledge of the American democratic system and other forms of government and of political and economic stability was stressed.

Also, in Stiles'¹ writing in regard to the purpose and nature of the teacher education program, he included the points of view as expressed by Stratemeyer and Woodring. Stratemeyer was in accord with Parr's proposals while Woodring suggested that teacher education should consist of two distinct aspects:

1. Professional knowledge, as distinguished from professional skills.

2. Skills in managing a classroom in working with children and young people and in supervising the learning process.

In presenting a background for today's programs in teacher education, Monroe² described three periods. From 1890 to 1907, the emphasis was placed on scholarship, expansion of pedagogical training, and on the development of a standard program of education. The period between 1907 and

¹Ibid., pp. 206-207.

²Monroe, op. cit., p. 192.

1933 was characterized by an extension of education for teachers to include secondary teachers. Prior to this time, teacher education was applicable to the elementary teachers only. In the third period, 1933 to 1950, professional programs continued to undergo many changes. There was also an increased interest in research studies as well as the development of professional organizations on the national level.

Some of the changes in professional programs included a multiplication of courses, merging of elementary and secondary patterns, standardization of the programs in teacher education, fused courses, and emphasis on laboratory work. Some of these programs are still in the process of changing, and it seems logical that these changes will be based on some form of evaluation.

Since 1949, and earlier, several national organizations have given leadership to institutional programs in teacher education. They are:

1. The American Association of Colleges for Teacher Education whose central objective is the improvement of teacher education.

2. The American Council on Education which was disbanded in 1942, but whose work is still being felt.

3. Land Grant Colleges and Universities and State Universities which recognized the importance of teacher education.

4. The Council on Cooperation in Teacher Education, formed to carry on the work of the Commission Teacher Education.

5. The National Education Association and member departments.

6. The National Society for the Study of Education.

7. The National Council for Accreditation of Teacher Education whose chief concern is the improvement of teacher education through accreditation.

8. The National Commission on Teacher Education and Professional Standards which recently concluded a study, A Position Paper, of Professional Standards.

The National Council for Accreditation of Teacher Education has developed a set of standards which may be used by colleges and universities in evaluating the existing practices in teacher education with a view toward improvement. The present study is based on these standards.

Need for the Study

In view of the increasing demand for competent teachers, institutions are constantly evaluating their teacher education programs. Although research studies, professional organizations and periodic conferences have also made significant contributions to upgrading standards, the need for good teachers is still increasing. Therefore, colleges and universities cannot afford to become complacent about teacher preparation.

Today, prospective teachers need to be adequately prepared in order to cope with the complex changes of the modern world. In addition to the mastery of subject matter, they must also have the ability to work with community organizations in developing programs which will enhance the quality of living in that community. Further, they will need to possess skills in working with other teachers to the end that children will be exposed to the richest educational experiences possible. Lastly, they must continue to see themselves as learners with emphasis on understanding human growth, and the process of social change. But in order to develop such teachers, the institution as a whole must assume responsibility, and it must constantly re-examine its program in relation to the changing times.

Barnett and Martin¹ stated that "professional education should increasingly help students acquire the kinds of understandings, attitudes, skills, and abilities that can be taken to new problems that demand creative answers. A clearer understanding of the specifics of this role would probably result in improved instruction." In this perspective, it is believed that continuous evaluation is necessary in order to determine whether or not an institution is performing that

¹Glenn E. Barnett and Clyde I. Martin, "The Meaning of Improvement in Professional Education," Improving Instruction in Professional Education, Thirty-Seventh Yearbook of the Association for Student Teaching (Cedar Falls, Iowa: The Association, 1958), p. 6.

role effectively. Certainly, an institution should know its strengths and its weaknesses as a basis for improvement.

Recent research revealed that some of the graduates at South Carolina State College have indicated that several courses offered in their programs have not met their needs. Therefore, it is believed that the present study will point out the specific needs of the students.

Better teachers will be the product of the institution which continuously examines all phases of its teacher education program. Outside forces may indicate the need for such an appraisal, but the action must come from within the college itself. At South Carolina State College, it is recognized that continuous self-evaluation is necessary. Therefore, if the administration and staff give consideration to the study and its recommendations, a needed strengthening of teacher education programs may well be demonstrated.

Statement of the Problem

The problem of this study is to develop an analysis of the elementary teacher education program at South Carolina State College in relation to the National Council for Accreditation of Teacher Education. More specifically, the study proposes to:

1. Identify the current status of the elementary teacher education program at South Carolina State College.

2. Make a comparison of the State College program with the National Council for Accreditation of Teacher Education standards.

The purpose of this study is to point up changes for improvement in the elementary teacher education program at State College. A comparison of the present program against the NCATE standards must be made in order to determine these changes.

Delimitations of the Problem

The study is limited to South Carolina State College, and it is concerned only with the undergraduate teacher education program in elementary education as it relates to the following areas:

1. The philosophy and objectives of the program.
2. The organization and administration.
3. Student personnel services as they relate to teacher education.
4. The faculty for professional education.
5. The curriculum.
6. Professional laboratory experience.
7. Facilities and instructional materials for teacher education.

The data included in the study represent the present status of the program and how it compares with the National Council for Accreditation of Teacher Education standards.

Definition of Terms

Most of the terms used in this study carry their usual connotations; however, for the sake of uniformity of interpretation, the following terms are defined in the terminology used in the National Council for the Accreditation of Teacher Education guide.¹

Teacher education.--A term used to cover all the institution is doing in the preparation of teachers including admission and selection, curriculum, faculty selection and assignment, requirements for graduation and facilities.

NCATE (National Council for Accreditation of Teacher Education).--An autonomous organization whose purpose is to improve teacher education.

Curriculum.--A configuration of courses and experiences specifically designed to prepare persons for a particular school position.

The additional terms are quoted from the Association for Student Teaching Thirty-Eighth Yearbook.²

Professional laboratory experiences.--All those contacts with children, youth and adults in the school and community (through observation, participation, and teaching)

¹Standards and Guides for Accreditation of Teacher Education (Washington, D. C.: National Council for Accreditation of Teacher Education, 1960), pp. 1, 5.

²Association for Student Teaching, The Supervising Teacher, Thirty-Eighth Yearbook (Cedar Falls, Iowa: The Association, 1959), pp. x-xi.

which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.

Campus or off-campus laboratory school.--A school which is controlled and supported (all or in part) by the college and which is organized as an integral part of the teacher education program to provide significant opportunities to study and relate the various phases of the teacher's activities both in and out of school.

Supervising teacher.--One who teaches children or youth and who also supervises student teaching and/or other professional laboratory experiences.

Procedure and Sources of Data

The survey method, as described by Van Dalen,¹ was used in this project. It is a means of collecting detailed descriptions of existing conditions with the intent of employing the data to justify current conditions, or to make plans for improvement. The basic procedure used in collecting data for this study was direct examination of the College catalogue, evaluation reports, research studies made by faculty members, records and materials in the major offices of the College, and interviews with administrative officers and College staff.

¹Debold B. Van Dalen, Understanding Educational Research: An Introduction (New York: McGraw-Hill Book Company, Inc., 1962), p. 187.

The guides used were those recommended by NCATE.¹ A copy of these guides will be found in Appendix A.

Other sources of information were bulletins from the State Department of Education of South Carolina, unpublished dissertations, published research studies, professional books, bulletins, and periodicals which have given some discussion to the study of teacher education.

Treatment of Data

The qualitative and the quantitative forms of expression were used in presenting the data.² The data were analyzed with the use of tables and charts. This information was compared against the NCATE standards to show the deficiencies in the elementary teacher education program at South Carolina State College. The findings were used as a basis for making recommendations for the improvement of the program.

Report of the Study

Chapter II presents a general review of selected literature in the field. Chapter III is devoted to the analysis of the data collected. Following Chapter III, a comparison of the data against the criteria is given in Chapter IV. Chapter V includes a summary of the study, conclusions drawn, and recommendations.

¹Standards and Guides for Accreditation of Teacher Education, op. cit., pp. 1-24.

²Van Dalen, op. cit., p. 185.

CHAPTER II

SELECTED RELATED LITERATURE

From the enormous amount of research that has been done in the area of teacher education, the writer has selected the more pertinent literature for this discussion. A careful review revealed that all aspects of the teacher education program have been studied at some particular time. Therefore, this chapter will be devoted to those writings which seem to have implications for this study.

As pointed out in Chapter I, the present procedures in teacher education have inherited much from the past. In the early development of the United States, very little, if any, emphasis was placed on the art of teaching. According to Crow and Crow¹ teachers, in general, had no special training for their work. Therefore, in an attempt to improve the situation, the normal school was established. However, the courses offered were short, and the emphasis was placed on the mastery of teaching methods.

The major objectives of the early academies were to train teachers so that they would have more advance course

¹Alice Crow and Lester D. Crow, Introduction to Education (New York: American Book Company, 1947), p. 39.

subject matter than they were to teach. It was not until late in the nineteenth century that the academies became conscious of their obligation in the preparation of teachers. Consequently, teaching had very little status during this period. However, in the latter half of the nineteenth century, teacher preparation gained a place on the college level; it was not until the beginning of the twentieth century that complete status was accorded publicly to teacher preparation as teacher education. Since then, the program has undergone many changes. Today, the general trend of teacher preparation is toward more and broader and, at the same time, more specific training.

The education of teachers must keep pace with the duties which they are to perform. Today, the teacher is expected to afford broad community leadership as well as skilled and understanding classroom management. Therefore, colleges and universities have a responsibility for providing programs designed to develop the academic, professional, and social competences deemed essential for today's teachers.

Teacher education programs ordinarily include (1) philosophy and goals, (2) organization and administration, (3) curricula offerings, (4) instructional materials, (5) guidance and personnel work, (6) evaluation, and (7) plans for the future. Each area will be discussed as follows:

Philosophy and Goals of Teacher Education

In relation to goals, the New Horizons for the Teaching Profession Project pointed up four standards that have significance for setting up goals to serve as guidelines for teacher education programs. They were:

1. Being a liberally educated person has special significance for the professional educator. This means: Focus on a personality and what the professional educator is and does as a person--his attitudes, ethical standards and value commitments, life-shaping interests, mental health, and self-understanding.

2. The professional educator has advanced and technical knowledge basic to discharging his special functions. The professional educator must: (1) know his teaching field (or field related to his special function) as fact and as discipline; (2) be a specialist in the teaching-learning process, in understanding learners; (3) know education, what it can do and what it should do for people.

3. The professional educator is able to make far-reading decisions within a framework of personal independence. It is the professional educator who must decide what shall fill the fleeting hours when school is in session and, to a degree, what shall be a part of out-of-school activity: (1) what is important for learners to learn, for particular learners to learn, and to what degree; (2) what tools and methods can be employed to help learners achieve desired goals; (3) how to guide individuals so as to create a desire to go on learning, to develop ability to deal with the new and the unknown.

4. The professional educator is a person committed to moral and intellectual excellence, to teaching scholarship. The needed image is that of a teaching scholar who: (1) has a genuine interest in learning and in continuing to learn; (2) has the urge to share knowledge in ways to help others, in turn, to develop competence and genuine interest in learning.¹

¹ Margaret Lindsay (ed.), New Horizons for the Teaching Profession (Washington: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1961), pp. 27-31.

The National Commission on Teacher Education and Professional Standards (NCTEPS) further offered the following axioms and goals for teacher education:

Selection:

1. Adequate numbers of able individuals enter and complete programs of preparation, begin to teach, and remain in the profession as career teachers in schools and colleges.
2. Prospective teachers compare favorably on all counts, including intelligence and academic achievement, with college students who are preparing for careers in other professions.
3. Teachers in schools and colleges encourage promising young people to consider teaching as a career and demonstrate by example the personal and professional satisfactions in teaching.

Preparation:

1. The education of teachers is one of the chief responsibilities of American higher education.
2. Teacher education programs are the product of the combined thought, skill, knowledge, and creativity of teachers and administrators in schools and colleges and of scholars in many fields.
3. The graduate of a teacher education program is an educated man who is prepared for and committed to teaching.
4. Teacher education is so organized and conducted that it strongly affects the attitudes and behavior of the college student. General education, specialization, and professional study influence not only the intellectual life of the student but also his emotional and ethical life in the pattern of his professional career.
5. College faculty members are effective teachers as well as competent scholars.
6. The induction of teachers includes acquainting them with the rights and responsibilities of professional service.
7. Supervised student teaching and internship provide a gradual induction to teaching.

Continuing Education:

1. Continuing education is a career-long process of professional growth.
2. The primary responsibility for continuing development rests with the individual teacher.
3. Continuing education is planned on an individual basis.
4. Professional growth is achieved in a variety of ways, including but not limited to formal study.

5. Conditions in the school and community encourage rather than inhibit professional growth.

6. Careful planning provides continuity between earlier preparation and continuing education; differences in purpose and emphasis in preservice and inservice programs are clear.

7. Salary schedules, recognition, and status encourage teachers to make the classroom their career.¹

According to Pendergraft,² the Parkland Conference identified some major goals of teacher education, and also emphasized the point that the preparation of teachers is a cooperative responsibility. It should be shared with the staff of the academic areas, personnel of the state department, the teachers and administrators in the community which the college serves. Lay leaders might also serve as a source of information for the improvement of a teacher education program.

Bush³ described the aim of a teacher education program as the preparation of teachers who have knowledge, skills, and attitudes which will equip them for their performance as teachers. The performance being that of bringing

¹ The National Commission on Teacher Education and Professional Standards, A Position Paper (Washington, D. C.: The National Education Association of the United States, 1963).

² Daryl Pendergraft, The Professional Standards Movement in Teaching: Progress and Projection, A Report of the Conference held at Pacific Lutheran College, Parkland, Washington, June 26-30, 1956 (Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1956), p. 64.

³ Robert N. Bush, "A Schema for Teacher Education," Teacher Education: A Reappraisal (New York: Harper and Row, Publishers, 1962), pp. 185-88.

about desirable changes in the behavior of pupils. He believed that it is very necessary for a teacher to know the changes he is trying to effect, and to know how this should be done for all pupils and for the "special" ones. It is the job of teacher education programs to produce teachers who are strong, skillful, and committed enough to know that the individual welfare and dignity of each pupil must never be sacrificed. Therefore, the cooperative endeavor of all who are concerned with the preparation of teachers is essential in producing competent persons as suggested here.

Woodring¹ stated that "any sound program for teacher education must rest upon philosophical assumptions about the nature of man, the nature of society, and the nature of the good life." He further asserted that a sound program must be consistent with the facts of individual differences in capacity for learning and the facts of learning insofar as these are known. It must also be in keeping with the society of which it is a part.

Organization and Administration

To sum up the preceding discussion, educators agree that the general objectives of teacher education are teaching and learning. While these are the ends, the administration

¹Paul Woodring, "The Challenge for Excellence," Strength Through Reappraisal, Sixteenth Yearbook of the American Association of Colleges for Teacher Education (Chicago: The Association, 1963), p. 25.

and staff are the means by which these ends are achieved. Therefore, teacher education must have some form of organization and leadership.

According to McLure,¹ teacher education institutions may be divided into two groups: (1) those of the university type having complex organizations, and (2) those of the one-college type, including teachers colleges and liberal arts colleges. The complex organization type usually embraces a number of schools and colleges with their own deans and faculties. Most of the one-college type are concerned with offering general or liberal education and, at the same time, providing programs for the preparation of teachers.

A complex organization may be applicable to a state university, a separate land-grant college, a combined state university and land-grant college, or any other institution which is similar in organizational structure. McLure further stated that "in such an institution, the division for teacher education should be accorded a professional status in harmony with that enjoyed by any other major division, such as law, medicine, engineering, or commerce."²

¹John R. McLure, "Organization and Administration of the Teacher Education Institution," The Education of Teachers, The Official Group Reports of the Bowling Green Conference held at Bowling Green State University, Bowling Green, Ohio, June 30, 1948 (Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1948), p. 31.

²Ibid., p. 33.

In the liberal arts college, professional programs for other college students are offered as well as for those who are interested in teaching. In such a situation, the program for teacher education is usually referred to as a department of education. However, in a teachers college, all of the facilities and programs are geared to teacher education. In this setting, the chief administrator devotes his full time and effort in cooperation with other faculty toward the preparation of teachers.

Teacher education is also subject to state authority. Stiles and Others reported that:

Education is a state function. It is to be expected, therefore, that policy and programs for teacher education will be affected most directly by actions at the state level. Forces that influence the nature and quality of programs of education for teaching, flow primarily from laws passed by state legislatures and regulations adopted by state departments of public instruction.¹

They further stated that the chartering function by the state is another factor that affects the quality of programs of teacher education. In this connection, however, it must be remembered that although the federal government has no legal responsibility for teacher education, the state determines the nature and quality of teacher education programs, including the licensing of teachers. More and more the state departments of public instruction are being requested to give

¹Stiles and Others, op. cit., p. 88.

assistance in preparing programs that will help teachers before they reach the certification level.

Cottrell¹ indicated that by law and charter, governing boards are empowered to control and legislate policies of an institution. This is their responsibility which cannot be abdicated to anyone, but it can be shared. He further stated that governing boards may respond to good leadership on the part of the staff and may delegate certain responsibilities as a means of sharing the determination of policies in certain areas. However, the board is the governing body to which the chief officer is directly responsible, and in turn, the board is held responsible to the public. The administrator of a teacher-education institution must then recognize at least four major groups with whom he has opportunity for leadership: (1) faculty, (2) board of trustees, (3) executive staff, and (4) students.

Maintaining an effective personnel in teacher education is also an important responsibility of the administration. Regarding the professional staff, it is believed that teacher education institutions should constantly use evaluation of personnel as a means of improving the teaching profession. Lauterback emphasized the following criteria which should be used in appraising professional effectiveness:

¹Donald P. Cottrell (ed.), Teacher Education for a Free People (Oneonta: The American Association of Colleges for Teacher Education, 1956), pp. 367-68.

1. The teacher's respect for the profession of teaching.
2. His sense of the dignity and importance of classroom teaching.
3. His appreciation of the ethical responsibilities of the teacher (including his participation in professional organizations).
4. His personal enthusiasm for teaching.¹

With each of these criteria, there should be some form of evaluation to determine the teacher's ability to develop within students these same desirable attitudes toward the teaching profession. Furthermore, Muzzal² believed faculty members should exhibit in their relations with students, the same human traits which they think to be essential in the competent public school teacher.

In an effort to develop a better understanding, cooperation and appreciation for the "other teacher's problems" among teachers at all levels, Christenson³ stated that the TEPS committee is executing a pilot city project which

¹ Herbert P. Lauterbach, "Appraising the Effectiveness of Professional personnel in the Teacher-Education Institution," Teaching A First Line of Defense, Official Group Reports of the Palo Alto Conference held on the Campus of Stanford University, Stanford, California, June 27-30, 1951 (Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education of the United States, 1951), pp. 50-51.

² Ernest L. Muzzal, "The Teacher Education Faculty," The Education of Teachers, The Official Group Reports of the Bowling Green Conference held at Bowling Green State University, Bowling Green, Ohio, June 20, 1948 (Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1948), p. 54.

³ John E. Christenson, "Improving Educational Practices," National Education Association Journal, LIII (January, 1964), p. 18.

involves having college instructors spend three days "living with" public school teachers from the time they enter school in the morning until the close of the teaching day. Later the public school teacher will make similar visits to the college campuses. Still later, teaching exchanges may take place. He further asserted that this is an excellent endeavor to improve the quality of teaching on all levels and in the preparation of teachers.

The Teacher Education Curriculum

In regard to the curriculum, Armstrong¹ indicated that the teacher education curriculum has undergone no fundamental change within the present century. He further asserted that there is no curriculum for teacher education in the same light that there is a curriculum for law, medicine, etc. However, he agreed that there is a curriculum for elementary teachers. But even with this level, it would seem that changes are necessary in order to meet the new conditions in the modern world.

Armstrong² is also of the opinion that the following guidelines might serve as a basis for making changes:

¹ W. Earl Armstrong, "Bases for Determining Curricula for Teacher Education," Teacher Education: The Decade Ahead, Report of the DeKalb Conference held at Northern Illinois State College, DeKalb, Illinois, June 29, 1955 (Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1955), p. 46.

² Ibid., p. 47.

(1) research, (2) history, and (3) critical thinking. He places emphasis on the third as being the most useful. The implication here is that some type of appraisal is needed as a means of improving teacher education programs. Also in this connection, Engleman made the following statement:

It seems fitting that some of the areas normally in need of change or strengthening should be mentioned. Among these are broad general education related to pressing contemporary problems, experience in the arts and practical arts, extensive study of community life and institutions, and the processes of democratic action; intercultural and international appreciations and understandings; thorough understanding of human development and how to study children and youth; and a longer supervised experience working directly with children in and out of school. The total educational program must find wider application. Greater emphasis should be placed on helping students to see the interrelation among areas, problems, and knowledges. The whole educational content, whether it be general, special, or cultural, must be revitalized.¹

Conant² proposed that four years of college are adequate for the education needed for teaching in elementary schools. This, however, is based on the assumption that two of the four years are devoted to a general education, and the remaining two years should be sufficient for professional preparation. He further stated that, if one is interested in taking more free electives, then a five-year program is suggested. Of course, the latter is not highly recommended by Conant.

¹F. E. Engleman, "Needed Improvements in the Educational Program for Teacher Education," First Yearbook of The American Association of Colleges for Teacher Education (Oneonta, New York: The Association, 1948), p. 159.

²James B. Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, Inc., 1963), p. 155.

Further conclusions presented by Conant are as follows: (1) professional education of teachers for kindergarten and the first three grades should be differentiated from the professional education of teachers for grades four, five and six; (2) the program for prospective teachers of kindergarten and grades 1, 2, and 3 should prepare them in the content and methodology of all subjects taught; and (3) the program for teachers of grades 4, 5, and 6 should provide depth of content and methods of teaching in a specific subject or cluster of subjects taught in these grades.¹

He further suggested, in order to remedy duplication and repetition, that (1) the total time allocated to courses in special content and method be reduced to one semester's work; (2) these courses in special content and method be taken during the senior year, and be taken simultaneously with actual experience in the classroom; and (3) these courses be taught by a team of clinical faculty members whose training and experience qualify them for the work.

Commenting on Conant's proposals for educational reform, Koerner stated:

He has made a sensible analysis of the worst of our problems and has lent the weight of his prestige to a series of recommendations that at the very least should dispel the remaining lethargy of both the profession and the body politic. It is safe to say that his recommendations as well as his other suggestions for reform will not be bought anywhere as a package in which many of the components depend for the best

¹Ibid., pp. 155-56.

results on one another. But it seems equally certain that many of them will find their way in one form or another into state requirements and training programs. Wherever that happens, we will be a lot better off than we now are.¹

Although teacher education programs vary in institutions of higher learning, most of them include three areas: (1) general education, (2) specialization, and (3) professional education. According to the literature related to teacher education, authors, in general, agreed with this statement.

General education, as observed by Stratemeyer and Lindsey,² is designed to (1) assist each student in the development of physical and mental well-being; (2) help each student master the art and skills of communication; (3) aid each student in deepening his understanding of our culture, its institutions and values, its relation to other cultures of the world--past and present--its current problems and its future hopes; (4) help each student acquire the values and sensitivities which contribute to intelligent citizenship in a democracy; and (5) to provide each student with opportunities to acquire basic acquaintance with the bodies of human knowledge as they relate to understanding, meeting, and dealing with social problems.

¹James D. Koerner, "Proposals for Radical Reform," Phi Delta Kappan, XLV (October, 1963), p. 10.

²Stratemeyer and Lindsey, op. cit., pp. 25-26.

Stratemeyer and Lindsey further indicated that specialization referred to that phase of the student's program which consisted of a group of related courses and other experiences in an area of his choice. However, "specialization for elementary education students consists of a series of courses designed to provide the student with depth of knowledge in the various areas of the elementary school curriculum and on understanding learners."¹

Professional education, which was also described by Stratemeyer and Lindsey,² related to those planned experiences dealing directly with the teaching-learning process and with the guidance of that process. These will be the same in nearly all programs, which will include: (1) human growth and development, (2) the nature of the learning process, (3) selection and organization of curriculum experiences, (4) history and philosophy of education, and (5) general and special methods of teaching.

Elementary education programs provide for professional laboratory experiences of which the greatest portion is devoted to directed teaching. Devor has divided these experiences into three parts: (1) observation, (2) participation, and (3) actual teaching. The amount of time devoted to each should be based on the individual and the situation surrounding him. He defined these periods as follows:

¹Ibid., pp. 26-27.

²Ibid., pp. 27-28.

1. Observation includes all activities in which the student teacher is merely an onlooker.

2. Participation is interpreted as any activity in which the student teacher is doing more than merely observing, but in which he is not actually working with students.

3. Actual teaching includes all activities in which the student teacher is actually working with students, either individually or as a group.¹

Sharpe in discussing professional laboratory experiences, expressed the belief that there is increasing recognition of the important role these experiences play in teacher education. Evidence of this is revealed in the following statement:

If there is any one point that is common to most of the two hundred twenty-five different teams who participate in the intervisitation program of the American Association of Colleges for Teacher Education, it is the almost universal suggestion that more opportunities for professional laboratory experiences prior to student teaching be provided.²

Also in this connection, Shuck stated: "From all quarters there is a chorus of approval for field or laboratory experiences as a vital--and perhaps the single most important--part of teacher education."³ He further pointed out that W. Earl Armstrong, in his cogent 1957 article, "The Teacher Education Curriculum," in The Journal of Teacher Education, urged that "courses in professional education should be

¹John W. Devor, The Experience of Student Teaching (New York: The Macmillan Company, 1964), pp. 9-10.

²Cottrell, op. cit., p. 185.

³Emmerson Shuck, "Field or Laboratory Experience in Teacher Education," The Journal of Teacher Education, XII (September, 1961), 271.

pointed to understanding which includes knowledge and skills seen in relationship to situations," such as is revealed in laboratory experience. He also mentioned that laboratory experiences should be provided for prospective teachers in those basic courses taken early in their college programs.

Another proposal presented by Shuck¹ was that methods courses should not be burdened with having to provide the major portion of the observation or laboratory experience of prospective teachers. His defense here is that the methods course has other important responsibilities, and a multiplicity of demand impedes its progress.

Shuck further proposed that a sort of laboratory experience in the public schools be devised for the college instructors of future teachers. However, he warned that in order for a program of this type to be successful, "it must (1) be positively oriented, (2) be meaningful, and (3) not be burdensome for the already busy college teacher."²

It has been indicated by various authors that the greatest portion of the time devoted to laboratory experiences should relate directly to directed teaching. In this connection, Conant recommended that:

All future elementary teachers should engage in practice teaching for a period of at least 8 weeks, spending a minimum of 3 hours a day in the classroom; the period must include at least 3 weeks of full

¹Ibid., p. 273.

²Ibid., pp. 271-72.

responsibility for the classroom under the direction of a cooperating teacher and the supervision of a clinical professor.¹

He described the clinical professor as a person who is prepared by training to understand the specialists, and one who is able to demonstrate in concrete teaching situations the implications of expert judgment.

With increased emphasis on laboratory experiences in teacher education, more attention is being directed toward the supervising or cooperating teacher. In this regard, Ruman and Curtis stated that "the profession must increase its standards of preparation for teachers in general, and for supervising teachers in particular, to the point where teaching can take a leadership role among the professions."² They further related that the supervising teachers should be given the status of professional partners in teacher education, and that the teaching profession should also re-evaluate its program, giving the supervising teachers an opportunity to share in planning and implementation. They also believed that the cooperating teachers are an integral part of the total program for improvement.

¹Conant, op. cit., p. 215.

²Edward L. Ruman and Dwight K. Curtis, "The Supervising Teacher in Future Teacher Education Programs," The Supervising Teacher, Thirty-Eighth Yearbook of The Association for Student Teaching (Cedar Falls, Iowa: The Association, 1959), pp. 113-14.

With reference to a specific level--elementary teachers--Woodring and Scanlon¹ indicated that Chase, Fischer, Hill, and Stinnett advocated a broad major such as social studies, humanities or science for the elementary teacher, while Smith, Clapp, and Hilderbrand favored majors in a single discipline the same as secondary teachers. However, as pointed out by Woodring and Scanlon, there is clear consensus that all teachers should be college graduates, and that they should be exposed to a liberal education during their undergraduate study. Of course, it is also clear that there is still disagreement relative to the nature of the content of both liberal and professional education.

Woodring believed that there is need for some form of appraisal of the four-year curriculum, because "many of the courses which have been regarded exclusively as either liberal or professional education may, upon closer scrutiny, be found to be both when properly taught by a liberally educated professor who understands the problems of public education."

A further review of the literature revealed that Humphry,³ in a survey made of professional offerings in NCATE

¹Paul Woodring and John Scanlon, American Education Today (New York: McGraw-Hill Book Company, Inc., 1963), pp. 241-44.

²Paul Woodring, New Directions in Teacher Education (New York: The Fund for the Advancement of Education, 1957), p. 60.

³Betty J. Humphry, "A Survey of Professional Education Offerings in NCATE-Accredited Institutions," The Journal of Teacher Education, XIV (December, 1963), p. 409.

accredited institutions, found that the patterns of courses offered by each varied to a great degree. However, it was assumed, on the basis of the data, that the majority of prospective teachers in the 248 institutions studied are obtaining preparation in content common to educational psychology, and preparation in content relating to "societal" foundations of education. Whether there is too much or too little content being taught in these areas is something to be considered.

In regard to curriculum improvement, Wright asserted that there is no set pattern for every institution; however, he suggested the following common elements which are essential to any program.

1. A dynamic staff, socially conscious and educationally alert, who believe in youth.
2. Freedom of the staff to think, to advocate, and to initiate, all without fear.
3. Recognition and acceptance by the staff of the responsibility for developing the educational policies which control their operation.
4. An effective organization for policy making.
5. A method of feeding back into the productive process the knowledge, information, ideas, and concepts learned by the staff through working close to the current operation of schools and through scholarly study and research, both of which enrich the production process of teacher education.
6. A point of view that finds itself somewhere between peace of mind and utter insecurity, between complete satisfaction and total frustration.
7. A belief that, out of the variant or mutant, new developments arise.
8. An executive who plays well his role both as servant and master--a servant who sees to it that the

policies of faculty are administered well and who in turn is the master challenger of things as they are.¹

Instructional Materials

Another factor in the improvement of teacher education, as indicated by Barnett and Martin,² was the use of instructional materials. They believed that the materials used in teacher preparation should at least equate those that are found in the public schools. They further indicated that professional education has been too contented with the usual rather than encouraging the best materials for use with prospective teachers. In addition, Shadick³ recommended Douglas Porter's list of instructional materials grouped as follows: stimulus devices, response devices, and stimulus-response devices. These materials are excellent devices that can be used in working with individual students as well as with groups.

¹Wendell W. Wright, "Procedures, Resources and Organization for Improving Teacher Education Curriculum," Teacher Education: The Decade Ahead, Report of the DeKalb Conference held at Northern Illinois State College, DeKalb, Illinois, June 29--July 2, 1955 (Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1955), p. 149.

²Glenn E. Barnett and Clyde I. Martin, "The Meaning of Improvement in Professional Education," Improving Instruction in Professional Education, Thirty-Seventh Yearbook of The Association of Student Teaching (Cedar Falls, Iowa: The Association, 1958), p. 7.

³Robert G. Shadick, "Individualization in the Instructional Program," Concern for the Individual in Student Teaching, Forty-Second Yearbook of The Association for Student Teaching (Cedar Falls, Iowa: The Association, 1963), p. 46.

"One of the tasks teacher education should assume is that of helping the teacher to develop a receptive attitude to instructional innovations of all kinds."¹ For they will soon find themselves in schools where new instructional materials are an important part of the educational program. Therefore, the writer thinks that pre-experience with those materials will aid in developing receptive attitudes.

Haines² indicated the need for sound criteria for evaluating the use of instructional materials. He further stated that "no given set of prepared materials could possibly serve the immediate needs of every child or every group of children at a specified time in a specified grade. Selectivity and adaptation are essential." Here, again, is an indication of the need for a variety of instructional materials in the preparation of teachers.

Guidance and Personnel Work in Teacher Education

Low and Jeep conceived guidance as something which a faculty should do to help an individual student to:

- (1) Understand and accept himself, (2) become acquainted with the use the resources available both on and off the campus for his enrichment and growth, (3) set appropriate goals for himself, (4) plan a program to gain these goals, and (5) make progress toward

¹William Rabinowitz and Harold E. Mitzel, "Programming in Education and Teacher Preparation," Teachers College Record LXIV (1962-63), p. 136.

²Aleyne C. Haines, Guiding the Student Teaching Process in Elementary Education (Chicago: Rand McNally and Company, 1960), p. 124.

the goals. Thus, the guidance functions of teacher-educators, specialized personnel workers, and others in teacher-education institutions constitute an aspect of teacher education but certainly not the whole of it.¹

Helping prospective teachers gain competence in all of the above areas is the responsibility of every college staff member. However, each member must first recognize the unique needs, wants and talents of each student.

Some basic principles for effective student personnel work were found in Teacher Education for a Free People, Donald P. Cottrell, Editor. They were:

1. Student personnel work is for all the students, and the faculty and staff engaged in personnel work.
2. Personnel workers are concerned first with the development of the students, second with the prevention of difficulties and maladjustments among them, and last, with the remedy of their academic, personal, and social problems.
3. Personnel workers endeavor to inculcate in the students an awareness of the values of personnel work in teaching and a desire to see the guidance services of the schools where they later teach carried on effectively.
4. Student personnel work involves the whole college--its teaching faculty, its administrators, its specialized staff, and its students.
5. Student personnel workers serve students, instructional faculty, and administration.
6. Student personnel work seeks to be integrated with the other parts of the educational process of the college, and is, therefore, thought of as a continuous program throughout the student's college life.²

¹Camilla M. Low and Henry A. Jeep, "The Role of Guidance and Personnel Work in Teacher Education," Guidance in Teacher Education, Thirty-Sixth Yearbook of The Association for Student Teaching (Cedar Falls, Iowa: The Association in cooperation with The Student Personnel Association for Teacher Education, 1957), pp. 9-10.

²Cottrell, op. cit., pp. 321-22.

¹
According to Robert, when a freshman student first enters class, he should be under the guidance of some centralized agency representing the highest interest of the teaching profession and its responsibilities. He further stated that prospective teachers should not be allowed to pursue their undergraduate work with only a nebulous idea of entering the teaching profession at a later day. In this connection, however, the Commission on Teacher Education stated that "each institution engaged in teacher education has the responsibility of selecting from among students who wish to prepare for the profession only those who show reasonable promise of developing into satisfactory teachers."²

³
Stout reported that Merle M. Ohlsen of the University of Illinois justified the high standard approach in his statement: "If candidates are carefully screened throughout their college training, the supply of teachers will both

¹E. B. Robert, "The Organization and Administration of Teacher Education at the Institutional Level," Teacher Education: The Decade Ahead, Report of the DeKalb Conference held at Northern Illinois State College, DeKalb, Illinois, June 29-July 2, 1955 (Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1955), p. 141.

²The Improvement of Teacher Education, A Final Report by the Commission on Teacher Education (Washington, D. C.: The American Council on Education, 1946), p. 73.

³Ruth A. Stout, "Practices for Selection in Teacher Education," Teacher Education: The Decade Ahead, Report of the DeKalb Conference held at Northern Illinois State College, DeKalb, Illinois, June 29, 1955 (Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1955), p. 242.

increase and improve." Strout¹ further asserted that if we are to continue to attack the problem of selecting students with good potential, we must ascertain how prospective teachers compare with other college students, what the present status is in selective admission, and what the colleges believe should be done. Here, again, is the need for a reappraisal of teacher education.

In regard to whether or not teacher education programs are attracting academically able students, Snider and Long² reported a study of 348 graduates which was completed in 1958 at the University of Oklahoma. Although the study did not treat teacher education separately, the results showed that the graduates in the teaching options rated lower than the students in other areas such as Business Administration, Engineering, Pharmacy, etc. The investigators further stated that in order to procure more information relating to teacher education enrollees, after the University had a selection program, a study was conducted in 1959. On the basis of this investigation, it was concluded that "the results of this study tended to substantiate the view held by many of the University of Oklahoma staff that the quality of teacher education enrollees in terms of academic ability improved in recent years

¹Ibid., p. 243.

²Glenn R. Snider and Delbert Long, "Are Teacher Education Programs Attracting Academically Able Students?" The Journal of Teacher Education, XII (December, 1961), pp. 407-11.

and that the program enrolls many excellent students." The authors also agreed that it is necessary for teacher education institutions to establish selective admission and retention programs.

Rabinowitz and Mitzel's proposals in regard to selection and retention, were listed as follows:

1. Wider publicity should be given to the opportunities in the teaching profession.
2. Organize plans for recruiting able students.
3. Efforts should be made for improving working conditions for teachers.
4. Require higher standards of selection in teacher education.¹

In this connection, Miller stated that "the key to the professionalization of teaching is the development and enforcement of relatively high standards for all practitioners."² He further asserted that adequate standards will increase the drawing power of the profession, attract able students, and also improve professional morale.

Evaluation and Teacher Education

Evaluation in education is a process of making discriminative judgments based upon evidence obtained--or to be gathered--relative to the degree of

¹William Rabinowitz and Harold E. Mitzel, "Some Observations on the Selection of Students for Teacher Education Programs," The Journal of Teacher Education, XII (June, 1961), p. 163.

²Thomas R. Miller, "Teacher Certification-Adjustments to Current Impacts," The Certification of Teachers, Advancing Public and Professional Welfare, Report of the Miami Beach Conference held at Miami Beach, Florida, June 24-27, 1953 (Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1953), p. 77.

accomplishment of accepted goals. These judgments focus on improving the conditions for and the qualities of experience and learning as they are applied to professional decision-making, planning, and action.¹

Also in this connection, Ragan stated: "Evaluation is not an end in itself; it is worthwhile only when it results in some type of action to improve the school program."² Within this perspective, it seems that teacher education has moved forward steadily since World War II. Institutions--both large and small--have begun to appraise their programs with a view toward improvement. Much of this has been attributed to the accrediting associations.

The accreditation movement has brought about increased interest in reappraisal as a means of improving standards for the preparation of teachers. Professional groups on the national, regional, and state levels have been concerned, particularly, with improving standards. As a result, such a movement has come forth. Stiles³ indicated that evidence of the need for accreditation of teacher education may be revealed in the low level of ability of students who are preparing to teach as compared with candidates for other professions.

¹Andrew D. Rippey, "Evaluation--A Concept, A Skill, and Aid to Effective Teaching-Learning," Newsletter (Cedar Falls, Iowa: The Association for Student Teaching, 1958), p. 12.

²William B. Ragan, Modern Elementary Curriculum (New York: Holt, Rinehart and Winston, Inc., 1961), p. 419.

³Stiles and Others, op. cit., p. 421.

Some of the professional agencies responsible for planning to improve teacher education through accreditation are described below:

The American Association of Colleges for Teacher Education (AACTE).--This association was directly concerned with accreditation. It is a joint reorganization of the National Association of Colleges and Departments of Education and the National Association of Teacher Education Institutions in Metropolitan Districts and the American Association of Teachers Colleges. Although the Association aims to achieve improvement of teacher education, it wishes to work closely with other educational organizations.

Friedman described the situation in this manner:

Teacher education wants to be and needs to be in contact with all facets and levels of education. Education needs to present a united front unless it wishes to ask the public to choose between its segments. There are projects of such a nature or scope that they require the united efforts of several groups. In such cases an initiator and coordinator is required.¹

"The AACTE concentrates its efforts in the broad areas of stimulation, coordination and cooperation, concern for standards and their safeguarding, welfare of teacher

¹G. W. Friedman, "Looking at the Association," Strength Through Reappraisal, Sixteenth Yearbook of The American Association of Colleges for Teacher Education (Chicago: The Association, 1963), p. 61.

education, welfare of education in general, and the promotion of national goals."¹

The National Council for Accreditation of Teacher Education (NCATE).--The Council is an autonomous organization whose sole purpose is to improve teacher education through accreditation. The actual accrediting of teacher education passed from AACTE to the NCATE on July 1, 1954. Since that time 385 institutions have been accredited, as of 1963.²

Maucker, President of AACTE, stated that "the work of NCATE, providing the first accreditation of teacher education institutions with any real teeth in it, has demonstrated the value of national professional accreditation in the field."³ The President further asserted that NCATE has encouraged a substantial number of institutions to take teacher education more seriously, and has brought about marked improvement in student teaching, staffing of professional programs, and selectivity.

In regard to Dr. James B. Conant's book, The Education of Teachers, Maucker stated:

Mr. Conant's entire argument seems to me to point to the absolute necessity of an NCATE with broadened academic and lay representation (including, hopefully, some Conants) which would seek to maintain the voluntary nature of accreditation and to encourage

¹Ibid., p. 59.

²Ibid., p. 68.

³J. W. Maucker, "Statement of the Theme," Strength Through Reappraisal, Sixteenth Yearbook of The American Association of Colleges for Teacher Education (Chicago: The Association, 1963), p. 8.

experimentation through which teacher education programs might ultimately be judged by the quality of the teaching done by the teachers produced.¹

Also in this connection, Allan F. Rosebrock, Director of Teacher Education and Certification, New Jersey State Department of Education, said:

A power struggle, as described by Dr. Conant, to dethrone the educational establishment and transfer control to university academicians is hardly the road to progress in teacher education. The answer, rather, will be found in continuing to strengthen the accreditation and approval procedures of the states, the regional associations of colleges and secondary schools, and the National Council for the Accreditation of Teacher Education.²

Still further in this regard, Edward Pomery, Executive Secretary, American Association of Colleges for Teacher Education stated: "Current discussions regarding the organization of the National Council for Accreditation of Teacher Education may well lead to a restructuring which will make NCATE more representative of the learned disciplines."³

Travelstead⁴ is in accord with the principles listed below which NCATE supports, and thinks them important.

Accreditation of teacher education exists to protect the public against incompetent teachers.

Accreditation by regional and national bodies should be a voluntary process, each institution having the right to decide if and when it should ask to be accredited.

¹"A Symposium on James Bryant Conant's, The Education of Teachers," The Journal of Teacher Education, XV (March, 1964), p. 9.

²Ibid., p. 23. ³Ibid., p. 26.

⁴Chester C. Travelstead, "NCATE Yesterday, Today and Tomorrow," Phi Delta Kappan, XLV (October, 1963), pp. 39-40.

Accreditation should be available only to those institutions where high quality of students and faculty is assured.

Faculty autonomy should not be violated with respect to organization and programs for teacher education.

"Due process" should be provided in the accreditation procedure, so that institutions may be assured of just treatment when being "judged."

Certification of teachers and school administrators is a function of the state; and any reciprocity in certification among the states should be voluntary action by any and all states involved.

Each institution worthy of accreditation should surround its students with an invigorating intellectual climate and should provide only the highest quality clinical experiences for them.

In conclusion Mr. Travelstead suggested that all persons who are interested or involved in the education of teachers and administrators for our schools should work together in good faith toward the improvement of national accreditation in our field. "This can best be done within our own professional groups and through the established channels already set up for this purpose."¹

The regional organizations.--This group consists of the five following regional accrediting agencies: (1) The Middle States Association of Colleges and Secondary Schools, (2) the New England Association of Colleges and Secondary Schools, (3) the North Central Association of Colleges and Secondary Schools, (4) the Southern Association of Colleges and Secondary Schools, and (5) the Western College Association. These associations are responsible for accrediting all

¹ Ibid., p. 41.

programs in institutions of higher education. However, they do not give as great emphasis to specific professional curricula as the profession itself would like.¹

The State Department of Education.--This agency in the state of South Carolina, is responsible for executing and interpreting the policies, rules and regulations of the State Board of Education. It has the responsibility for public education, and it also serves in a position of leadership to secure means for continuous and cooperative improvement of teacher education. "The Board is appointed by the Governor for a four-year term. A new board taking office in January, 1964, will consist of 15 members appointed by legislative delegations in each judicial circuit of South Carolina."²

The State Department of Education is divided into the following divisions: (1) Division of School Administration, Special Services and Public Information, (2) Division of Finance, (3) Division of Instruction, (4) Division of Vocational Education, (5) South Carolina Trade Schools, and (6) Division of Teacher Education and Certification.³

¹Albert J. Huggett and T. M. Stinnett, Professional Problems of Teachers (New York: The Macmillan Company, 1956), p. 46.

²Ninety-Fifth Annual Report of the State Superintendent of Education, 1962-1963 (Columbia, South Carolina: State Department of Education, 1963), p. 6.

³Ibid., pp. 7-11.

Practically all of these divisions are concerned with teacher education in some form.

A Look Ahead in Teacher Education

A review of the literature revealed that teacher education is moving ahead. According to Harry, "Stiles noted a trend toward organizing professional education into composite, fused, or core courses and a slight tendency toward providing a five-year program in teacher education." He further asserted that "Doane reported that there was greater interest in placing the significant topics of professional education into three or four large area courses," and

Ballou detected increasing concern for: (1) a more functional integration of theory and practice, involving such factors as the study of children, use of community resources, and provisions for well-planned and extended laboratory experiences in conjunction with education courses; (2) more direct relationships between special methods and supervised teaching; and (3) more critical evaluations of all phases of the teacher-education curriculum.¹

Ingraham² stated that there is a trend toward greater institutional responsibility for developing sound programs in teacher education. In addition, Sarason, Davidson, and

¹Shizuko N. Harry, "Some Trends in Teacher Education," Educational Research Bulletin, XXXVII (January-December, 1958), p. 159.

²Mark H. Ingraham, "How Can the Responsibility for Preparation of Elementary and Secondary School Teachers Be Widely Shared by the Entire College or University?" Current Issues in Higher Education (Washington, D. C.: Association for Higher Education, A Department of the National Education Association, 1958), p. 220.

Blatt,¹ expressed the opinion that there is no problem area in education as unstudied as the practice teaching period. They advocated more research in relation to what goes on between the neophyte and the cooperating teacher.

Maucker, in his address to the Third Charles W. Hunt Lecture, suggested three major tasks of leaders in teacher education. They were:

1. We must deal realistically with the financing of education as a problem of priorities in resource allocation.
2. We must learn to evaluate teacher-education programs on the basis of the results they produce.
3. We must place greater stress on scholarly analysis of content.²

As a result of Unruh's study, it was concluded that teacher education should be a cooperative program involving participation by professors from the liberal arts divisions; professors from departments and colleges of education; and by representatives of the one and one-half million persons in the public schools. He further stated that "it means a program of continuing revision of: (a) general education; (b) programs of specialization; (c) professional education;

¹Seymour B. Sarason, Kenneth S. Davidson, and Burton Blatt, The Preparation of Teachers (New York: John Wiley and Sons, Inc., 1962), p. 116.

²J. W. Maucker, "Imperatives for Excellence in Teacher Education," Foundations for Excellence, Fifteenth Yearbook of The American Association of Colleges for Teacher Education (Chicago: The Association, 1962), pp. 1-11.

and (d) the development of a system of two-way communication between colleges and schools."¹

Chase indicated:

The provisions for the education of teachers during the next decade will condition the quality of American education for the remainder of the century. If we are serious about increasing the effectiveness of education, we must think deeply about how we can improve the selection of prospective teachers and the measures through which they are prepared for and inducted into the practice of teaching.²

He further suggested that in order for our schools to be staffed by teacher-scholars, four conditions must prevail:

First, intellectual curiosity on the part of those who choose careers in teaching.

Second, assimilation by teachers of a substantial body of organized knowledge together with methods of inquiry through which knowledge can be extended.

Third, a certain amount of leisure and freedom from demands that swallow the day without allowing pause for reading or reflection.

Fourth, the cherishing of scholarship and its fruits by the teaching profession, the local community, and the larger society.³

Stinnett,⁴ in an address presented before the General Session of the Pennsylvania Conference, June 23, 1961,

¹Adolph Unruh, "What's Needed in Teacher Education," Phi Delta Kappan, XXXVII (1955-1956), 261.

²Francis S. Chase, "Teacher Education for the Next Decade," School and Society, XCII (March 21, 1964), 140.

³Ibid.

⁴T. M. Stinnett, "The Becoming Journey," New Horizons: The Becoming Journey, Report of the Sixteenth Annual National Teacher Education and Professional Standards Conference held at the Pennsylvania State University, University Park, Pennsylvania, June 20-23, 1961 (Washington, D. C.: National Education Association of the United States, 1961), p. 85.

envisioned "The Becoming Journey" in teacher education as a partnership affair, involving all those in education who have an interest in or are willing to concern themselves and associate themselves with the status of teaching.

Also, in relation to a "look ahead in teacher education," Stiles pointed up the following:

The achievement of institution-wide control and responsibility for teacher education.

Higher standards for the selection of prospective teachers with emphasis on recruiting the "best" for teaching.

Design of honors-type programs of teacher education that challenge gifted students who are preparing to teach.

Strengthening of liberal education as well as scholarship in the teaching fields of prospective teachers, at both preservice and inservice stages.

Relating the pedagogical aspects of preservice teacher education more closely to supervised laboratory work in schools and with students, with special attention being given to the fifth-year internship.

Preparing prospective teachers for new patterns of organization.

Research to validate the value of programs of teacher education.¹

According to Rice:

The teacher education curriculum is moving in a strong and vital current, and that it will continue to do so in the future. The substance of this current is that the amount of liberal arts subject matter in the curriculum will increase, and also that the amount of professional education content in the curriculum will increase. This is simply to say that our programs of

¹Lindley J. Stiles, "Revolution--In Instruction," The Second Charles W. Hunt Lecture, Unity in Diversity, Fourteenth Yearbook of The American Association of Colleges for Teacher Education (Chicago: The Association, 1961), pp. 10-12.

preservice education are steadily moving toward a minimum of five years of preparation.¹

He further stated that professional educational content will become less specific and more general, less prescriptive and more experimental, less by guess and more by research, less by rule of thumb and more by rule of intellect, less technical and more philosophical, less vocational and more professional.²

Unpublished Studies

An immense amount of research presented in the form of unpublished dissertations has been done at various universities. The more pertinent ones are reported here.

McCracken made an evaluative study of the development of self-direction in the education of prospective elementary teachers. She was concerned with the problem of how experiences projected at the teacher education level can be used in the development of self-direction in relation to the prospective teacher's own living and in his approach to teaching.

Conclusions drawn from this study were presented in the form of guiding principles:

1. Direct experience in the process of working cooperatively with one's peer group and in testing out ideas and skills in the elementary school provides

¹Harvey M. Rice, "Teacher Education for the Future," Teacher Education for the Future, Twelfth Yearbook of the American Association of Colleges for Teacher Education (Chicago: The Association, 1959), pp. 4-5.

²Ibid., p. 5.

the possibility of developing richly meaningful concepts of the teaching process and of the teacher's role.

2. Process and subject matter must be considered as integral parts of content in any course concerned with development of the self-directive teacher.

3. A staff approach to teaching and the provision of large blocks of time facilitate development of situations and the self-direction of the prospective teacher will be furthered.¹

Vance's study was concerned with the strengths and weaknesses of programs of teacher education in the state of Oklahoma, as reported by the self-evaluation committees and the seventeen visiting committees. The areas studied by these groups were administration, organization, and operation of institutions.

The justification of study was a need to compile the total results of the evaluation program in order to show the strengths and weaknesses of teacher education in Oklahoma. He further stated that the evaluation may also serve to guide institutions in making additional improvements in their teacher education programs in Oklahoma and other states.

From the results of the study, the investigator was of the opinion that the following areas should be given consideration:

1. The administration and the faculty in most of the institutions need to make more systematic provisions for the improvement of the internal organization for teacher education.

¹Janet May McCracken, "An Evaluative Approach to the Development of Self-Direction in the Education of Prospective Elementary Teachers" (unpublished doctoral dissertation, Ohio State University, 1954).

2. The provision for the teacher education program in most institutions is inadequate.

3. The greatest number of weaknesses reported for the five areas of teacher education that were evaluated were in the area of student personnel services.

4. Fewer than half of the institutions evaluated had developed effective programs or criteria for the selective admission of students to the teacher education program.¹

Parker evaluated the elementary teacher education program at Fayetteville State Teachers College in North Carolina. The purposes of the study were to:

1. Obtain the reactions of graduates concerning the program.
2. Procure the opinions of employers.
3. Compare the elementary program at Fayetteville with fifty-four other institutions, rated by the Southern Association of Colleges and Secondary Schools and the American Association of Colleges for Teacher Education.²

The recommendations derived from this study were:

(1) curricular consideration should be given to the fact that more than one-half of the graduates indicated that they teach in rural communities, and (2) that selective admission procedures be followed.

Hull made an evaluation of the elementary program of teacher education at Northwestern University. The study was designed to ascertain the value judgments from students and

¹Merle William Vance, "Evaluation of Teacher Education Programs in the State of Oklahoma" (unpublished doctoral dissertation, Oklahoma University, 1955).

²Lafayette Parker, "Evaluation of an Elementary Teacher Education Program" (unpublished doctoral dissertation, The University of Pittsburgh, 1957).

cooperating personnel with reference to the effectiveness of the elementary program of teacher education.

The evaluators included 87.8 per cent of the students who were enrolled in the School of Education at the elementary level during the year 1956-1957, 67 per cent of the cooperating teachers who supervised these students, and 51.3 per cent of the principals and superintendents of the cooperating schools.

The data secured through the use of questionnaires, revealed the following:

As a whole the participants evaluated the teacher education program positively, but there were aspects of dissatisfaction; the most important were:

1. Advisement: There should be greater agreement on the requirements for elementary education majors. More time should be devoted to advising.

2. Methods courses: Methods courses should be reevaluated with the goal of bringing about better integration and improving content.

3. Student teaching: A common body of experiences should be a part of the program of all student teachers. More extensive classroom observation and participation should take place prior to the student-teaching experiences of the senior year. More guidance through individual conferences and seminars.¹

Piper made an analysis of the undergraduate elementary teacher education program at the University of Oregon based on the opinions of graduates. The population for this study involved 155 graduates, 118 principals, and a selected group of faculty members, all of whom had worked with the graduates.

¹ Marion Hull, "An Evaluation of the Elementary Program of Teacher Education at Northwestern University by Students and Cooperating School Personnel" (unpublished doctoral dissertation, Northwestern University, 1959).

Out of the seven competencies evaluated, there were three indicated by all three groups as having received less than adequate emphasis. They were:

1. Using diagnostic and remedial procedures effectively.
2. Managing the class effectively.
3. Evaluating the achievement of children.¹

Pagenkopf made an analysis of professional laboratory experiences provided for prospective teachers in selective teacher education institutions accredited by NCATE, Standard VI, as of 1960. The data were secured from sixty-four individual institutions responding. The investigator used the same reports that had been presented to NCATE for accreditation.

The following generalizations were derived from the study:

1. Institutions accredited by NCATE seemingly use a variety of practices and are searching for more effective ways in preparing prospective teachers.
2. Teacher education institutions are recognizing the need for and appearing to be accepting greater responsibility in providing a worthy follow-up program of post student teaching experiences.
3. Teacher education is being accepted as a co-operative responsibility between teacher education institutions and the public schools.²

¹ Evelyn Piper, "An Evaluation of the Undergraduate Elementary Teacher Education Program at the University of Oregon Based on the Opinions of Graduates" (unpublished doctoral dissertation, The University of Oregon, 1960).

² Victor Pagenkopf, "An Analysis of Professional Laboratory Experiences Provided for Prospective Teachers in Selective Teacher Education Institutions" (unpublished doctoral dissertation, Utah State University, 1963).

These studies indicate a growing concern for the improvement of teacher education. They further point up the need for self-appraisal as a means of determining the weaknesses and strengths of an institution. By knowing these strengths and weaknesses, an institution is enabled to plan more intelligently for its improvement.

A Published Study

The Department of Education of Wisconsin State College¹ evaluated its professional education program in the Spring of 1950. The study proposed to (1) determine the basic essentials of a high-quality professional-education program, (2) evaluate the present program at Whitewater in relation to these essentials, and (3) recommend a program in professional education that would meet the needs of the expanding years ahead.

Some of the major findings were:

1. That a basic philosophy and a set of goals are essential guides to the professional education program.
2. That an effort should be made to prevent needless duplication and to cover all essential topics.
3. That laboratory experiences should be offered in connection with courses taken prior to student teaching.

¹Arnold J. Lien, "A College Evaluates Its Professional Education Program," The Journal of Educational Research, LVII (October, 1963), pp. 107-08.

4. That a Review Board should be established for the purpose of screening students in teacher education.

5. That a seminar for all elementary majors should be required.

This massive review of the literature revealed that there is consistency in research relative to continuous evaluation of teacher education programs. Educators are also in agreement that each institution must assume responsibility for improving its program. Outside forces may suggest the need for an evaluation, but the action must come from within the institution.

Continuous evaluation is a process to which South Carolina State College has been committed for several years. "One of the premises underlying self-study is the belief that if an institution is genuinely concerned about the improvement of its work, it will study its problems in the most thorough manner possible."¹ Therefore, on the basis of the information presented in the review of the literature, and on the premise stated above, it is believed that the present study is appropriate and needed.

¹The Report of Evaluation Committee of 1959-1960.
(Orangeburg: South Carolina State College, 1960), p. iii.

CHAPTER III

ANALYSIS OF DATA

Introductory Statement Relating to the College¹

South Carolina State College is located in the city of Orangeburg which is situated in the lower central section of the State. The elevation of the city is 259 feet above sea level. The population is well over 14,000 within the corporate limits and an additional 5,000 in the suburbs.

The physical plant of the College consists of 450 acres, 350 are used by the School of Agriculture and Home Economics for production and experimental agriculture. The campus proper occupies the remaining 100 acres and is rapidly expanding to meet the growing needs.

The College is a full member of the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, the American Association of Colleges for Teacher Education and the American Council on Education with its program approved by the Department of Education of the State of South Carolina and the American Bar Association.

¹Student Handbook, South Carolina State College, 1962-1964, pp. 1-3.

At the present 98,666 students have matriculated at the College and 8,169 have received certificates, diplomas and degrees from the various departments.¹ There are 273 prospective teacher education graduates for 1964.

The purpose of this chapter is to present an analysis of the data pertaining to the elementary teacher education program at State College as it relates to the NCATE standards. The information offered is based on the guides for each standard.

Standard I: The Objectives of Teacher Education

Guide 1. Scope of the Teacher Education Offerings and Services at South Carolina State College

In addition to undergraduate elementary teacher education (K-6), the institution offers programs in the following areas: Secondary (7-12), Business Education, Biology, Chemistry, Home Economics, Agriculture, Library Service, Industrial Arts, Music, Mathematics, Social Sciences, Health and Physical Education, and English. The College further provides a School of Graduate Studies in which teacher counselors and administrators are trained. The programs for the preparation of counselors and administrators are applicable to the graduate level only.

Special Services:

The special services rendered include:

¹South Carolina State College Catalogue: Number 1962-1963, p. 24.

- a) Reading workshops for public school teachers during the summer session.
- b) The Audio-Visual Center provides courses for prospective and in-service teachers.
- c) An Annual Guidance Workshop sponsored in cooperation with the State Department of Education for public school counselors.
- d) A college-wide Placement Office to assist prospective teachers in securing positions.
- e) Education Seminar, designed specifically for elementary prospective teachers; however, students in other areas may attend.
- f) A summer Leadership Conference sponsored annually for persons holding leadership positions.
- g) A special Education Workshop offered each summer for in-service teachers.
- h) "New Mathematics" Workshop offered during the 1963-1964 academic year for public school teachers.
- i) A workshop for cooperating teachers of South Carolina sponsored by the State Department of Education and the Southern Education Foundation (1963-1964).
- j) Testing services for various agencies.
- k) A Language Arts Workshop for in-service teachers (1963).

- 1) Serving as consultants for professional organizations, state and national, and other district meetings. Services rendered by the staff during the academic year 1963-64 are listed below:
 - 1) Chairman of the State Annual Program for Higher Education.
 - 2) Participation in the American Association of Colleges for Teacher Education, National Meeting, Chicago.
 - 3) Consultants to educational groups in the State of South Carolina.
 - 4) Reading consultant to the International Paper Foundation Project, Georgetown, South Carolina.
 - 5) Speakers for several meetings for in-service teachers.
 - 6) Participation in the American Personnel and Guidance Association National Meeting.
 - 7) Interrogator for the Palmetto Education Association Annual State Meeting.
 - 8) Recorder for the State Annual Guidance Workshop.
 - 9) Participation in the Miami Beach TEPS Regional Conference (the presentation of a case study by the Rosamond A. Alston Chapter of student NEA on Freshman-Sophomore Membership).

- 10) Participant in the Norfolk Conference on The College as a Regional Center for Training of Rural Workers.
- 11) Chairman of the Planning Committee for South Carolina Negro Cooperating Teachers Clinic (sponsored by the State Department of Education and the Southern Education Foundation).
- 12) Member of the Evaluation Committees on Elementary School Standards: The Darling Negro Elementary Schools, Darlington, South Carolina, and the Negro Hilton Head School, Beaufort, South Carolina.
- 13) Consultant Representative: Palmetto Student Education Association, Leadership Conference, British Columbia, Vancouver.
- 14) Co-Chairman, Palmetto Education Association Cultural Seminar (for all Negro Teachers in South Carolina).
- 15) President of the Department of Higher Education, Palmetto Education Association.
- 16) Participation in the Governor's Conference on Education in the State of South Carolina.
- 17) Participation in The Annual Meeting of the Association of Higher Education.
- 18) Participation in the American Personnel and Guidance Association.

19) Organized the State Annual Guidance Conference.

20) Organized the Principals' Conference on Special Education.

Guide 2: Statement of the Objectives of Teacher Education at South Carolina State College

The objectives of teacher education, including the elementary program, are consonant with the overall aims of the College which purport

. . . to encourage, direct and assist the applicant who has reached admission. It is the function of the College to promote liberal education and practical education by which the student may be aided in making valuable use of his field of study and a wise choice of life work. The leading objective is to teach such branches of learning as are related to agriculture, home economics, mechanic arts, scientific and classical studies for development of the intellectual powers of the individual and his understanding of the world in which he lives.

The work is animated by the ideals of scholarship, research and respect for truth; the many activities are primarily directed toward the development of a better life in the community, state and nation.¹

A more specific statement of the objectives of teacher education was formulated by the School of Education and other academic departments and endorsed by the Council on Teacher Education in 1962-63. The statement is as follows:

1. To develop competent and capable citizens who will be able to adjust successfully to life situations.
2. To develop knowledge, skills and abilities within our students which will enable them to do a superior job in their respective fields.

¹Ibid., p. 25.

3. To develop social and personal attitudes, high ethical standards, and superior ideals of service which are necessary for good teachers.

4. To serve as a center for professional activities of South Carolina schools and social agencies.

5. To prepare teachers and other educational workers on a professional level.¹

Guides 3 and 4: Major Beliefs and Assumptions on which the Elementary Program Is Based

The present elementary program has evolved from continued study and evaluation. It has undergone several changes in keeping with certification requirements, the expansion of the College, and in keeping with the changing world in which we live. The program is being appraised on the basis of what it is designed to achieve, and the experiences provided in this area are based on the following assumptions:²

- a) Prospective teachers should be exposed to a strong general education program.
- b) A teacher education program can develop the professional competence needed in working with young children.
- c) Effective communication is basic to good teaching.
- d) A teacher education program should contribute to professional activities on both the state and national levels.

¹ Report of Evaluation Committee of 1962-63 (Orangeburg: South Carolina State College, February, 1963), p. 66.

² The Annual Report of the Dean of the School of Education, South Carolina State College, 1962-63 (in the files of the Office of the Dean).

- e) The teacher education program should be evaluated in terms of how well it develops within each prospective teacher the competencies needed for effective teaching.
- f) The teacher education program should be staffed with well-trained people who meet the requirements.

The assumptions stated above are not complete, but they are considered basic in the teacher education program at South Carolina State College. Some of the major competencies referred to in (b) are presented in Table 1.

The objectives, assumptions and beliefs of all teacher education programs are similar. However, some specialized areas may differ. The above competencies are applicable, specifically, to elementary education. Nevertheless, all programs are designed to produce competent teachers, with a thorough understanding of children and of the learning process.

Guide 5: The Formulation of Objectives¹

The present objectives were formulated by the School of Education and the several academic departments. These were then passed on to the Teacher Education Council for its approval. The objectives were reviewed by the Evaluation Committee in 1962-63.

¹This section corresponds with No. 2 in the Guide for Standard One.

TABLE 1

MAJOR PROFESSIONAL COMPETENCIES

Competencies	How Competencies Are Achieved
1. Ability to understand himself and the world in which he lives.	1. The general education program. See Standard V.
2. Ability to communicate effectively with others.	2. Courses in English and Speech 301.
3. Adequate knowledge of man's past and present culture.	3. General Education and History and Philosophy of Education 306.
4. Commitment to desirable goals for teaching	4. Introduction to Education 201 and the General Methods Course 307.
5. Understanding of children and the learning process.	5. Courses in Human Growth and Development 304 and 305.
6. Ability to provide experiences that will enable pupils to understand, appreciate, respect and practice democratic processes.	6. All courses in the elementary program.
7. A knowledge of instructional materials and how to use them effectively.	7. Materials and Methods of Teaching in the Elementary School 307.
8. Ability to diagnose and evaluate pupil progress.	8. Tests and Measurements 309.
9. Ability to develop and maintain good pupil-teacher relationship.	9. Courses in Special and General Methods.
10. A favorable attitude toward improvement of education.	10. The Elementary School Program 300 and Directed Teaching 400-401.

Guide 6: Research and Experimentation

The College faculty has been actively engaged in research and experimentation as a means of improving instruction. The following will give an idea of the research that has been done by the members of the School of Education for the academic years 1962-63 and 1963-64.¹

Lawrence C. Bryant has written a number of articles and has completed three research studies, among which are the following: (1) "A Critique on the Education of American Teachers," Palmetto Education Association Journal, March, 1964. (2) "A Study of Music Programs in Negro Schools," Palmetto Education Association Journal, January, 1963. (3) "Guidance Practices in Negro Secondary Schools," Palmetto Education Association Journal, May, 1963. (4) "Music Programs in Public Negro Colleges," The Negro Educational Review, January, 1963. (5) "A Study of Music Programs in Private Negro Colleges," The Quarterly Review of Higher Education Among Negroes, October, 1962. In cooperation with A. I. Mose, he has also completed a research project, A Study of the Nature of Guidance and Counseling Services Among Negro High Schools in South Carolina, School of Education, 1962 (over 600 copies printed).

¹Annual Report of the Dean of the Faculty to the President, South Carolina State College, 1963-64 (in the files of the Office of the Dean of the Faculty).

Lloyd Howell has completed a study on The Nature and Extent of Administrative Problems of Negro High School Principals in North Carolina 1960-61 and 1961-62.

Charles Thomas has written two articles: "Administration Plans for the Gifted Student" published in the Palmetto Education Journal, May, 1963; and "Promotional Policy and Failing Children" included in the South Carolina State College Research Bulletin, May, 1964.

Leroy Anderson and A. I. Mose have made a study entitled "The Academically Talented Student in Regionally Accredited Negro High Schools of South Carolina" and Anderson has also written an article, "Adjustment and Values Among Sixth Graders (Self-Concept)," 1962.

Amelia S. Roberts has completed the following research project: "A Follow-up Study of Elementary Education Graduates" published in the Palmetto Education Association Journal, May, 1963.

Trudelle Wimbush has developed a Manual on Directed Teaching in Elementary and Secondary Schools (unpublished).
Guide 7: Special Contribution to the State and Nation

South Carolina State College being the only state supported institution for Negroes in the state serves as their main source of educational training. Its elementary graduates of 1955 to 1959¹ are employed as teachers, principals,

¹Amelia S. Roberts, A Follow-up Study of Elementary Education Graduates 1955-1959 (Orangeburg: South Carolina State College, 1962), pp. 11-15.

supervisors, guidance workers, reading specialists, and special education teachers in the State of South Carolina and several other states within the United States, and in Nigeria, Africa and Germany.

Standard II: Organization and Administration
of Teacher Education

Guide 1: Organizational Plan of South Carolina State College

Figure 1 shows the overall organizational structure of the College. This plan became effective September 1, 1959.

The Board of Trustees¹ consists of the Governor of the state and six members elected by the General Assembly for terms as specified by that body. The Board, directly or through its authorized committees, establishes the general policies of the College, formulates its broad program of educational activities, and determines and approves the College's appropriations, requests and budget including salaries of faculty and staff. It selects the president of the College to whom it delegates full authority and responsibility for the detailed administration of the College. The Board does not undertake to direct details of executive or administrative action except through the President, who acts with perfect freedom within the line of general policies laid down by the Board.

¹By-laws of South Carolina State College, Adopted May 16, 1961 (in the files of the Office of the President).

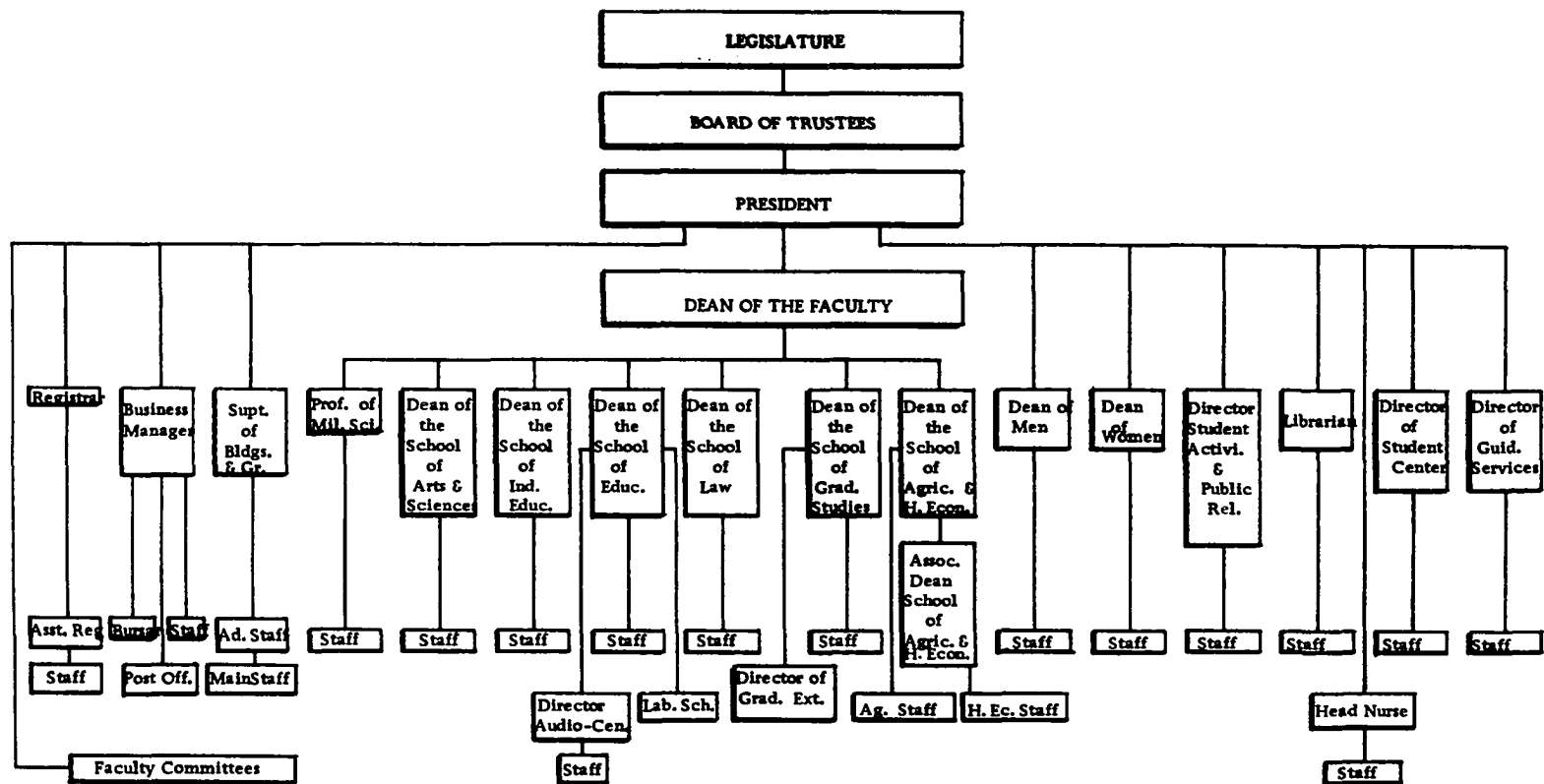


FIGURE 1: THE ORGANIZATIONAL PLAN
of
SOUTH CAROLINA STATE COLLEGE
Orangeburg, South Carolina

Effective September 1, 1959

The Faculty Council, consisting of academic deans, the Dean of Faculty, the Business Manager, the Dean of Men, and the Dean of Women, serves as an advisory group to the President. The Council may determine such internal policies of the institution as the President submits for its consideration; however, the adoption of such policies is subject to the approval of the President.

The following faculty committees¹ are appointed by the President and their functions are suggested by the given names: Admission-Entrance, Audio-Visual Aids, Curricula and Schedule, Evaluation, Faculty Study Commission, Fellowships and Scholarships, Freshman Studies, Remedial Program, Research, Student Personnel and Guidance.

The Dean of the Faculty is responsible to the President for (1) curriculum development and implementation, (2) faculty appointments and faculty performance, (3) administrative performance of all deans of instruction and department heads, (4) academic counselling of all students and (5) any detailed matters which the President may assign to him. The Dean of the Faculty also serves as the Director of the Summer School.²

¹South Carolina State College Catalogue Number 1963-64.

²Memorandum Number 2, May 15, 1959 (to all faculty members from the office of the President).

The instructional deans are responsible to the Dean of the Faculty for the administration and supervision of their schools. They are assisted by the departmental chairmen and faculties. Other departments of the institution are responsible directly to the President.

The Dean of the Faculty serves as chairman of the Curricula and Schedule Committee which governs all undergraduate curricula excluding the area of teacher education. Changes in policies are decided upon by this group, submitted to the Faculty Council and then to the President for final approval.

The Graduate Council, with the Dean of the Graduate School as chairman, is the governing body for the School of Graduate Studies Programs. A representative from each area offering a graduate program serves as a member of the Council, including elementary education.

The Summer School under the direction of the Dean of the Faculty, offers undergraduate and graduate programs. The requirements for both are the same as those for the regular school year.

For convenience of administration, the work of the institution is grouped as follows:

1. The School of Arts and Sciences

- a) A General Curriculum leading to the B. A. Degree
- b) Department of Business Administration
- c) The Communications Center

- 1) The Department of English
 - 2) The Department of Speech Correction
 - d) The Department of Mathematics
 - e) The Department of Modern Languages
 - f) The Department of Natural Sciences
 - g) The Department of Social Sciences
2. The School of Education
 - a) The Department of Education and Psychology
 - b) The Department of Health and Physical Education
 - c) The Department of Library Service
 - d) The Department of Music and Fine Arts
 3. The School of Industrial Education
 4. The School of Agriculture and Home Economics
 - a) Division of Agriculture
 - b) Division of Home Economics
 5. The School of Law
 6. The School of Graduate Studies
 7. The Summer School
 8. The Graduate Extension School

Guide 2: Undergraduate Teacher Education

Figure 2 shows the organization of the teacher education program at South Carolina State College. The Council on Teacher Education is responsible for undergraduate teacher education. It is composed of all the undergraduate deans, supervisors of directed teaching and the departmental coordinators. The Dean of the School of Education serves as the chairman.

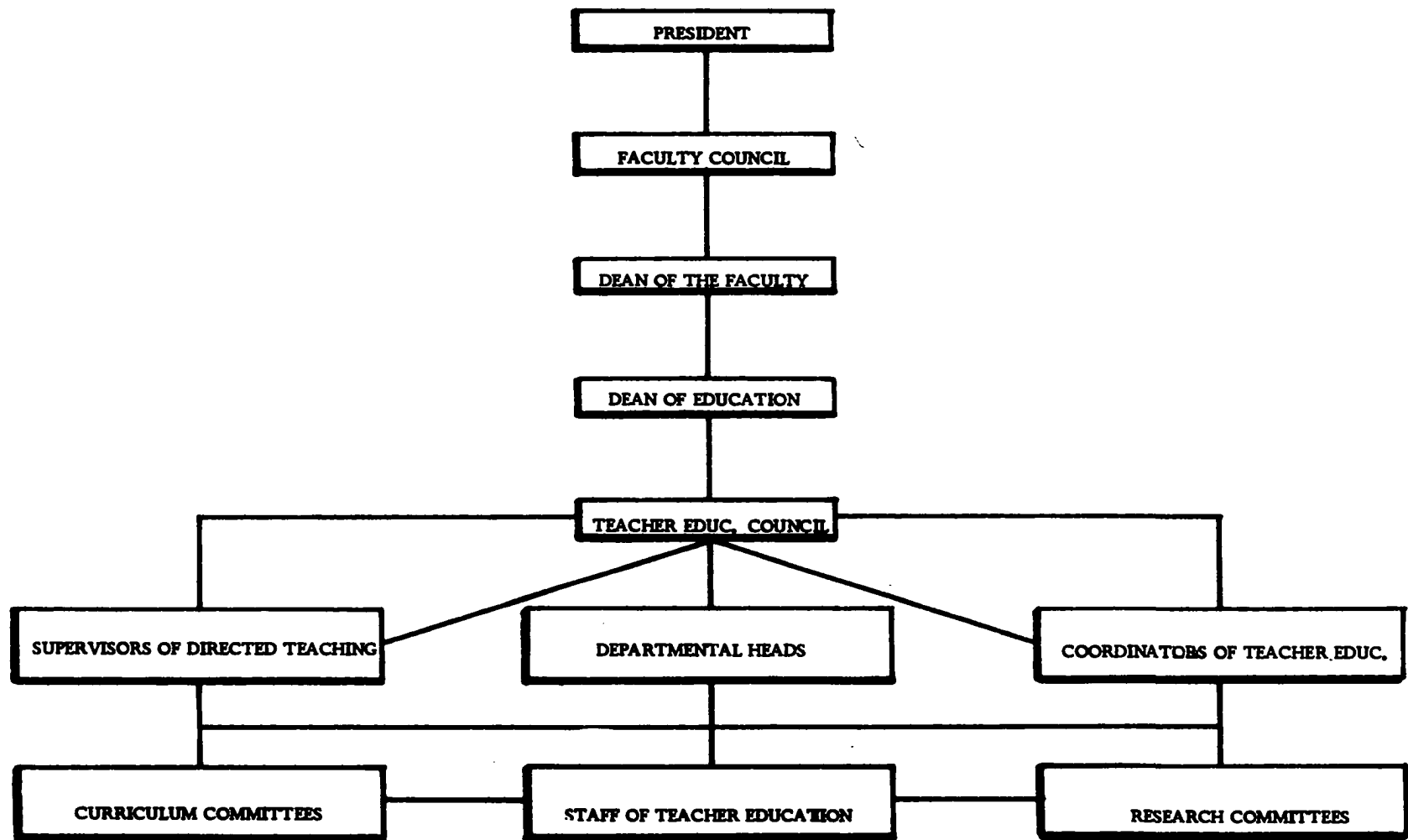


FIGURE 2: THE ORGANIZATION OF SOUTH CAROLINA STATE COLLEGE UNDERGRADUATE TEACHER EDUCATION

Guide 3: The Council on Teacher Education¹

The Teacher Education Council at South Carolina State College accepts and acts upon suggestions, reports and recommendations, regarding the various teacher education programs, from the departmental heads, coordinators and the supervisors of directed teaching.² It assures consistency in policies and practices in the total program. The council discusses changes and formulates recommendations which are submitted to the Faculty Council. Much of the work on the council centers around planning and organizing a continuous evaluative program. Specifically, it is concerned with curricula, admission, retention, directed teaching, and administrative matters in the teacher education program.

Members of the Teacher Education Council

for South Carolina State College

A. I. Mose, Dean, The School of Education, Chairman
 A. S. Belcher, Dean of the Faculty
 George Hunter, Dean, School of Arts and Sciences
 Laler DeCosta, Dean, School of Agriculture and Home Economics
 A. S. Sherman, Associate Dean, School of Agriculture and Home Economics
 Harold Crawford, Dean, School of Industrial Education
 T. W. Wimbush, Supervisor of Directed Teaching
 A. S. Roberts, Assistant Supervisor of Directed Teaching
 E. M. Adams, Technical Education
 Mattie Pegues, Itinerant Teacher Trainer in Home Economics

¹ Minutes of the Monthly Meetings 1962-63, Council on Teacher Education, South Carolina State College (in the files of the School of Education).

² Commonly referred to as student teaching.

Marguerite Howie, Associate Professor, Sociology
W. F. Hickson, Itinerant Teacher Trainer in Agriculture

The chairman of the Teacher Education Council performs the following functions:

1. Presides at all meetings of the Council.
2. Appoints a secretary to keep accurate records.
3. Administers the policies decided upon by the Teacher Education Council and approved by the Faculty Council.
4. Makes recommendations to the Council on changes in policy.
5. Acts in the name of the Council in an emergency situation. However, the Council is informed of such action by written communication for final approval.

The Dean of the Faculty acts upon information regarding the teacher education undergraduate program presented to him by the Chairman of the Council, the Dean of the School of Education. Where changes in policies are necessary, the Dean of the Faculty submits the issue or issues to the Faculty Council which in turn presents the matters to the President for final approval.

Guide 4: The Development of Policies Relating to Graduate Programs

Number 4 does not apply to this study.

Guide 5: Channels Through Which the Undergraduate Teacher Education Policies Are Administered

See sections 2 and 3 above.

Guide 6: South Carolina State College has no extension centers on the undergraduate level.

Standard III: Student Personnel Programs and Services for Teacher Education

Guide 1: How Students May Procure Information About Teaching

Information pertaining to the teaching profession may be obtained through the following sources: (1) The Recruitment Committee, headed by the Dean of the School of Arts and Sciences, (2) Brochures provided by the various schools and departments, (3) The College Catalogue, (4) Speakers and consultants, upon request, for assemblies and for college and career days.

The Arnett Club, a professional organization composed of elementary majors, includes in its annual program, formal and informal discussions pertaining to teaching for freshmen and sophomores already enrolled in the College. Each year a planned program is presented at the beginning of the school year for the purpose of getting acquainted with the freshmen and also of informing them of the opportunities in teaching.

As a part of the orientation week program, all freshmen are acquainted with the programs in teacher education. This part of the program is carried out by the deans or heads of the departments. In some instances, certain members of the faculty are asked to serve with the deans.

The Rosamond A. Alston Chapter of the Student National Education Association at South Carolina State College functions

as one of the several student organizations sponsored by the School of Education. It is also engaged in activities through which the college community is acquainted with the teaching profession.

One of the Chapter's major projects for the year is to plan and execute outstanding group activities that relate to the profession of teaching and become active in one major community activity in such areas as the dropout problem. This project is being carried on in cooperation with the Sharperson FTA Chapter, Wilkinson High School, Orangeburg, who did a detailed study on the problem in that particular school.

Guide 2: Information Available to Persons Interested in
Advanced Professional or Graduate Curricula

Information concerning advanced professional or graduate curricula in teacher education is found on pages 176-205 of the College Catalogue. In addition, the Summer School Bulletin gives the graduate offerings for the summers. The Graduate Office is also a source of information for those who may be interested in advanced programs.

Guide 3: Admission Policies and Retention in Teacher Educa-
tion

General admission is granted to students who give evidence of adequate preparation and ability to pursue successfully college studies at South Carolina State College. The Committee on General Admissions considers the student's high school record, the rank in class, the information and

personality, character, health, tests, and achievements outside of school.

Admission to the College does not assure admission to the teacher education program. In an attempt to maintain high standards in teacher education, the undergraduate program is somewhat selective. The following procedure is applicable to State College:

1. All students, excluding those who are interested in pursuing the elementary teacher education curriculum may be admitted at the beginning of their junior year.

2. Students interested in the elementary program may be admitted at the beginning of their sophomore year. Therefore, they must apply for admission in the second semester of the freshman year.

3. Application for admission is submitted to the dean of the school in which the student wishes to register. The application is then passed on to the departmental chairman for processing.

4. An admissions committee, composed of the departmental chairman, the coordinator of teacher education and the student's advisor secures and examines all pertinent data pertaining to the student and on the basis of such information makes an evaluation of his potential as a teacher.

5. A special form is used by all admission committees in making recommendations to the dean of each school who in turn approves and submits to the Dean of the School of Education. (See form, Appendix B)

6. The student is then informed in writing of his acceptance or rejection to the teacher education program.¹

Students majoring in elementary education follow a special procedure for admission to directed teaching.

1. After the student has completed all prerequisites and maintains an average of "C" and above he makes a written application to the Staff of Directed Teaching.

¹Letter from the Dean of the School of Education, South Carolina State College, September 1, 1963.

2. If the action of the Staff is favorable, the student is informed of his admittance. If it is unfavorable, he must meet with his advisor for counseling as to the next step.

3. A senior who falls below the 1.94 average will be placed on probation. He then has one semester to raise his grade, and if not he is dropped from the College. No student can be admitted to directed teaching until he meets all requirements.

4. After completion of the elementary teacher education program and all other requirements, the student is recommended by the Dean of the School of Education to the State Department of Education for certification. Only those students whose average is 2.0 and above are recommended.¹

The above procedure for admission to directed teaching is also applicable to the following four-year teacher education programs: English, Social Sciences, Mathematics, Library Service, Biology, Chemistry, Music, and Physical Education. As for retention, each semester, the dean and each advisor receive a report of all advisees with grades of "D" and "F". After counseling with the advisee, the advisor submits a report to the Dean's office. (A form is included in Appendix C).

The ACE Psychological Examination raw scores² for the Freshman Class of 1963 which was admitted to the College are presented in Table 2. The median score for these students was 55.4. The 316 students accepted for admittance represented the top five per cent of all high school seniors tested.

¹ Ibid.

² Raw scores used in this study were secured from the files of the Office of Student Personnel and Guidance Services.

TABLE 2

THE PERFORMANCE OF FRESHMAN CLASS OF 1962-63
ON THE ACE PSYCHOLOGICAL TEST

Raw Score	f	cumf	cum%
130-139	1	316	100
120-129	2	315	100
110-119	1	313	99
100-109	3	312	99
90- 99	10	309	98
80- 89	18	299	95
70- 79	37	281	89
60- 69	44	244	78
50- 59	92	200	64
40- 49	87	108	35
30- 39	17	21	7
20- 29	4	4	2

The freshman students who took the placement mathematics examination in 1962-63 did not perform in a commendable manner as shown in Table 3. Only 155 students scores above the 50 percentile. Of the 316 students, 146 were required to take remedial mathematics. The implications are that the top high school seniors from which the class was chosen were quite poor in mathematical experiences.

TABLE 3

THE PERFORMANCE OF FRESHMAN CLASS OF 1962-63
ON THE MATHEMATICS ACHIEVEMENT TEST

Raw Score	f	cumf	cum%
27-29	7	316	100
24-26	25	309	95
21-23	21	284	89
18-20	16	263	83
15-17	18	247	79
12-14	28	229	71
9-11	40	201	66
6- 8	146	161	51
3- 5	12	15	5
0- 2	3	3	1
N=316			

A comparison of the average grades earned by undergraduate elementary students in the teacher education program and of students in the non-teaching program is shown in Table 4.

TABLE 4
GRADE AVERAGES OF UNDERGRADUATE ELEMENTARY STUDENTS
IN THE TEACHER EDUCATION PROGRAM AND OF
STUDENTS IN THE NON-TEACHING PROGRAM

	Fall 1962-63	Spring 1962-63	Fall 1963-64
Teaching	2.12	2.12	2.10
Non-Teaching	1.98	2.12	2.12

Table 5 shows a comparison of percentiles based on the ACE performance by juniors in the elementary program with those based on the performance by juniors in the non-teaching programs.

A comparison of the entrance examination scores of those students who matriculated in elementary education with those students in the non-teaching option indicates that there was a difference of three points in the median scores in favor of those in the non-teaching option. The greatest difference was in the mean raw scores. The elementary education majors had a mean raw score of 49.5 as compared with a mean raw score of 59 for those in the non-teaching option.

TABLE 5

COMPARISON OF PERCENTILES BASED ON ACE PERFORMANCE
 BY JUNIORS MAJORING IN THE ELEMENTARY PROGRAM
 WITH THOSE BASED ON PERFORMANCE BY JUNIORS
 MAJORING IN THE NON-TEACHING OPTIONS

Percentiles for Non-Teaching Students	Percentiles for Teacher Education Students
100	100
98	97
89	97
86	97
86	97
86	97
79	97
77	97
75	93
72	89
65	77
58	70
36	50
29	43
20	39
8	16
1	12
	4

Ten per cent more students in the non-teaching option made scores above 50 on the ACE than did the elementary majors. It can be concluded that students in the non-teaching option performed in a superior manner on the entrance examination.

Guide 4: Kinds of Data Collected on a Prospective Student

Data pertaining to the following qualities of a prospective student are collected and submitted to the committee that will determine his admission to teacher education:

(1) scholastic ability, (2) aptitude for teaching, (3) personality, (4) concept of self, and (5) health and physical attributes.

Guide 5: Admission of Students to a Teacher Education Curriculum

As reported in Guide 3, the usual time for the admission of students to the elementary teacher education program is the first semester of the sophomore year. However, the secondary majors may not be admitted until the first semester of their junior year. Students who are allowed to enter later must complete their full programs, regardless of the length of time. Of course, the elementary majors seldom complete their programs in less than three years after admission.

A transfer student must also make application to the Committee on Admissions in his area of interest. He must present transcripts of all work done elsewhere and a statement of honorable dismissal from the last school attended. The Committee will then act upon his application, and will advise

the student of its action. The Committee will also determine additional requirements, if any, to be met by the applicant without having the student repeat courses.

Prospective teachers in the elementary program must take the following courses in sequence: Education 201, An Introductory Course; General Psychology 203; Psychology 304 and 305, Human Growth and Development; The Elementary School Program 300; Education 307, Materials and Methods of Teaching in the Elementary School; Directed Teaching 400-401. In addition to these a student must also take 18 hours of courses in special methods which will make a total of 42 hours. These courses do not include the courses in content which the student is also required to take, usually referred to, at South Carolina State College, as content courses in the student's area of specialization.

Guide 6: Scholarship Requirements for Retention in and Completion of the Elementary Teacher Education Program

The teacher education students, including elementary majors, must maintain an overall grade average as listed below:¹

Sophomore requirements.--At the end of any academic period, a sophomore must have earned during that period, credits to the amount of at least 60 per cent of the total number of credits he pursued during that period. However, a

¹South Carolina State College Catalogue, Number 1962-63, op. cit., pp. 49-50.

sophomore who meets the requirement but whose cumulative quality point average is below 1.74 will be placed on probation.

Junior requirements.--A junior must also meet the same requirement as stated above but if he meets the requirement and his cumulative quality point average is below 1.84 he will be placed on probation.

Senior requirements.--The above requirement applies to senior who must also maintain a cumulative point average of 1.94.

The above requirements are applicable to all students registered in the College. However, a student on academic probation has two semesters to qualify for removal. If he does not he is dropped from the College.

Guides 7 and 8: Identification of Students Preparing to Teach

A file of all students enrolled in each teacher education program is kept in the Office of the Dean of the School of Education. Included in the folders are the original Admission Forms from which the file is kept up to date. Of course, detailed information pertaining to elementary majors is kept in the Dean's office also. For example: application for admission letter stating the decision of the Admissions Committee and the Dean's letter assigning the student to an advisor, a record of grades, advisor's grade report and the results of the ACE test.

In addition to the records in the Dean of the School of Education Office, the results of all college-wide tests and reports of advisors are maintained in the Office of Student Personnel and Guidance Services. All official records such as general admission, registration, grades, etc., are kept in the Registrar's Office. The College Placement Office also maintains a complete record on each prospective teacher which is filed at the end of the senior year.

Certain information pertaining to the student's personal matters may be found in the offices of the Dean of Men and Dean of Women. Disciplinary actions are also listed in the above files.

Guide 9: Placement of Teachers in 1963

Results of the annual follow-up study, as announced by the Office of Student Personnel and Guidance, show that slightly over one-half of the 1963 graduates have secured positions. Approximately two-thirds of the elementary graduates are employed as teachers, substitute teachers and counselors in children's camps.

Guide 10: Recommendation of Teachers for Certification

The Dean of the School of Education is the official designated by the President to recommend all student applicants for teaching certificates. However, the recommendation is reported by the Registrar of the College.

Guide 11: Evaluation of the Teacher Education Program

Evaluation of the teacher education program is a continuous process. Some of the ways in which it is done are as follows:

- a) The supervisors and coordinators of directed teaching who are in constant contact with directed teachers and the public schools observe the quality of teaching that is being done by many of our graduates. They in turn pass on this information to the Dean of the School of Education.
- b) The directed teachers are asked to state their opinions relative to the effectiveness of the program--both written and oral.
- c) The evaluation of directed teachers by the staff of directed teaching, the coordinators, the cooperating teachers and the students has proved to be an excellent form of evaluation of the total program.
- d) Many of the staff members learn how our graduates are performing by serving as speakers and consultants for school systems in the state.

Standard IV: Faculty for Professional EducationGuide 1: Information on the Professional Education Faculty

The number and per cent of the full-time faculty in the Department of Education and Psychology holding each rank are as follows:

<u>Rank</u>	<u>Number</u>	<u>Per Cent</u>
Professor	7	58.4
Associate Professor	3	25.0
Assistant Professor	1	8.3
Instructor	1	8.3
	<hr/>	<hr/>
TOTAL	12	100.0

The salary ranges for South Carolina State College, which include the Department of Education and Psychology, are as follows: (The figures listed below are based on 9 month employment)

<u>Rank</u>	<u>Salary-Range</u>
Professor	6,600 - 9,100
Associate Professor	4,900 - 7,000
Assistant Professor	4,900 - 6,500
Instructor	4,600 - 6,100

The proportion of degrees held by full-time faculty members in Education and the College:¹

<u>Degrees Held</u>	<u>Number</u>	<u>Per Cent</u>
Department of Education		
Doctorates	6	50
Masters	6	50
Bachelors	0	0
Other degrees	0	0
Total	12	100
Other Faculty in Total College		
Doctorates	20	19
Masters	71	69
Bachelors	7	7
Other degrees	5	5
Total	103	100
Total of All Faculty		
Doctorates	26	23
Masters	77	65
Bachelors	7	7
Other Degrees	5	5
Total	115	100

¹Progress Report of South Carolina State College, 1950 to 1962-63, pp. 5-7 (in the files of the Office of the President.)

There are six full-time faculty members of the Department of Education and Psychology serving on one or more College-wide Committees. Four committees are headed by members of the Education staff, and all members of the Staff are serving on some college committee for short range purposes.

The teaching load for the members of the staff of the Department of Education and Psychology ranges from 9 to 15 semester hours. Each member receives a reduction in hours if he is given a special assignment, for example, supervising directed teachers. Persons holding the doctorate degree do not teach more than 12 hours.

Proportionally, courses taught by faculty members are as follows: (1) eighty-four per cent of all classes are taught by full-time Education faculty; (2) sixteen per cent are taught by full-time faculty not fully employed in the Education Department. All of these persons are serving in administrative roles.

Guide 2: Roster of Faculty for Professional Education

Reports on the regular faculty members of the Department of Education and Psychology are found in Table 6.

Guide 3: A Descriptive Summarizing Statement for the Professional Education Faculty as a Whole

Changes made in course content and methods during the past five years.--All members of the faculty in Education have revised and developed syllabi for all courses taught. A copy of each is placed on file in the Dean's Office. A course in

TABLE 6
ROSTER OF FACULTY FOR PROFESSIONAL EDUCATION

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years and Graduate Preparation for Each Assignment			Teaching Experience				Full or Part Time	Salary
			Assignment	Credit Hours	Grad. Prep. (Hrs.)	School E	School S	Coll. O	Coll. P		
Anderson, Leroy	Prof.	Ed.D	<u>Fall, 1962</u>		87	9	22	1	2	FT	
			Psychology 203	3							
			Human Growth & Development 304	3							
			Elements of Research 500	3							
			Human Growth 503	3							
			<u>Spring, 1963</u>								
			Psychology 203	3							
			Human Growth & Development 304	3							
			Elements of Research 500	3							
			Human Growth 503	3							
			<u>Summer, 1963</u>								
			Human Growth & Development 503	3							
			Human Growth & Development 503	3							
			Elements of Statistics 501	3							
			<u>Fall, 1963</u>								
			Psychology 203	3							
			Human Growth & Development 304	3							
			Elements of Research 500	3							
			Human Growth 503	3							
			<u>Spring, 1964</u>								
			Psychology 203	3							
			Human Growth & Development 304	3							
			Elements of Research 500	3							
			Human Growth 503	3							
Brooks, George	Prof. of Educ.	Ed.D in Social Sciences	<u>Fall, 1962</u>		99		1	9	9	PT	
			Human Growth & Development 503	3							
			<u>Spring, 1963</u>								
			Human Growth & Development 503	3							
			<u>Fall, 1963</u>								
			Social Studies 500	3							
			<u>Spring, 1964</u>								
			Social Studies 500	3							
			(Dean of the Graduate School)								

TABLE 6--Continued

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years and Graduate Preparation for Each Assignment			Teaching Experience				Full or Part Time	Salary
			Assignment	Credit Hours	Grad. Prep. (Hrs.)	School	Coll.				
Bryant, Lawrence	Prof. of Educ.	Ed.D	<u>Fall, 1962</u>		78					FT	
			Psychology 203	3							
			Principles of Guidance 314	3							
			Elements of Research 500	3							
			Psychological Appraisal 516	3							
			<u>Spring, 1963</u>								
			Psychology 203	3							
			Principles of Guidance 314	3							
			Principles of Guidance 513	3							
			Occupational Education 540	3							
			<u>Summer, 1963</u>								
			Principles of Guidance 513	3							
			Psy. Appraisal of the Ind. 516	3							
			Counseling Techniques 541	3							
			<u>Fall, 1963</u>								
			History & Philosophy of Educ. 306	3							
			Human Growth & Development 304	3							
			Principles of Guidance 314	3							
			Principles of Guidance 513	3							
			<u>Spring, 1964</u>								
			Hist. & Phil. of Educ. 306 (2)	6							
			Principles of Guidance 513	3							
			Counseling Techniques 541	3							
Collins, Goler	Assoc. Prof.	M.E. in Educ.	<u>Fall, 1962</u>		72	10	11	1	9	PT	
			Tests & Measurements 309	3							
			School & Community 501	3							
			<u>Spring, 1963</u>								
			Tests & Measurements 309	3							
			School & Community 501	3							
			<u>Summer, 1963</u>								
			History & Philosophy of Educ. 306	3							
			School & Community 502	3							
			Administration & Organization of Secondary & Elementary Schools 504	3							
			<u>Fall, 1963</u>								
			Introduction to Education 201	3							

TABLE 6--Continued

[illegible]

TABLE 6--Continued

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years and Graduate Preparation for Each Assignment			Teaching Experience				Full or Part Time	Salary
			Assignment	Credit Hours	Grad. Prep. (Hrs.)	School	Coll.				
Howell, Lloyd	Prof. of Educ.	Ed.D	Fall, 1963		89	0	3	6	1	FT	
			Materials & Methods 308	3							
			Materials & Methods 308	3							
			History & Philosophy of Educ. 518	3							
			Directed Teaching in Secondary Schools 400-402	6							
			Spring, 1964								
			Materials & Methods 308	3							
			Materials & Methods 308	3							
			History & Philosophy of Educ. 518	3							
			Directed Teaching in Secondary Schools 400-402	6							
Mose, Ashriel	Prof. of Educ.	Ed.D	Fall, 1962		78	0	6	0	11	PT	
			Elements of Statistics 501	3							
			Socio-Economic Geography 305	3							
			Spring, 1963								
			Elements of Statistics 501	3							
			Socio-Economic Geography 305	3							
			Fall, 1963								
			Elements of Statistics 501	3							
			Socio-Economic Geography 305	3							
			Spring, 1964								
Roberts, Amelia	Assoc. Prof.	M.A. in Educ.	Fall, 1962		90	5	0	0	11	FT	
			Materials & Methods in Elementary School 307	3							
			Directed Teaching in Elementary School 400-1	6							
			Reading Workshop 507	3							

TABLE 6--Continued

[illegible]

TABLE 6--Continued

Name	Rank or Title	Highest Degree Held	Assignments for Each Semester of the Past Two Years and Graduate Preparation for Each Assignment			Teaching Experience				Full or Part Time	Salary
			Assignment	Credit Hours	Grad. Prep. (Hrs.)	School E	School S	Coll. O	Coll. P		
			Superintendent in Elementary & Secondary School 365	3							
			Evaluation in the Elementary & Secondary Schools 516	3							
Waymer, Richard	Assoc. Prof. of Educ.	M. A. in Educ.	Fall, 1962 Audio-Visual Education 310	3	110	0	1	10	7	FT	
			Introduction to Education 201	3							
			Education 100	1							
			Spring, 1963 Industrial Psychology 305	3							
			Audio-Visual Aids 310	3							
			Advanced Audio-Visual Aids 525	3							
			Summer, 1963 Materials & Methods of Teaching in Secondary Schools 308	3							
			Audio-Visual Aids 310	3							
			Advanced Audio-Visual Aids 525	3							
			Fall, 1963 Audio-Visual Aids 310	3							
			Advanced Audio-Visual Aids 525	3							
			Guidance 100	1							
			Spring, 1964 Industrial Psychology 303	3							
			D. V. Education 310	3							
			Advanced Audio-Visual Aids 525	3							
Wimbush, Trudelle	Prof. of Educ.	M. A. in Educ.	Fall, 1962 Introduction to Education 201	3	70	2	2	5	21	FT	
			Directed Teaching 400-2	6							
			Spring, 1963 Introduction to Education 201	3							
			Directed Teaching 400-2	6							
			Fall, 1963 Directed Teaching 400-1	6							
			Directed Teaching 400-2	6							

TABLE 6--Continued

[illegible]

the Teaching of Reading 315, has been added to the elementary curriculum which replaces the course, Graphic Arts 300. Graphic Arts have now become a unit in the new course in reading. An Educational Seminar 403, which carries one hour credit has been developed for juniors and seniors majoring in elementary education, and more emphasis is placed on laboratory experiences in connection with professional courses taken prior to directed teaching. Also in this connection, supervisors of directed teaching have secured reduced teaching loads.

Activities relating to the improvement
of elementary education

The Department of Education has assumed the major responsibility for the promotion of public education in South Carolina with all of its ramifications. This, of course, is done within the financial limits of available funds and competent professional persons on the staff. Some of the major contributions made by staff members are as follows:

1. Professional advice to in-service teachers groups.
2. Active participation in professional organizations especially the active part played in the Palmetto Education Association.
3. Participation as consultants and major speakers at workshops sponsored by educational groups throughout the State.

4. Consultants to various public school programs in the areas of testing, reading, language arts, counseling and in-service development in general.

5. The publication of scholarly research articles and other research projects.

Guide 4: The Three Largest and the Three Smallest Classes in Professional Education

<u>Largest</u>	<u>Number</u>
Psychology 203	39
History and Philosophy of Education 306	37
Human Growth and Development 304	35
 <u>Smallest</u>	 <u>Number</u>
Directed Teaching in Elementary Schools 400-1	5
Industrial Psychology 305	6
Materials and Methods of Teaching in the Elementary School 307	6

Guide 5: Qualifications of Faculty Members Who Teach Graduate Courses

Does not apply to this study.

Guide 6: Education Faculty Improvement Within the Past Five Years

The following replacements were made in the past five years:

<u>Name</u>	<u>Degree</u>	<u>Public School Experience</u>		<u>College Experience</u>
		Elem.	Sec.	
Anderson, Leroy	Ed. D.	8	22	2
Bryant, Lawrence	Ed. D.	0	4	6
Howell, Lloyd	Ed. D.	0	3	7
York, Willis	M. A.	0	0	8

The following faculty member was granted leave for research and study during recent years:

<u>Name</u>	<u>Date and Institution</u>
Amelia S. Roberts	September 1, 1963 to September 1, 1964 University of Oklahoma

Guide 7: Typical Faculty Activities

See Guide 3 above.

Guide 8: Summer Session Visiting Faculty

The total number of visiting faculty in Education and Psychology is as follows:

Summers 1962 and 1963

Barnes, Samuel, Ph. D., Education
 Regular position: Head, Dept. of Physical Education
 Athletics for Men
 Howard University
 Washington, D. C.
 Assignment: Elements of Research, S500--3 hrs.

Chandler, J. King, M. A., Special Education
 Regular Position: Associate Professor
 Cheyney State College
 Cheyney, Pennsylvania
 Assignment: Director, Special Education Workshop, S595

Lewis, Harry, Ph. D., Education
Regular Position: Supervising Director
Public Schools of the District of Columbia
The Reading Clinic
Washington, D. C.
Assignment: Director, Language Arts Workshop

Shade, Vera, M. A., Education
Regular Position: Elementary Teacher
North Carolina Public Schools
Wilson, North Carolina
Assignment: Director, Reading Workshop

Guide 9: Outside Faculty Teaching Extension Classes

None.

Guide 10: Policy and Practice Relating to Regular Faculty
Members Teaching Saturday Classes

Saturday classes are a regular part of a faculty member's teaching load.

Standard V: Curricula for Teacher Education

Guide 1: An Overall Description of the Offerings in Teacher
Education

South Carolina State College offers undergraduate and graduate teacher education curricula for elementary and secondary teachers. In addition, it provides a master's program for school counselors and for school administrators. The undergraduate programs are usually completed in four years. None is less than a four year program.

No special programs are offered on the elementary level. However, graduate programs are open to in-service teachers. They may take advantage of these programs through part-time study.

Guide 2: Enrollment in Teacher Education Second Semester 1964

Current enrollment and the number completing each program are shown in Table 7.

TABLE 7

ENROLLMENT IN TEACHER EDUCATION SECOND SEMESTER, 1964

Teacher Education Curricula	Present Enrollment	Number Completing Program June 1963
<u>Undergraduate</u>		
Elementary	67	26
Music	36	5
Physical Education	70	18
Library Service	23	6
Mathematics	48	20
English	33	11
Biology	33	13
Chemistry	14	9
Social Sciences	53	7
Business Education	45	19
Industrial Education	54	11
Home Economics	59	9
Agriculture	33	4
Speech Correction	11	5
<u>Graduate</u>		
English	16	2
Elementary	231	46
Home Economics	22	3
Mathematics	9	7
Social Studies	17	6
Agriculture	17	8
Biology	6	6
Business Education	10	3
Guidance and Counseling	42	2
Chemistry	6	
Industrial Arts	6	
Science	5	

Guides 3 and 4: Common Elements in All Teacher Education Curricula

General education.--On October 17, 1960, the Faculty Council¹ approved the following proposal: "That as a matter of policy a common freshman program be adopted and that a committee be appointed to implement this program." In this connection, the committee, after having been appointed, set forth a common program for all freshmen registered in the College. The program is under the direct supervision of the committee. However, each freshman is assigned a counselor who is responsible for his academic and personal guidance.

The common elements in the general education program are as follows:

<u>Course</u>	<u>Semester Hours</u>
English	6
Biology or Chemistry	8
Mathematics	6
History--United States History	6
Physical Education	
or	
Military Science	4
Education 100--Guidance	1
Health Education	3
	<hr/>
TOTAL	32/34

Subject matter concentration.--The minimum amount of subject matter concentration required for specialization is 22 semester hours. As to the maximum hours, the number varies

¹South Carolina State College Catalogue Number 1962-63, op. cit., p. 54.

according to areas. Specifically, the elementary majors, in addition to the 32 hours of general education continue to take work in history, English, physical education, science and mathematics. Courses in art, literature, geography and speech are taken in the sophomore and junior years. The total credits are 126.

Professional education.--The professional sequence for elementary majors centers around the school, the pupil and teaching. The psychology courses and History and Philosophy of Education are required in all programs, and in addition, elementary majors take courses in curriculum, health education, music education, reading social studies, language arts, arithmetic, science, materials and methods and directed teaching in the elementary school.

The course in Directed Teaching is considered the climax of the student's preparation for teaching. Here, the student, with the assistance of those teachers who supervise this area, has an opportunity to transfer theory into practice.

Guide 5: Advanced Professional or Graduate Curricula

Does not apply. This study is limited to the undergraduate program.

Guide 6: Extension, Off-campus Courses Offered for Credit

There are no undergraduate extension classes.

Guide 7: Fundamental Changes Within the Past Ten Years

The faculty of the Department of Elementary Education and Psychology has been constantly studying the elementary curriculum, and as a result, a few changes have been made from time to time. Some of the major changes are as follows:

a) A Curriculum Laboratory has been established.

Although inadequate, it has contributed to the improvement of the Elementary program.

b) The development of admissions policies to Elementary Education and the appointment of a committee to implement these policies.

c) A fair amount of research has been developed by the members of the staff with implications for improving instruction.

d) A program in special education is being considered.

e) The up-grading of standards in the Elementary program.

f) The increased interest on the part of faculty members in improving their professional competence. Of the 12 staff members, six hold the Ed. D. degree.

The proposed plans include (1) a new modern laboratory school (in the process of building), (2) the completion of the Curriculum Laboratory, and (3) a self-study of all teacher education programs. On the basis of this research, it is believed that both undergraduate and graduate programs will be improved.

Standard VI: Professional Laboratory Experiences
for School Personnel

Guide 1: The Working Relationship Between the College and
the Public Schools

South Carolina State College maintains a cooperative relationship with the public schools that serve as centers for off-campus laboratory experiences. Many of these schools are located as far as 150 miles from the campus. Nevertheless, the College keeps in constant contact with them.

Prior to inviting any public school to become a part of the directed teaching program, the Staff of Directed Teaching, along with the coordinators for each subject area, visits the school to determine its adequacy of facilities and equipment and to procure information on the quality of teaching that is being done in the school. This is done in a very professional manner.

As co-partners in the introduction of young prospective teachers into teaching, the policies governing the directed teaching program are discussed with the principal, the cooperating teachers and other personnel in the teaching center. A manual, developed by the staff of directed teaching entitled, "So You Have a Directed Teacher" which includes these policies and other information, is presented to the faculty and principal. The schools are free to accept or reject the invitation to participate in the College program. Only those schools that are approved by the staff and those

in which the teachers are willing to serve are used as laboratory centers for directed teaching.

Meanwhile, it is made clear that the welfare of the public school pupils comes first. No school will be expected to sacrifice the pupils' opportunities for learning for the prospective teacher's benefit. Nevertheless, the attitudes of the principals and teachers play the most important role in determining whether or not a school is selected.

Number and location of laboratory schools.--The table which follows (Table 8) gives the name and the location of each of the centers that participated in the South Carolina State College Directed Teaching program in the School of Education for the academic year 1963-64.

The extent of control over laboratory school.--The College has no control over the cooperating centers in regard to ownership of the buildings, employment of the administrative and supervisory staff and the salaries of principals and teachers. There is a cooperative rather than supervisory relationship between the cooperating schools and the College. The selection of the cooperating teachers is also done cooperatively rather than by any particular person. The Staff of Directed Teaching accepts the principal's recommendations, but in most instances, his recommendations are based on the requirements suggested by the College. These are: (1) at least a Four-Year certificate in his teaching area; (2) at least two years of teaching experience in his field; (3) a

TABLE 8

SOUTH CAROLINA STATE COLLEGE DIRECTED
TEACHING CENTERS, 1963-64

Name of School	Location
1. Alston Elementary School	Summerville, S. C.
2. Alston High School	
3. Aiken Graded School	Aiken, S. C.
4. Schofield High School	
5. Pinecrest Elementary School	
6. Barr Street High School	Lancaster, S. C.
7. Southside Elementary	
8. Clinton Elementary School	
9. Burke High School	Charleston, S. C.
10. Bonds-Wilson High School	
11. Laing High School	
12. Columbus Street Elementary School	
13. Rhett Elementary School	
14. Charles A. Brown High School	
15. Sanders-Clyde Elementary School	
16. C. A. Johnson High School	Columbia, S. C.
17. W. A. Perry Jr. High School	
18. Choppee High School	Choppee, S. C.
19. Carver High School	Spartanburg, S. C.
20. Carver Junior High School	
21. Mary Wright Elementary School	
22. Brewer High School	Greenwood, S. C.
23. Eastern High School	Sumter, S. C.
24. Lincoln High School	
25. Edgefield High School	Edgefield, S. C.
26. Felton Training School	Orangeburg, S. C.
27. Wilkinson High School	
28. Gadsden Elementary School	Gadsden, S. C.
29. Granard High School	Gaffney, S. C.
30. Jackson High School	Camden, S. C.
31. Mayo High School	Darlington, S. C.
32. Sterling High School	Greenville, S. C.
33. Sims High School	Union, S. C.
34. Robert Smalls High School	Beaufort, S. C.
35. Voorhees Junior College	Denmark, S. C.
36. Wilson High School	Florence, S. C.
37. Webber High School	Eastover, S. C.
38. Westside High School	Anderson, S. C.

sincere interest in working with prospective teachers; and (4) the ability to work with directed teachers and at the same time maintain high standards of classroom work.

The amount paid to supervising teacher.--The College pays an honorarium of \$20.00 for each directed teacher with whom the cooperating teacher works. The fee is included in the directed teacher's tuition for the semester in which he does his directed teaching.

There are no scholarships or special privileges provided by the College for cooperating teachers. However, the Staff of Directed Teaching encourages all cooperating teachers to attend summer sessions and workshops in order to keep up-to-date with new methods and techniques of teaching.

There have been only two one-day clinics for cooperating teachers and principals held at South Carolina State College in the last ten years. The first clinic was sponsored by the College, and the second was sponsored by the State Department of Education and the Southern Education Foundation, February 8, 1964.

Transportation of college supervisors and directed teachers.--Directed teachers provide their own transportation to and from the centers to which they are assigned. Supervisors have the use of the station wagons owned by the College. If, in any case, a supervisor uses his personal car, he is reimbursed at the rate of 9 cents per mile for each

round trip visit. Provision is made for the cost of meals and lodging.

Housing arrangements are made by the principal. All homes in which directed teachers live must be approved by the administrator in charge. The average cost for room rent and board varies according to the locality.

Conferences with principals and cooperating teachers.--

Pre-directed teaching conferences are held with principals and cooperating teachers, particularly those who have not worked with the program previously. In addition, each year as a part of the September experiences, the Staff of Directed Teaching provides a one-day visit for all directed teachers to the center where each is scheduled to do his work. The purposes of this visit are as follows: (1) Conferences with principal and cooperating teacher, (2) Observation of classes, (3) General observation of school plant, and (4) Completion of housing arrangements. Otherwise, conferences are held with principals and cooperating teachers as a part of the routine duties of the supervisors of directed teaching and the college coordinators.

Each cooperating teacher receives from the Office of Directed Teaching a packet of materials including a suggestive guide entitled, "So You Have a Directed Teacher," which gives pertinent information pertaining to the following points:

1. Staff of Directed Teaching
2. Coordinators for Teaching Options

3. The Function of the School of Education
4. Planning for Directed Teaching at the College
5. General Policies
6. Basic Guides That Clarify the Role of Individuals Providing Laboratory Experiences
7. Analysis of Cooperating Teachers Job
8. Purposes of the Course
9. Course Content: Directed Teaching
10. Specific Learning Opportunities
11. Off-Campus Directed Teaching
12. Suggestive Guide for Organization of Teaching
13. Evaluation of Course: Directed Teaching

Guide 2: Report on the Assignment of Directed Teachers During the Academic Year 1963-64

Table 9 gives a breakdown of the assignments.

Guide 3: A Description of Time and Credit Arrangement of Directed Teaching

Time devoted to directed teaching.--Although the Directed Teaching course is a semester course, the students spend from six to nine weeks in an off-campus teaching situation, and the remaining period at the campus in a blocked nine weeks course in their major areas, while working with the staff part time. During the period in the off-campus situation, the elementary students devote the whole period of six weeks living in the community and working in the school full time.

TABLE 9

DIRECTED TEACHING ASSIGNMENTS AT SOUTH
CAROLINA STATE COLLEGE, 1963-64

School and Location	Subjects in Which Students Were Assigned	Fall Semester	Spring Semester	No. of Students	Total
<u>Summerville, S. C.</u>					
Alston	Elementary	2	0	2	
	Mathematics	0	1	1	
	Biology	1	0	1	
	Social St.	0	1	1	5
<u>Aiken, S. C.</u>					
Aiken Graded	Elementary	0	1	1	1
Pinecrest	Elementary	0	1	1	1
Schofield	Physical Ed.	2	0	2	2
<u>Lancaster, S. C.</u>					
Barr St. High	English	0	1	1	1
Southside	Elementary	0	2	2	2
Clinton	Elementary	0	1	1	1
<u>Charleston, S. C.</u>					
Burke	Biology	1	1	2	
	Business	0	1	1	
	Mathematics	1	0	1	
	Library Service	1	0	1	
	Chemistry	0	1	1	
	English	0	2	2	8
<u>Georgetown, S. C.</u>					
Choppee H. S.	Biology	0	1	1	
	Music	0	1	1	
	Chemistry	0	1	1	
	Business	0	1	1	4

TABLE 9--Continued

School and Location	Subjects in Which Students Were Assigned	Fall Semester	Spring Semester	No. of Students	Total
<u>Spartanburg, S. C.</u>					
Carver H. S.	Biology	0	1	1	
	Business	0	1	1	
	Mathematics	0	1	1	
	Social St.	0	1	1	
	Chemistry	0	1	1	5
Carver Jr. H.S.	Library Service	0	1	1	1
Mary Wright Elem.	Elementary	0	2	2	2
<u>Union, S. C.</u>					
Sims H. S.	Biology	0	1	1	
	Music	0	1	1	
	Library Service	0	1	1	3
<u>Columbia, S. C.</u>					
C. A. Johnson H. S.	Music	1	1	2	
	Physical Ed.	0	2	2	4
<u>Columbia, S. C.</u>					
W. A. Perry Jr. H. S.	Library Service	1	0	1	1
<u>Greenwood, S. C.</u>					
Brewer H. S.	Physical Ed.	1	2	3	
	Mathematics	1	0	1	
	Biology	0	1	1	
	Social St.	0	1	1	
	English	0	2	2	8
<u>Sumter, S. C.</u>					
Lincoln H. S.	Physical Ed.	1	2	3	
	Business	0	1	1	
	Biology	1	0	1	
	Library Service	1	0	1	6
Eastern H. S.	English	0	1	1	1

TABLE 9--Continued

School and Location	Subjects in Which Students Were Assigned	Fall Semester	Spring Semester	No. of Students	Total
<u>Gaffney, S. C.</u>					
Granard H. S.	Music	1	0	1	
	Biology	1	0	1	
	Business	0	1	1	
	Chemistry	0	1	1	
	Social St.	0	1	1	
	Library Service	0	1	1	
	Mathematics	0	1	1	7
<u>Greenville, S. C.</u>					
Sterling H.S.	Business	0	1	1	
	Mathematics	0	1	1	
	English	0	2	2	4
<u>Orangeburg, S. C.</u>					
Felton Sch.					
S.C. St.					
College	Elementary	0	2	2	2
Wilkinson H.S.	Library Service	1	0	1	
	Biology	1	1	2	
	Mathematics	0	1	1	
	Music	0	1	1	
	Social St.	0	1	1	
	Business	0	1	1	7
<u>Florence, S. C.</u>					
Wilson H. S.	Music	0	1	1	
	Chemistry	0	1	1	2
<u>Edgefield, S. C.</u>					
Edgefield H.S.	Biology	0	1	1	
	Business	0	2	2	3
<u>Anderson, S. C.</u>					
Westside H.S.	Biology	0	1	1	
	Mathematics	0	1	1	2

TABLE 9--Continued

School and Location	Subjects in Which Students Were Assigned	Fall Semes-ter	Spring Semes-ter	No. of Stu-dents	Total
<u>Darlington, S. C.</u>					
Mayo H. S.	Biology	0	1	1	
	Business	0	1	1	
	Social St.	0	1	1	3
<u>Gadsden, S. C.</u>					
Gadsden Elem. Sch.	Elementary	0	2	2	2
<u>Beaufort, S. C.</u>					
Robert Smalls High Sch.	Physical Ed.	1	1	2	
	Biology	0	1	1	
	Business	0	1	1	
	Chemistry	0	1	1	
	English	0	1	1	6
<u>Charleston, S. C.</u>					
Bonds-					
Wilson H.S.	English	1	0	1	
	Business	0	1	1	
	Mathematics	0	1	1	
	Chemistry	0	1	1	
	Music	0	1	1	5
Rhett Elem.	Elementary	1	2	3	3
Sanders-					
Clyde Elem.	Elementary	0	1	1	1
Laing H. S.	Biology	0	1	1	1
Columbus					
St. Elem.	Elementary	0	1	1	1
C.A. Brown					
High Sch.	Chemistry	0	1	1	
	English	0	1	1	2
<u>Denmark, S. C.</u>					
Voorhees Jr.C.	Library Service	0	1	1	
	Biology	0	1	1	2

TABLE 9--Continued

School and Location	Subjects in Which Students Were Assigned	Fall Semester	Spring Semester	No. of Students	Total
Camden, S. C.					
Jackson H.S.	Biology	1	0	1	
	Business	0	1	1	2

The following schedule¹ is a suggestive guide for the organization of teaching, based upon individual student's reaction to the orientation period which should last at least one or two weeks. The cooperating teacher and the student make the final decision, depending upon how readily the latter adjusts to the situation.

First Week

I. Orientation into Directed Teaching

- A. Observation of all phases of class work and general administration of school.
- B. Pupil Inventory given by end of first week.
- C. Participation in preparation of class materials and plans such as unit, weekly plan, and daily plan before beginning actual teaching.
- D. Close attention to observation of pupil behavior at school, play, home and community.

Second Week

II. Actual Teaching

- A. Preference should be with one class plan and then followed by preparation for two or more lessons after demonstration of teaching with one plan.

¹T. W. Wimbush and A. S. Roberts, "An Outline for Education 401-402," (South Carolina State College). (Mimeographed).

- B. Observation and planning for the other classes which student will teach later. Student should plan for conferences on weekly plans the middle of the week and submit weekly plans before Friday of the same week.
- C. Use of Check List to evaluate teaching and report sent to Office of Directed Teaching, at beginning of the third week.

Third Week

III. Actual Teaching

- A. More classes added with attention to learner's interests and participation. Home visitation if possible.
- B. Mid-tests over work covered after formal teaching and planning. Conference with cooperating teacher on work to be tested. Approval of tests by cooperating teacher before tests are mimeographed.
- C. Progress Report sent to Office of Directed Teaching.
 - 1. Check List on Teaching.
 - 2. Summary of Inventories.
 - 3. Summary of First Week Observations.
 - 4. Schedule of Classes.

Fourth Week

IV. Actual Teaching

- A. More classes with attention to continued study of student's needs as observed in class from day to day.
- B. Increased attention to a variety of motivation and techniques of questioning as used in development of planning.
- C. Attention to details in assignments rather than in terms of principles of teaching.
- D. Explore the library, science laboratories, community for visual aids in developing the learner's understanding.
- E. Develop self-analysis of your teaching in terms of principles of teaching.
- F. Attention to personal group guidance of pupils.

Fifth Week

V. Actual Teaching

Continued teaching and acceptance of at least four hours of teaching and observation in minor field with limited participation. This may be changed by cooperating teacher to suit individual differences.

- A. Participation in professional and community activities related to school's program.

- B. Plan for final tests which should be completed before last teaching day.
- C. Secure pupil's cooperation in determining effectiveness of teaching.

Sixth Week

VI. Actual Teaching

- A. Broadening of work as student moves toward close of Directed Teaching.
- B. Execution of all professional duties as a teacher in school system.
- C. Continuation of individual conferences with pupils.
- D. Plan for oral and written evaluation of work done by pupils on unit plan as well as other activities.
- E. Summary passed in to the cooperating teacher and Office of Directed Teaching, South Carolina State College.
- F. Monthly report of attendance along with grades (check the type of marking system used in your school, so as not to confuse the student). Include copy of case study.
- G. Final Evaluation
Staff of Directed Teaching, Principal, Cooperating Teacher, and Directed Teacher.

Directed teachers in the primary grades spend five and one-half hours for five days each week in classroom work. Directed teachers in all other grades, up through twelfth, spend from six to six and one-half hours for five days each week in classroom work.

The semester in which Directed Teaching is done.--All students, including elementary majors, may go out to do directed teaching during either semester--fall or spring. However, most of the students in elementary education are not ready for directed teaching until the spring semester.

Credit for Directed Teaching.--Credit for directed teaching is the same for all teacher education curricula. Students on all levels receive six hours credit for directed teaching.

Guide 4: Professional Laboratory Experiences Which Students Have Prior to Directed Teaching

Courses in connection with laboratory experiences.--

The courses in which laboratory experiences are provided prior to directed teaching are as follows: (1) Introduction to Education, (2) Human Growth and Development, (3) Materials and Methods of Teaching, and (4) Tests and Measurements.

Time provided for laboratory experiences.--In the majority of the classes, there is no definite time for students to participate in laboratory work. First of all, the campus school is the only available center for planned laboratory experiences; its inadequacy, however, creates a problem in scheduling observations and actual experiences with children. Of course, a new laboratory school is being constructed and should be ready for occupancy in September, 1964.

With the limited facilities a few faculty members provide the following laboratory experiences for their students: (1) activities in sociometrics, (2) administering tests, (3) conducting surveys, (4) working with audio-visual materials, including film and filmstrip projectors, recording machines, opaque projector, teaching machines, etc., (5) field observations and demonstrations, and (6) activities involving kindergarten children.

The instructors of the courses in special and general methods on the elementary level are free to schedule their

classes for laboratory work in the campus school. The students enrolled in these courses observe and participate in classroom work approximately four hours per week.

Names and location of schools.--The schools in which laboratory experiences were provided in 1963-64 are:

The Felton Training School, Grades 1-8 (on campus)

The schools in the Orangeburg City System (occasionally)

The community

Guide 5: Report on the Supervision of Directed Teaching

Responsibility for assignment of directed teachers to centers.--The students in elementary education are assigned to their centers by the Staff of Directed Teaching. The students in the teaching options (secondary) are also assigned by the Staff of Directed Teaching with the cooperation of the departmental coordinators. After careful consideration of the information presented on the application, the student is informed of his acceptance or rejection. (See form, Appendix D)

The directed teaching program is administered by three instructors, who attempt to integrate methodology with actual teaching situations as they work with the coordinators in the teaching options.¹ The coordinators are the college instructors who work with the Staff of Directed Teaching in supervising the secondary majors. The elementary majors are

¹Options listed on page 59.

supervised by the Assistant Supervisor who is in complete charge of all elementary students.

The major roles of the supervisors of directed teaching are:¹

1. Assisting in the selection of centers for off-campus teaching.
2. Assisting in the selection of cooperating teachers who desire to share effective teaching experiences with prospective teachers.
3. Planning for housing and scheduling with the public school administration.
4. Orientation of student for off-campus teaching.
5. Planning for visitation and follow-up on the field.
6. Counseling directed teachers.

Number of faculty members involved in directed teaching, students supervised and other assignments.--Table 10 shows the number of faculty members involved in directed teaching, the number of students supervised and other teaching assignments during the school year 1963-64.

Guide 6: Activities in Which Directed Teachers Engage

Minimum number of hours.--All directed teachers in the Department of Education, spend a minimum of 100 actual

¹T. W. Wimbush and A. S. Roberts, So You Have a Directed Teacher, A mimeographed suggestive guide for principals and cooperating teachers (Orangeburg, S. C.: South Carolina State College, 1963), p. 5.

TABLE 10

DISTRIBUTION OF DIRECTED TEACHING ASSIGNMENTS
BY FACULTY MEMBERS

Supervisor	No. of Students Supervised		Area	Other Teaching Assignments
	Fall	Spring		
Trudelle Wimbush ^a	3	15	Elementary	0 hrs.
Clemmie Webber	3	21	Biology & Chem.	8 hrs.
E. J. Daniels	0	13	Business Educ.	12 hrs.
Marianna Davis	1	10	English	12 hrs.
Bernice Middleton	6	3	Library Serv.	9 hrs.
Clara Jones	1	9	Mathematics	15 hrs.
Barbara Vaughn	3	3	Pub. Sch. Music	10½ hrs.
Reginald Thomasson and Cornelius Troup	2	2	Band	6½ hrs.
Oliver C. Dawson	5	8	Physical Educ.	9½ hrs.
Marguerite R. Howie	0	6	Social Studies	14 hrs.
				12 hrs.

^aSupervisor of Directed Teaching.

clock hours in full time teaching. An additional 40 hours are devoted to observation, and a minimum 45 hours are used in preparation. The exact amount of time spent in each classroom is difficult to determine due to varying programs in different schools.

Kinds of activities in which students engage.--The activities in which directed teachers in the elementary school and at all levels, engage are as follows: teaching all subjects offered in the various areas, using teaching units,

supervising study periods and small groups, supervising library periods, teaching physical education, preparing materials of instruction, planning with pupils, using audiovisual materials, administering tests, organizing and supervising field trips, participating in discussions, working with faculty committees, conferring with parents, visiting homes and attending professional meetings.

Evaluation.--Evaluation is an important part of the directed teaching program. It is done cooperatively with the student, the cooperating teacher, the supervisors of directed teaching and the coordinators on the secondary level. A copy of the evaluation forms will be found in Appendix E.

Guide 7. The Campus Laboratory School¹

Grades included and enrollment.--The South Carolina State College's Laboratory School, known as the Felton Training School, has eight grades (1 to 8). The number of pupils enrolled for the school year 1962-63 was 107 which was a slight decrease in the number of pupils from the previous year. Table 11 shows the total enrollment by grades.

Number of full time teachers.--The professional staff of the Felton Training School is composed of a principal, four teachers, four college student helpers, and an instructor of the College staff for Spanish, Mr. Oswald Wynter.

¹The Annual Report of the Dean of the School of Education to the Dean of the Faculty, South Carolina State College, 1963-64.

TABLE 11

TOTAL ENROLLMENT OF FELTON TRAINING SCHOOL

Grade	Male	Female	Total
First	4	8	12
Second	4	7	11
Third	5	4	9
Fourth	12	5	17
Fifth	5	8	13
Sixth	8	7	15
Seventh	8	7	15
Eighth	7	8	15
TOTALS	53	54	107

The teachers, the grades taught, their training and years of experience are listed:

1. Mrs. F. H. Clinkscales--First and Second Grades
B.S.E.--South Carolina State College
M.A.--Columbia University
Additional Study--Pennsylvania State University
Teaching Experience--25 years
2. Mrs. L. M. White--Third and Fourth Grades
B.S.E.--South Carolina State College
M.S.--South Carolina State College
Teaching Experience--40 years
3. Mrs. G. E. Edwards--Fifth and Sixth Grades
B.S.E.--South Carolina State College
M.S.--South Carolina State College
Summer Study--South Carolina State College
Teaching Experience--17 years
4. Mrs. A. M. Lewis--Seventh and Eighth Grades
B.S.--South Carolina State College
M.S.--South Carolina State College
Additional Study--National Science Institute
Teaching Experience--17 years

5. Mrs. M. S. Crawford, Principal
 B.S.--Claflin College
 B.S.E.--South Carolina State College
 M.S.--South Carolina State College
 Additional Study--Pennsylvania State University
 Summer 1955
 Teaching Experience--24 years

Standard VII: Facilities and Instructional

Materials for Teacher Education

Guide 1: Building Equipment and Facilities

Housing and office equipment.--The private offices of the faculty of the Department of Education and Psychology are located on the second floor of Turner Hall which was completed in 1955-56. The Office of Directed Teaching occupies three rooms, two of which are used by the Supervisor and the Assistant Supervisor. The third room is set up for the secretary to the Office Directed Teaching which is adequately furnished with modern equipment. The remaining faculty members have access to part time secretarial help and the use of the Typing Center for duplicating written materials.

Each faculty member's office is equipped with a modern desk, a desk chair, a bookcase, a filing cabinet, a typewriter table and from two to three chairs for visitors.

Classroom and teaching equipment.--The nine well-equipped classrooms in which education classes are held are located on the same floor opposite the faculty members' offices. Each room has a teacher's desk and chair to match, a table for displaying materials, bulletin boards, chalk boards,

cabinets, sink and counter-top work space. Two of the rooms can be converted into a small auditorium which will accommodate approximately 75 people. These two rooms are also equipped with a television set, seminar tables and matching chairs. Display cabinets add to their attractiveness and usefulness. Classrooms are partially equipped for use of projectors and other visual aids.

A Materials Center is being developed on the second floor. At the present, there are public school textbooks, pamphlets, workbooks, bulletins and other reading materials available in the Center. It is operated by students who work part time. However, at the completion of the new laboratory school, the Materials Center will be housed in it with a full time clerical worker.

Housing of the professional education library.--The professional education library is a part of the main library which services the entire College. The holdings in professional education are adequate.

Facilities for remedial work in reading and speech.--The College maintains a Reading Center and a Speech Laboratory in the English Department, located on the first floor of Turner Hall. Both centers accept referrals from all areas of the College. Each is adequately equipped and renders effective service. Of course, the Reading Center will be a part of the Department of Education and Psychology with a specialist in charge for the academic year 1964-65.

Availability of space for research.--There are no special rooms or sections available for research. Faculty members use the general facilities of the main Library.

Guide 2: Building Facilities for Professional Education in Process of Construction

A new laboratory campus school (Grades 1 to 9) is being constructed. It will house 400 pupils, approximately 20 teachers, a director and an assistant. (See Figure 3 on next page.)

Guide 3: Special Equipment Available to Faculty or Graduate Students for Research

There is no special equipment available to the faculty or graduate students for research. However, there is a Research Fund provided by the College for the members of the faculty who are interested in doing research projects.

Guide 4: Other Available Facilities That Increase the Effectiveness of the Professional Education Program

The building in which the Department of Education and Psychology is located has ample bulletin board space. One room is equipped with glass cabinets for displaying educational materials.

In addition, the College has seven station wagons and an 18 passenger bus available for field trips and professional meetings. This is a very valuable service rendered by the College.

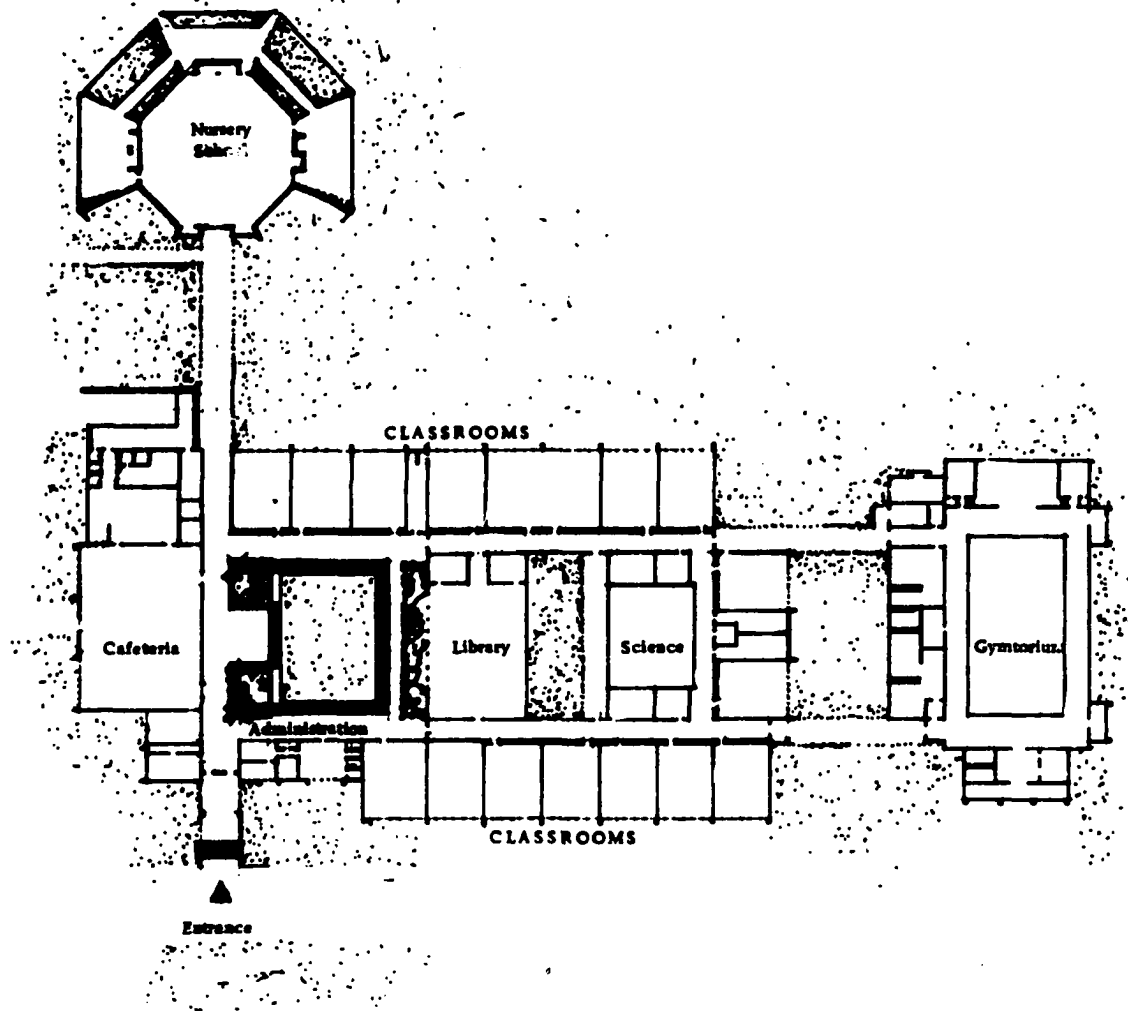


Figure 3: THE LABORATORY SCHOOL
SOUTH CAROLINA STATE COLLEGE
ORANGEBURG, SOUTH CAROLINA

Guide 5: Amount Spent for Periodicals, Special Equipment and Research in Professional Education

Approximately \$1,771.09 was spent by the School of Education last year for books and periodicals; \$6,209.88 worth of equipment for teaching professional education was purchased and \$3,000 was spent for research. The annual expenditure for books and periodicals for the entire College was \$10,950.56.

Guide 6: Report on Instructional Materials Available for Professional Education

South Carolina State College¹ has a total of 65,569 catalogued books and 525 periodicals. The Department of Education has 106 periodicals alone not including the related fields. Of course, the entire library holdings are available to Teacher Education programs.

The College Library cooperates with other libraries through inter-library loan service, in providing materials for its clientele. Through such service, students and faculty have the opportunity of obtaining needed material which is not included in their collection.²

The Audio-Visual Center.--The primary purpose of the South Carolina State College Audio-Visual Center³ is that of assisting in the teaching process through making available

¹Annual Report of the Head Librarian to the President, South Carolina State College, 1963-64 (in the files of the office of the library).

²Ibid.

³Annual Report of the Director of the Audio-Visual Center to the President, South Carolina State College, 1964.

needed instructional materials and services, particularly audio-visual aids to instruction.

The accomplishment of this purpose is requiring the AV Center to provide services in the following areas:

(1) graphic production, (2) audio production, (3) lettering and printing, (4) three dimensional production, (5) projection, (6) procurement of materials through loans, rentals and purchases, and (7) the development of an instructional materials library. Included also, are (8) selecting and purchasing audio-visual equipment, (9) assisting staff members in the identification and solution of problems in the communication process, (10) providing course offerings at undergraduate and graduate level, (11) making available consultative service to students, instructors, in-service teachers, and organizations, and (12) furnishing audio play-back equipment and assistance in their uses when necessary.

The Audio-Visual Center¹ services the total College (enrollment 1,700). Its director is responsible to the President through an all-college committee chaired by the Dean of the School of Education. The director is assisted by a full time secretary, and two student helpers. With such a limited staff, "the Audio-Visual Center has been 'carrying on' under difficult conditions. There is still a lack of basic operational facilities and the rapid turnover of student helpers

¹Ibid., p. 1.

each semester." However, in spite of the limitation, "the director of the Center is pleased to express his appreciation for the growing inventory of equipment and those cooperating in getting them."

The Materials Center (Curriculum Laboratory) has been discussed elsewhere in Standard VII.

CHAPTER IV

COMPARISON OF SOUTH CAROLINA STATE COLLEGE PROGRAM WITH NCATE STANDARDS

The purpose of this chapter is to compare the teacher education program (emphasis on the elementary level) at South Carolina State College with the standards of the National Council for Accreditation of Teacher Education. This will be determined on the basis of whether or not the program meets the requirements indicated in each standard.

Objectives of Teacher Education

The data pertaining to the objectives of teacher education revealed that South Carolina State College program conformed to the requirements recommended in this standard in the following manner: the College maintained a written statement of the objectives of teacher education which indicated (1) the scope of its program, (2) the special services rendered, (3) the major beliefs and assumptions underlying the program, (4) the personal and intellectual qualities sought, and (5) the activities through which these qualities are achieved. The data further revealed that the teacher education objectives were consistent with the overall objectives

of the institution, and they were formulated by the faculty concerned with education. The objectives were reviewed as required, by each faculty, and approved by the Faculty Council during the academic year 1962-63.

The data also showed that 58.3 per cent of the faculty members of the Department of Education and Psychology did some type of research during the school years 1962-63 and 1963-64. The data further revealed that only 41.7 per cent of the Education staff attended national meetings during the 1963-64 school year which indicated fair participation by the staff.

Also, in regard to teacher education offerings, as required in the standard, State College did not appear to offer a degree program in special education. In the listing of services rendered by the staff to the State of South Carolina, it was revealed that State College compared favorably in this area.

Organization and Administration of Teacher Education

According to the data, apparently, the policies governing the organization and administration of the teacher education program at South Carolina State College were in keeping with those recommended by NCATE. It was reported that all undergraduate programs were coordinated by one agency, the Teacher Education Council. Before a policy is approved, it is agreed upon by the Council, passed on to the

Dean of the School of Education, and then to the Dean of the Faculty who in turn presents it to the Faculty Council for final approval.

The data further appeared to indicate that the teacher education program at State College compared satisfactorily with the standard in regard to the work of the Teacher Education Council. The program appeared to conform with the third criterion which required a fixed responsibility for the administration of policies agreed upon. The Dean of the School of Education was the designated official to administer the policies after they had been approved.

Student Personnel Programs and Services
for Teacher Education

As was recommended by NCATE, State College appeared to have a satisfactory system of informing students about the teaching profession. However, the data pertaining to admission and retention in teacher education, indicated that the State College selective program may need strengthening in order to admit and retain only those persons who show professional promise. It was noted that the required averages for admission and retention in teacher education were the same for the institution as a whole. However, NCATE did not give a specific requirement in this area.

A further examination of the data, showed that the performance of the Freshman Class of 1963 on the Mathematics

Achievement test was not good. More than one-half of the students scores below the 50 percentile when measured against the national norm. It was also noted that the students majoring in elementary education did not perform as well on the ACE test as the students in the non-teaching options. Therefore, it is evident that the total program of the College with reference to admission and retention should be studied. This phase of the program compared favorably, to some degree, with this section of the standard.

The system used in identifying prospective teachers conformed to the requirements listed by NCATE. The data showed that records are kept in the following offices: (1) the Dean of the School of Education, (2) Student Personnel and Guidance Services, (3) the Registrar and Admissions, (4) College Placement, and (5) the Dean of Men and the Dean of Women. Other areas which appeared to follow the requirements indicated by NCATE were as follows: (1) the system of counseling students, (2) the services rendered by the Placement Office, and (3) the procedure used in recommending students for certification.

Faculty for Professional Education

Each member of the Education staff appeared to be competent in the field or fields of his assignment as required in the standard. This was also true of the summer faculty. The data further revealed that, for the most part,

courses were taught by full time faculty members. The teaching load varied according to the services a teacher rendered, and apparently, the degree he held. Fifty per cent of the staff held the doctorate degree. Thirty-three and one-third per cent held the master's degree plus one year above, and sixteen and two-thirds per cent held the master's degree with less than a year's study. The part time instructors were administrators who taught sixteen per cent of the courses.

Also in connection with this standard, the data presented showed that the salary range for the South Carolina State College faculty was not consistent with the professorial rank. There were few changes in the elementary program in the last five years.

Curricula for Teacher Education

In regard to the curricula for teacher education, the data showed that the Elementary program at South Carolina State College, for the most part, compared favorably with NCATE requirements. It was revealed that the program did not offer a course or courses in the teaching of a foreign language.

The literature showed that there has been increased emphasis on this area in recent years. Many of the public elementary schools have already included French and Spanish in their programs. Therefore, the demand for teachers trained in these areas is increasing.

As was recommended by NCATE in Standard V, a common program was provided for all students in the College. However, the common program appeared to be still in an experimental stage which indicated a need for continuous study. Further examination of the data, showed a variation in the number of hours required in the areas of specialization, however, all prospective teachers were required to take courses in professional education. Changes in the total Elementary program were made with emphasis on upgrading standards which was highly recommended by NCATE.

Professional Laboratory Experiences for School Personnel

The data indicated that the professional laboratory experiences prior to directed teaching were unsatisfactory. The Felton Training School (on campus) which was the only available center for planned experiences, could not meet the needs of the College. Therefore, the teacher education program did not conform to this phase of the standard.

As for the Directed Teaching program, the data revealed that the College maintained a cooperative working relationship with the off-campus laboratory schools. The cooperating teachers were competent in their areas of specialization as required in the standard. However, the College provided very few programs for them. The honorarium of only \$20.00 for each directed teacher appeared to be inadequate.

Further, it was noted that the elementary students spent six weeks in a directed teaching center which allowed them very little time for getting acquainted with the classroom before beginning their actual teaching. Most of the students did their directed teaching during the second semester.

The data also showed that there were 10 coordinators who worked as a part of the Staff of Directed Teaching. Of this number, five carried a teaching load of 12 or more hours. It also appeared that the activities in which the students participated met the requirements indicated.

Facilities and Instructional Materials for Teacher Education

The College provided adequate office space for the Education faculty as required by NCATE. For the most part, classroom facilities were adequate. Although, faculty members had access to the Typing Center, there was still a need for a secretary-receptionist for the Department.

As recommended in the standard, an Instructional Materials Center was being developed. The location was inadequate, but beginning the academic year 1964-65, the Center will be relocated in a larger section, and will be supervised by a full time person.

The books and periodicals were satisfactory. The data also indicated that there was a lack of basic operational facilities for the Audio-Visual Center. The staff

appeared to be inadequate to serve the needs of the College with an enrollment of 1,700 students. It was further indicated that space for research projects was not available. Therefore, this section did not compare favorably with NCATE requirements.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The problem of this study was to make an analysis of the elementary teacher education program at South Carolina State College in relation to the National Council for Accreditation of Teacher Education standards. More specifically, the study proposes to:

1. Identify the current status of the elementary teacher education program at South Carolina State College.
2. Make a comparison of the State College program with the National Council for Accreditation of Teacher Education standards.

The purpose of this study was to point up changes needed for improvement in the elementary teacher education program at South Carolina State College. The changes recommended are based upon the findings revealed in the data.

The study was limited to South Carolina State College undergraduate program with emphasis on the elementary level. The following areas were investigated:

1. The philosophy and objectives of the program.

2. The organization and administration of teacher education.

3. Student personnel services as they relate to teacher education.

4. The faculty for professional education.

5. The curricula for teacher education.

6. Professional laboratory experiences.

7. Facilities and instructional materials for teacher education.

Selected literature in the field was reviewed, and it was found that there was consistency in the research relative to the need for continuous evaluation of teacher education programs. There was also agreement among educators that institutions should assume responsibility for upgrading their programs in keeping with the state, regional, and national standards.

The data pertaining to the current status of teacher education at South Carolina State College were presented, and a comparison with NCATE standards was made to show the weaknesses in the State College program. The data used in the study were procured by direct examination of the college catalogue, evaluation reports, research studies, records and materials found in the major offices of the College, and from interviews with administrative officers and the College staff.

Findings

1. For the most part, the elementary teacher education program at South Carolina State College compared favorably with NCATE standards.

2. More than one-half of the Education staff did some type of research during the school years 1962-63 and 1963-64.

3. Only 41.7 per cent of the members of the Education staff attended national meetings during the 1963-64 school year.

4. South Carolina State College did not offer a degree program in special education.

5. The policies governing the organization and administration of the teacher education program compared favorably with those recommended by NCATE.

6. More than one-half of the students in the Freshman Class of 1963 scored below the 50 percentile on the Mathematics Achievement test when measured against the national norm.

7. The required grade point averages for admission and retention in teacher education and in the College as a whole were (1) sophomores 1.74, (2) juniors 1.84, and (3) seniors 1.94.

8. The students majoring in elementary education did not perform as well on the ACE test as the students majoring in the non-teaching option when compared against the national

norm. However, their grade averages on the junior level were approximately the same.

9. Fifty per cent of the Education faculty and 20 per cent of the outside faculty held doctor's degrees.

10. The salary range for the South Carolina State College faculty was not consistent with the professorial rank.

11. The elementary teacher education curriculum did not include a course or courses in the teaching of a foreign language.

12. The professional laboratory experiences prior to directed teaching were inadequate.

13. There were very few workshops provided for the cooperating teachers in the last ten years.

14. The six weeks provided for directed teachers appeared to be inadequate.

15. Of the 10 coordinators who worked as a part of the Staff of Directed Teaching, five carried a teaching load of 12 or more hours.

16. The operational facilities of the Audio-Visual Center were inadequate to serve the total College.

Conclusions and Recommendations

In view of the findings of this study, the following conclusions and recommendations seem warranted:

1. More emphasis should be placed on continuous in-service growth.
2. The elementary program should be reviewed, periodically, if the needs of graduates are to be met.
3. A special effort should be made by South Carolina State College to attract more capable students to its program.
4. More emphasis should be placed on planned professional laboratory experiences prior to directed teaching.
5. A study should be made of policies governing salaries in state supported institutions.
6. More emphasis should be placed on the cooperating teacher as a part of the directed teaching program.
7. The teaching load of the coordinators of directed teaching should be adjusted to allow sufficient time for visiting the centers.
8. A study should be made of the problems confronting the directed teachers at South Carolina State College.
9. Some consideration should be given to the inadequacies of the Audio-Visual Center at State College.
10. The possibility of developing a special education program at South Carolina State College should be studied.

BIBLIOGRAPHY

Books

- Blatt, Burton and Others. The Preparation of Teachers. New York: John Whitey and Sons, Inc., 1962.
- Bush, Roberts N. "A Schema for Teacher Education," Teacher Education: A Reappraisal. New York: Harper and Row, Publishers, 1962.
- Conant, James B. The Education of American Teachers. New York: McGraw-Hill Book Company, Inc., 1963.
- Cottrell, Donald P. (ed.). Teacher Education for a Free People. Oneonta: The American Association of Colleges for Teacher Education, 1956.
- Crow, Alice and Crow, Lester D. Introduction to Education. New York: American Book Company, 1947.
- Cubberly, Ellwood P. Public Education in the United States. New York: Houghton Mifflin Company, 1934.
- Devor, John W. The Experience of Student Teaching. New York: The Macmillan Company, 1964.
- Eby, Frederick. The Development of Modern Education. Englewood Cliffs: Prentice-Hall, Inc., 1952.
- Haines, Aleyne C. Guiding the Student Teaching Process in Elementary Education. Chicago: Rand McNally and Company, 1960.
- Huggett, Albert J. and Stinnett, T. M. Professional Problems of Teachers. New York: The Macmillan Company, 1956.
- Monroe, Walter S. Teaching-Learning Theory and Teacher Education 1890-1950. Urbana: University of Illinois Press, 1952.
- Ragan, William B. Modern Elementary Curriculum. New York: Holt, Rinehart and Winston, Inc., 1961.

Scalon, John and Woodring, Paul. American Education Today. New York: McGraw-Hill Book Company, Inc., 1963.

Stiles, Lindley and Others. Teacher Education in the United States. New York: The Ronald Press Company, 1960.

Stratemeyer, Florence B. and Lindsey, Margaret. Working With Student Teachers. New York: Bureau of Publications, Teachers College, Columbia University, 1958.

Van Dalen, ~~Debold~~ B. Understanding Educational Research: An Introduction. New York: McGraw-Hill Book Company, Inc., 1962.

Woodring, Paul. New Directions in Teacher Education. New York: The Fund for the Advancement of Education, 1957.

Bulletins and Reports

Annual Report of the Dean of the School of Education. Orangeburg: South Carolina State College, 1962-63.

Annual Report of the Dean of the School of Education. Orangeburg: South Carolina State College, 1963-64.

Annual Report of the Director of the Audio-Visual Center. Orangeburg: South Carolina State College, 1963-64.

Annual Report of the Dean of the Faculty. Orangeburg: South Carolina State College, 1963-64.

Annual Report of the Head Librarian. Orangeburg: South Carolina State College, 1963-64.

Armstrong, W. Earl. "Bases for Determining Curricula for Teacher Education," Teacher Education: The Decade Ahead. Report of the DeKalb Conference Held at Northern Illinois State College, DeKalb, Illinois, June 29, 1955. (Washington: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1955).

By-Laws of South Carolina State College. Orangeburg, May 16, 1961.

Lauterback, Herbert P. "Appraising the Effectiveness of Professional Personnel in Teacher-Education Institutions," Teaching a First Line of Defense. Official Group Reports of the Palo Alto Conference held on the campus of Stanford University, Stanford, California.

June 27-30, 1951. (Washington: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1951).

Letter from the Dean of the School of Education. Orangeburg: South Carolina State College, September 1, 1963.

Lindsey, Margaret (ed.). New Horizons for the Teaching Profession. (Washington: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1961).

McLure, John R. "Organization and Administration of the Teacher Education Institution," The Education of Teachers. Official Group Reports of the Bowling Green Conference held at Bowling Green State University, Bowling Green, Ohio, June 30, 1948. (Washington: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1948).

Memorandum Number 2, May 15, 1959. Orangeburg: South Carolina State College.

Miller, Thomas R. "Teacher Certification--Adjustments to Current Impacts," The Certification of Teachers, Advancing Public and Professional Welfare. A Report of the Miami Beach Conference held at Miami Beach, Florida, June 24-27, 1953. (Washington: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1953).

Minutes of the Monthly Meetings of the Teacher Education Council. Orangeburg: South Carolina State College, 1962-63.

Muzzal, Ernest L. "The Teacher Education Faculty," The Education of Teachers. Official Group Reports of the Bowling Green Conference held at Bowling Green State University, Bowling Green, Ohio, June 30, 1948. (Washington: National Education Association of the United States, 1948).

Ninety-Fifth Annual Report of the State Superintendent of Education, 1962-63. Columbia, South Carolina: State Department of Education, 1963.

Pendergraft, Daryl. The Professional Standards Movement in Teaching: Progress and Projection. A Report of the Conference held at Pacific Lutheran College, Parkland, Washington, June 26-30, 1956. (Washington: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1956).

Progress Report of South Carolina State College, 1950 to 1962-63. Orangeburg, South Carolina.

Report of Evaluation Committee of 1962-63. Orangeburg: South Carolina State College, February, 1963.

Rippey, Andrew D. "Evaluation--A Concept, A Skill and Aid to Effective Teaching-Learning," Newsletter. Cedar Falls, Iowa: The Association for Student Teaching, 1958.

Robert, E. B. "The Organization and Administration of Teacher Education at the Institutional Level," Teacher Education: The Decade Ahead. Report of the DeKalb Conference held at Northern Illinois State College, DeKalb, Illinois, June 29-July 2, 1955. (Washington: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1955).

South Carolina State College Catalogue Number 1962-63. Orangeburg: South Carolina.

South Carolina State College Catalogue Number 1963-64. Orangeburg: South Carolina.

Stinnett, T. M. "The Becoming Journey," New Horizons: The Becoming Journey. Report of the Sixteenth Annual National Teacher Education and Professional Standards Conference held at the Pennsylvania State University, University Park, Pennsylvania, June 20-23, 1961. (Washington: National Education Association of the United States, 1961).

Stout, Ruth A. "Practices for Selection in Teacher Education," Teacher Education: The Decade Ahead. Report of the DeKalb Conference held at Northern Illinois State College, DeKalb, Illinois, June 29, 1955. (Washington: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1955).

Student Handbook. Orangeburg: South Carolina State College, 1962-64.

The Improvement of Teacher Education. A Final Report by the Commission on Teacher Education. (Washington: The American Council on Education, 1946).

The National Commission on Teacher Education and Professional Standards. A Position Paper. (Washington: The National Education Association of the United States, 1963).

Wimbush, T. W. and Roberts, A. S. So You Have a Directed Teacher. Orangeburg: South Carolina State College, 1963.

Wright, Wendell W. "Procedures, Resources and Organization for Improving Teacher Education Curriculum," Teacher Education: The Decade Ahead. Report of the DeKalb Conference held at Northern Illinois State College, DeKalb, Illinois, June 29-July 2, 1955. (Washington: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1955).

Yearbooks

Association for Student Teaching. The Supervising Teacher. Thirty-eighth Yearbook of the Association for Student Teaching (Cedar Falls, Iowa: The Association, 1959).

Barnett, Glenn E. and Martin, Clyde I. "The Meaning of Improvement in Professional Education," Improving Instruction in Professional Education. Thirty-seventh Yearbook of the Association for Student Teaching. (Cedar Falls, Iowa: The Association, 1958.)

Curtis, Dwight and Ruman, Edward L. "The Supervising Teacher in Future Teacher Education Programs," The Supervising Teacher. Thirty-eighth Yearbook of the Association for Student Teaching (Cedar Falls, Iowa: The Association, 1959).

Engleman, F. E. "Needed Improvements in the Educational Program for Teacher Education," First Yearbook of the American Association of Colleges for Teacher Education (Oneonta: The Association, 1948).

- Friedam, G. W. "Looking at the Association," Strength Through Reappraisal. Sixteenth Yearbook of the American Association of Colleges for Teacher Education (Chicago: The Association, 1963).
- Jeep, Henry A. and Low, Camilla M. "The Role of Guidance and Personnel Work in Teacher Education," Guidance in Teacher Education. Thirty-sixth Yearbook of the Association for Student Teaching (Cedar Falls, Iowa: The Association in Cooperation with the Student Personnel Association for Teacher Education, 1957).
- Maucker, J. W. "Statement of Theme," Strength Through Reappraisal. Sixteenth Yearbook of the American Association of Colleges for Teacher Education (Chicago: The Association, 1963).
- _____. "Imperatives for Excellence in Teacher Education," Foundation for Excellence. Fifteenth Yearbook of the American Association of Colleges for Teacher Education (Chicago: The Association, 1962).
- Rice, Harvey M. "Teacher Education for the Future," Teacher Education for the Future. The Twelfth Yearbook of the American Association of Colleges for Teacher Education (Chicago: The Association, 1959).
- Shadick, Robert G. "Individualization in the Instructional Program," Concern for the Individual in Student Teaching. Forty-second Yearbook of the Association for Student Teaching (Cedar Falls, Iowa: The Association, 1963).
- Stiles, Lindley J. "Revolution--In Instruction," The Second Charles W. Hunt Lecture. Unity in Diversity. Fourteenth Yearbook of the American Association of Colleges for Teacher Education (Chicago: The Association, 1961).
- Woodring, Paul. "The Challenge for Excellence," Strength Through Reappraisal. Sixteenth Yearbook of the American Association of Colleges for Teacher Education (Chicago: The Association, 1963).

Periodicals

- "A symposium on James Bryant Conant's, The Education of Teachers," The Journal of Teacher Education, XV (March, 1964), pp. 5-49.

- Chase, Francis S. "Teacher Education for the Next Decade," Schools and Society, XCII (March 21, 1964), p. 140.
- Christenson, John E. "Improving Educational Practices," National Education Association Journal, LIII (January, 1964), p. 18.
- Harry, Shizuko N. "Some Trends in Teacher Education," Education Research Bulletin, XXXVII (January-December, 1958), p. 159.
- Humphry, Betty J. "A Survey of Professional Education Offerings in NCATE-Accredited Institutions," The Journal of Teacher Education, XIV (December, 1963), p. 409.
- Ingraham, Mark H. "How Can the Responsibility for Preparation of Elementary and Secondary School Teachers be Widely Shared by the Entire College or University?" Current Issues in Higher Education. (Washington: Association for Higher Education, a Department of the National Education Association, 1958), p. 220.
- Koerner, James D. "Proposals for Radical Reform," Phi Delta Kappan, XLV (October, 1963), p. 10.
- Lien, Arnold J. "A College Evaluates Its Professional Education Program," The Journal of Educational Research, LVII (October, 1963), pp. 107-8.
- Mitzel, Harold E. and Rabinowitz, William. "Programming in Education and Teacher Preparation," Teachers College Record, LXIV (1962-63), p. 136.
- _____. "Some Observations on the Selection of Students for Teacher Education Programs," The Journal of Teacher Education, XII (June, 1961), p. 163.
- Shuck, Emerson. "Field or Laboratory Experience in Teacher Education," The Journal of Teacher Education, XII (September, 1961), p. 271.
- Snider, Glenn R. and Long, Delbert. "Are Teacher Education Programs Attracting Academically Able Students?" The Journal of Teacher Education, XII (December, 1961), pp. 407-411.
- Travelstead, Chester C. "NCATE Yesterday, Today and Tomorrow," Phi Delta Kappan, XLV (October, 1963), pp. 39-40.
- Unruh, Adolph. "What is Needed in Teacher Education?" Phi Delta Kappan, XXXVII (1955-1956), p. 261.

A Published Study

Roberts, Amelia S. A Follow-Up Study of Elementary Education Graduates, 1955-59. Orangeburg: South Carolina State College, 1962.

Unpublished Material

Hull, Marion. "An Evaluation of the Elementary Program of Teacher Education at Northwestern University by Students and Cooperating School Personnel." Unpublished doctoral dissertation, 1959.

McCracken, Janet May. "An Evaluative Approach to the Development of Self-Direction in the Education of Prospective Elementary Teachers." Unpublished doctoral dissertation, Ohio State University, 1954.

Pagenkopf, Victor. "An Analysis of Professional Laboratory Experiences Provided for Prospective Teachers in Selective Teacher Education Institutions." Unpublished doctoral dissertation, Utah State University, 1963.

Piper, Evelyn. "An Evaluation of the Undergraduate Elementary Teacher Education Program at the University of Oregon Based on the Opinions of Graduates." Unpublished doctoral dissertation, The University of Oregon, 1960.

Parker, Lafayette. "Evaluation of an Elementary Teacher Education Program." Unpublished doctoral dissertation, The University of Pittsburgh, 1957.

Standards and Guides for Accreditation of Teacher Education. Washington: National Council for Accreditation of Teacher Education, 1960.

Vance, Merle William. "Evaluation of Teacher Education Programs in the State of Oklahoma." Unpublished doctoral dissertation, University of Oklahoma, 1955.

Wimbush, T. W. and Roberts, A. S. Outline of Education 400-401-402. Orangeburg: South Carolina State College.

Other Sources

South Carolina State College. Personal interviews with the President, the Deans, the heads of Departments, and members of the staff. April-May, 1964.

APPENDIX A

STANDARDS NCATE

155
NATIONAL COUNCIL FOR ACCREDITATION
OF TEACHER EDUCATION
Mills Building
17th Street and Pennsylvania Avenue, N.W.
Washington 6, D.C.

1960

STANDARDS & GUIDE
FOR ACCREDITATION OF TEACHER EDUCATION

The statement which follows sets forth the **STANDARDS** of the Council for the accreditation of teacher education in colleges and universities, gives illustrations of possible ways of meeting standards, and presents in broad outline a **GUIDE** to an institution in developing a report to the Council prior to a visit by a team of out-of-state and in-state evaluators.

The NCATE is an autonomous organization whose sole purpose is to improve teacher education through accreditation. Only those qualified institutions that apply voluntarily and are found by examination to meet established standards for the preparation of teachers are accredited by the Council. An institution may be accredited at the undergraduate or graduate levels for any or all of the following categories: (1) elementary school teachers, (2) secondary school teachers, (3) school service personnel such as administrators, supervisors, and guidance counselors. If within any of these three general categories parts of the program do not meet the Standards of the Council, the institution may not be accredited for that particular category, or may be expected either to drop the deficient curriculum, or, within a reasonable time, to remedy the deficiency. An institution whose program of teacher education is generally strong and gives good promise of further development but is still deficient in certain respects may be granted provisional accreditation for a term not to exceed three years. In such cases, the institution is expected to furnish the Council with annual reports of progress in eliminating its deficiencies and will be granted full accreditation when standards are fully met.

Introductory Statement Relating to Standards

Institutions that meet the following criteria qualify for evaluation by the Council:

1. Institutions accredited by the appropriate regional accrediting association at the level for which they request Council accreditation and by the appropriate state department of education for the level and categories requested.
2. Nonprofit institutions of higher learning offering not less than four years of college work leading to a bachelor's degree.
3. Institutions offering four-year curricula (a) for the preparation of elementary school teachers, or (b) for the preparation of secondary school teachers; or (c) institutions offering only graduate or advanced professional programs for school personnel when such institutions provide graduate work in other fields necessary to support these programs.

As implied in the first criterion on Page 1, the Council aims to avoid unnecessary duplication of effort. As rapidly as possible, therefore, the Council will cooperate with the regional and professional accrediting bodies and state departments of education in the collection of information from institutions, in the evaluation of institutions, and in reports to institutions.

The Council regards accreditation by a regional accrediting association as adequate insurance of the general financial stability of the institution, the effectiveness of the administration, the adequacy of the general facilities, the quality of the student personnel program, the appropriateness of the overall program including general education and subject-matter majors, the general strength of the faculty, the faculty personnel policies of the institution, and the quality of instruction. The Council, therefore, evaluates the teacher education program within this setting, including the teacher education objectives, the organization for teacher education, the student personnel program for teacher education, the faculty for professional education, the patterns of academic and professional courses and experiences offered in the various teacher education curricula, the facilities for the teacher education curricula offered, and the program of professional laboratory experiences. These factors will be evaluated for the total program offered in the categories for which accreditation is sought regardless of their location in the institution.

The Standards, it will be noted, are stated in terms of principles that should govern the program. Specific, quantitative standards are kept to an absolute minimum in order to allow for reasonable flexibility. Following each of the seven Standards, implications for the program are presented. Standard II, relating to the organization and administration of teacher education, provides a good illustration. The Standard specifies the principles which govern the organization. The implications characterize a satisfactory organizational structure without prescribing a pattern.

In establishing these Standards, the Council recognizes that teacher education is and can be effectively carried on in different types of colleges and universities and in a variety of patterns. In applying the Standards, therefore, due consideration is given to differences in the nature of the institution, its internal organization, and its curriculum pattern. The essential requirement is that the institution have a program for the preparation of teachers supported by a well-qualified faculty and adequate facilities.

Introductory Statement Relating to the Guide

The purpose of the Guide is to help the faculty of an institution in the preparation of a report, ten (10) or more copies of which are to be ready by 60 days prior to the date set for the evaluation. Four (4) copies should be sent at once to the Council office and the remainder held for further instructions. The report should be brief enough that it can be bound in one volume, preferably not longer than 100 pages. It should include a fairly detailed table of contents or should have indexed tabs on the margin. In order to hold the report to a reasonable length, it should include summaries of available documents describing certain aspects of the program, with page references to the documents themselves, which should accompany the report.

The Guide for each Standard is designed to help the faculty show how the institution meets that Standard. If the items of information called for in the seven divisions of the Guide will not, in the judgment of the faculty and administrative officers, present a full and complete picture of the institution's program of teacher education, ignore those items and substitute others that will. The total report should consist of seven chapters, each providing information relating to one Standard.

One copy of this combination of Standards and Guide is sent in response to the initial inquiry from an institution about the accreditation of its teacher education program. Ten (10) additional copies will be furnished free upon request after the Preliminary Application has been made. This number should make it possible to involve a large number of persons in the collection and organization of materials for the report. As the faculty members gather and organize the materials, they will become sensitive to the strengths and weaknesses of the program. If the weaknesses revealed raise doubts as to whether the program meets these Standards, final plans for an evaluation should be withheld until the major weaknesses are corrected.

The following suggestions are offered for conducting the self-evaluation and developing the report:

1. Some kind of body for planning and coordinating the activities in the development of the report should be constituted. This body should perform such functions as:
 - a. propose an overall plan of faculty participation in gathering and assembling information for the report
 - b. decide which standards and the information relating to them require consideration by the entire faculty concerned with teacher education and which can be handled adequately by smaller groups
 - c. develop a set of suggestions to be used by groups in the development of their parts of the report
 - d. set up a time schedule for meetings and for the filing of reports by the different work groups
 - e. prepare the first draft of a report for submission to a designated editor at least three months prior to the date set for the evaluation.
2. Some one person should be made responsible for seeing that the report is accurate; that it provides the information necessary to understand what the institution does in relation to each Standard; that it contains a minimum of overlapping; and that it is properly indexed and bound.

Further information regarding standards and procedures may be obtained by writing to the Director, National Council for Accreditation of Teacher Education, Mills Building, 17th Street and Pennsylvania Avenue, N.W., Washington 6, D.C.

OBJECTIVES OF TEACHER EDUCATION

Standard

Every institution maintaining a program of teacher education should have a written statement of its objectives. The statement should indicate the school positions for which the program prepares persons and should describe the entire scope of the effort being made by the institution to improve the quality of education in the schools. It should indicate clearly the personal and intellectual qualities which the program is designed to develop. The statement should also set forth the major beliefs and assumptions as to the most effective means of developing these desired personal and intellectual qualities. The objectives for teacher education should be consistent with the overall objectives of the institution; should be formulated by the faculty concerned with the education of teachers; should be subject to continuous review; and should be officially approved.

The manner in which all other standards are implemented should be consistent with the philosophy expressed in the statement of objectives. Moreover, the institution should constantly seek evidence of the effectiveness of its program as measured against the stated objectives. When reflected in terms of the six Standards that follow, these objectives should imply that the graduates of any curriculum are qualified for the positions for which they have been prepared. Therefore, the statement of objectives will be subject to the same evaluation as any other standard.

Implications of Standard for Program

The statement which follows should not be regarded as a part of the Standard. Instead, it is meant to show how the Standard might be applied to this aspect of a teacher education program.

A statement of objectives will be regarded as a clear index to the program when it delineates the scope of the offerings and differentiates between the ends (objectives) and the means (beliefs and assumptions). The scope will indicate the school positions for which the institution prepares persons such as elementary teachers, secondary teachers in the various subject fields, and school service personnel (principals, guidance counselors, and superintendents) as well as the levels (bachelor's, master's, or doctor's) at which persons are prepared. The objectives will define the end products or the major factors that will be emphasized in the program (able and committed persons, a person able to work effectively with children, oral and written expression). The beliefs and assumptions will make clear how in the judgment of the faculty the objectives can best be reached (high standards and definite procedures for admission to teacher education; high scholarship standards; laboratory experiences as part of most courses in Education; a heavy requirement in composition and speech).

Guide

The information desired with reference to this Standard is that which is necessary to make clear how deeply involved the institution is in teacher education and why the program takes its

present form. The report should show how the objectives are reflected in the various aspects of the total program including student admission and selection, number and qualifications of faculty members, requirements in the various curricula, and the facilities.

1. Submit a statement outlining the scope and limitations of the teacher education offerings and services. This statement should explain whether both elementary and secondary school teachers are prepared; whether secondary teachers are prepared for such fields as agriculture, art, business education, English, exceptional children, history and social studies, home economics, industrial arts, languages, library, mathematics, music, physical education, science, speech and dramatics; whether graduate work or advanced professional programs are offered for the preparation of teachers, guidance counselors, or administrators; also, whether any special services such as conferences, workshops, and consultation are offered to teachers or groups of teachers in the area being served by the institution. The statement should explain why the program is as extensive as it is or why it is so limited.
2. If there is a statement of objectives for teacher education, please summarize it in the report and send the longer statement with the report.
3. State the major beliefs and assumptions on which the teacher education program is based. This statement should make clear how the faculty thinks the program relating to the various Standards should be organized and presented in order to realize the stated objectives. (The term "teacher education program," as used here and elsewhere in this document, is meant to cover all the institution is doing in the preparation of teachers including admission and selection, curriculum, faculty selection and assignment, requirements for graduation, and facilities.)
4. If the objectives, assumptions, and beliefs for any specialized curriculum differ markedly from those which underlie the rest of the program, explain the differences.
5. Explain who participated in the formulation of the present objectives and the process used. Also, give the date they were last reviewed.
6. Explain what the institution is doing by way of research and experimentation to improve education. This part of the report should include any research or experimentation being carried on by the faculty.
7. Explain any unusual aspect of the program which the faculty believes is making a special contribution to the state or to the nation. The special contribution could relate to any of the areas covered by the seven Standards.

II

ORGANIZATION AND ADMINISTRATION OF TEACHER EDUCATION

Standard

The organization of an institution in which teachers are prepared should be such as to facilitate the planning, the administration, and the continuous improvement of a consistently unified program of teacher education. Because colleges and universities differ in overall organizational structures, no pattern of organization for teacher education applicable to all types of institutions is prescribed. Instead, three criteria for evaluating this factor are set forth as follows:

The organization (1) should assure consistent policies and practices with reference to the different segments of the teacher education program regardless of the administrative units under which they operate, (2) should facilitate the continuous development and improvement of the teacher education program, and (3) should clearly fix responsibility for the administration of policies agreed upon.

Implications of Standard for Program

The statement which follows should not be regarded as a part of the Standard. Instead, it is meant to show how the Standard might be applied to this aspect of a teacher education program.

An organization will be regarded as acceptable for the development of policies when a single agency is made responsible for coordinating (1) the planning of teacher education curricula, (2) the development of policies that govern the admission of students to teacher education curricula, (3) the development of a system of registration and enrollment which makes it easy to identify all students preparing to teach and can be understood by students and faculty, and (4) the development of policies and standards for the satisfactory completion of all teacher education curricula. Such an agency will be the unit (college, school, division, department) of Education or an interdepartmental committee or council. If it is an interdepartmental committee, its membership will be representative of those divisions within the institution in proportion to their proper concerns for teacher education.

An organization that is effective in the continuous development and improvement of the total teacher education program will be typified by (1) a clear definition of objectives for the major aspects of the program, (2) a continuous evaluation of the effectiveness of curricula and procedures, and (3) a consistent policy of development and testing of new and promising procedures.

Responsibility for the total program will be regarded as clearly assigned when some one person is held responsible for the administration of the total program and when that person is in a position to speak authoritatively for the total program. This same person will normally be the one responsible for recommending students for teacher certification.

Patterns of organization that deviate from the characterization above will also be regarded as acceptable if they can be justified in terms of the principles set forth in the paragraphs on standards for evaluating this factor and in terms of the objectives of the institution.

Guide

The information desired with reference to the standard on Organization and Administration is that which will help the evaluators to understand just where responsibility lies for the development of policies which govern the entire program of teacher education, undergraduate and graduate, and the lines of administrative responsibility that are set up to see that these policies are carried out. If the outline below will not bring out a complete picture of where responsibility lies, then modify it and couch this part of the report in a different framework. In case some essential information is included in documents already available, simply summarize them in the report, with proper page reference to the original source, and send the original documents under separate cover. Keep in mind that the evaluators will be interested in the total program, undergraduate and graduate, regardless of the division of the institution, such as a department, school or college that offers parts of it. Institutions in which all policy matters are decided by the faculty as a whole should modify the outline below and explain the channels through which decisions relating to teacher education pass.

1. Submit a chart or otherwise show for the institution as a whole:
 - a. the complement of administrative officers in the institution and their relationships to one another
 - b. the administrative units of the institution (departments, divisions, schools, colleges) and the functions assigned to each
 - c. the policy forming bodies (graduate council, curriculum committee), their functions, and their relationships to one another.
2. Submit a chart or otherwise show how the institution is organized for the development of policies relating to the various aspects of teacher education for all persons preparing to teach at the undergraduate level. The information should show clearly whether the Education unit is responsible for formulating policies for all aspects of teacher education (admission standards, academic course requirements, professional education requirements, standards for graduation), whether an interdepartmental committee carries this responsibility, or whether different administrative units formulate policies relating to their own students.
3. For any existing interdepartmental committee or council for the formulation of policies relating to the undergraduate teacher education program, provide the following information: (a) number of members, (b) how chosen, (c) aspects of the program for which it formulates policies, (d) limitations, if any, of its responsibility, and (e) the committee(s) or administrative officer(s) that must approve recommended policies before they become effective.
4. Submit a chart or otherwise show how the institution is organized for the development of policies relating to all aspects of the graduate program for school personnel.
5. For both the undergraduate and graduate programs prepare charts or otherwise show the administrative officers or channels through which policies for teacher education are administered.
6. Describe any existing branch or extension center and explain its relationship to the undergraduate and graduate programs of teacher education.

III

STUDENT PERSONNEL PROGRAMS & SERVICES FOR TEACHER EDUCATION

The student personnel program and services with special reference to teacher education are evaluated in relation to the student personnel program of the institution as a whole. The Standard which relates to student personnel services for teacher education is, therefore, based on the assumption that the organization, the quality of staff, and such functions as housing, health and student government have been evaluated by the appropriate regional accrediting association. Only such personnel services as relate specifically to the preparation of teachers and professional school service personnel are covered in this Standard.

Standard

The major student personnel responsibilities of an institution with reference to prospective teachers relate to: (1) admission to and retention in teacher education curricula, (2) advising and registration, and (3) records and placement.

An institution should have a plan of selective admission to and retention in teacher education which offers reasonable assurance that only persons of professional promise are prepared and recommended for entry into the teaching profession. Criteria for such admission and retention should be in addition to the general policies and procedures for admitting students to the institution as a whole. Once the student is admitted to a teacher education curriculum, his registration should be such as to identify him as a person preparing to teach.

An institution should have a well-defined plan of counseling designed to give assurance that advice to students and prospective students is given by persons of competence; that is, by persons who know the nature and scope of the teaching profession, the problems of the schools and the resources of the institution available for preparing for the various school positions.

An institution should maintain a unified system of records for all persons preparing to teach in order that faculty members and placement officers who have use for such records may have available to them all appropriate academic and personnel data.

Implications of Standard for Program

The standards of admission will include some measures of the academic scholarship of the student in high school and early years of college, the ability of the student in areas especially needed in teaching, such as verbal expression and health, and the aptitude of the student for the areas or levels of teaching for which he is seeking admission. Certainly the standards for admission to and completion of teacher education curricula will be greater than the minimum required for students not following professional curricula.

Advising will be regarded as most effective when it is shared by academic and professional education faculty members with well-formulated curricula to be used by them as a basis for guidance.

If the registration of the student would not normally help to identify him as one preparing to teach, such identification will be established by joint registration in the department or division of education and the academic department or division where the student plans to take his degree. Under all circumstances, there will be some time at which all students preparing to teach can be identified as prospective teachers.

Sufficient data on the professional assignments, activities, and performance of graduates will be secured to enable an institution to evaluate itself.

Guide

The description of the student personnel plan for teacher education should be such as to make clear to the evaluators the policies and procedures relating to it and to judge its effectiveness in terms of the above standards. Use that part of the outline below which contributes to that end and supplement where conditions in the institution seem to require. Remember that this part of the report deals with the student personnel policies and practices for all persons preparing for school positions, undergraduate and graduate, regardless of the school, division, or department under whose auspices they will be taking degrees. If some of the information requested is available in detailed form, summarize it in the report, give specific page references, and attach to the report.

1. Report on any voluntary organizations on campus through which students obtain information about the teaching profession.
2. Describe the kind of information that is made available to persons, if any, who may be interested in advanced professional or graduate curricula.
3. Describe the admission policies and practices in teacher education, including:
 - a. Those that apply to all students entering the institution and the additional requirements, if any, for admission to teacher education. If requirements are not the same for admission to all teacher education curricula, report the differences with explanations. When quantitative measures, such as tests, rank in high school class, or college grade point averages are used, report cut-off points required. Also, report the number applying and accepted and the amount of screening after admission to teacher education.
 - b. Present a profile of the entering freshman class last year for the institution as a whole, showing: (1) rank in high school graduating class (quintile), (2) intelligence scores (percentile), and (3) scores on any achievement tests that have been administered (percentile).
 - c. Present a similar profile for those who by the beginning of the junior year have been admitted to teacher education. Add the following items: (1) grade-point averages, and (2) comparative scores on intelligence tests of those admitted to teacher education and those not in teacher education.
 - d. Present a profile for the last group completing teacher education curricula, showing: (1) rank in high school class (quintile), (2) intelligence test scores (percentile),

(3) scores on last achievement or general culture tests administered to the entire student body (percentile), and (4) scores on any national or state examinations relating to teaching that have been administered (percentile). All of these except the last item should show comparisons with graduates during the same year not preparing to teach.

- e. Those applying to the admission and retention of students for advanced professional or graduate curricula for teachers and educational specialists. Include here the policy and practice with reference to transfer credit. When quantitative measures are used, report cut-off scores required.
4. Describe the kinds of data that are collected on a prospective student for submission to a committee that will determine his admission.
 5. Are all students who prepare to teach admitted at some point to a teacher education curriculum? If so, at what different points may they be admitted? Include here elementary school teachers, secondary school teachers for all subject fields, teachers of exceptional children, guidance counselors, and school administrators. Also, describe the policy and practice with reference to the sequence in which courses may be taken by those who enter later than the usual year for admission.
 6. State the scholarship requirements for retention in and completion of teacher education curricula.
 7. Can all students who are preparing to teach be readily identified as such? If so, describe the plan which makes this identification possible.
 8. Describe the system of records, noting:
 - a. the major items of information included
 - b. where they are kept and to whom readily available.

NOTE: The evaluators will wish to see a sampling of the records of regular students, of probationary students, and of transfer students. Copies of all forms used should be assembled for the evaluators to see, when they arrive.

9. Report the proportion of those who completed the various teacher education curricula last year that were placed in school positions. Account for those not placed. For specialists, if any, such as counselors, supervisors, and administrators, indicate the kinds of positions in which they were placed.
10. State whether or not responsibility for recommending all teachers for certificates is placed on one person. If divided, explain.
11. Describe the plan followed in the evaluation of the effectiveness of the teacher education program.

IV FACULTY FOR PROFESSIONAL EDUCATION

The statement of the Standard, and the Guide for developing information on this Standard, is based on the assumption that the general conditions which make for a strong faculty, such as preparation, academic freedom, sabbatical leave, salary, and retirement have been found by the appropriate regional association to be satisfactory. The statement here applies, therefore, to the special conditions that relate to those faculty members who have some direct responsibility for the strictly professional aspects of the teacher education program.

Standard

The preparation and experience backgrounds of the professional education faculty as a whole should be in keeping with the professional responsibilities to be carried. Each faculty member will be expected to be competent in the field or fields of his assignment. The qualifications of the faculty for extension and summer session assignments should meet the same high standards.

An institution should provide a faculty for professional education adequate in number to handle the scope of the professional education offered and to perform the necessary planning and counseling functions. The total functions of professional education faculty members are best performed by persons giving all or a substantial portion of their time to professional education; therefore, the use of faculty members teaching only part time in professional education should be limited to those who can keep abreast of developments in their fields as related to elementary and secondary schools.

The teaching load of each faculty member should be determined by the kinds and amount of services he is expected to render. The total professional education load should be so distributed as to allow for reasonable specialization in the assignment of each faculty member.

Implications of Standard for Program

The basic work in professional education will be offered primarily by full-time faculty members who have specific preparation for the fields which they are asked to cover. It will not be assumed that any one full-time person can cover the basic courses necessary in a teacher education program even if that program is limited to the preparation of teachers for one level. As curricula are widened in scope or advanced curricula are introduced, the depth of preparation of professional education faculty members will be increased and their assignments will become more specialized. Some professional education faculty member will be responsible for coordinating the work of all faculty members who teach professional education courses whether these persons are carrying their major assignments in the department or school of education or in some academic division. The vitality of the professional education faculty will be evidenced by strong leadership within the institution, the state, and the nation; by continuous efforts toward the improvement of teaching; by contact with appropriate school situations; by productivity in writing; and by study and research in the periodic review and improvement of the teacher education program.

The teaching load of each faculty member will be determined by (1) the number of different preparations per week, (2) the number of students for which he is responsible, (3) the nonteaching responsibilities which he has, (4) the amount of personal attention which each assignment requires, and (5) the experience of the faculty member. The total load will be balanced among the faculty members. Extension teaching, consultant services, research, membership on active committees, counseling, and supervision of student teaching will not be added to what is regarded by the institution as a normal load. The teaching load, taking into account the factors mentioned above, will be in harmony with the load assigned in the institution generally.

Guide

The report relating to this Standard should be designed to help the evaluators understand the qualifications of the professional education faculty to provide the program that is offered and the policies that influence their work. If information other than that requested in the outline below will accomplish this purpose, substitute it for what is requested. The only specific requirement is that the information headed, Roster of Faculty for Professional Education, be completed. Where detailed statements bearing on points in the outline are available in separate form, include in the body of the report only the essential information from these detailed statements, make specific page reference to the full statement, and send the full statement under separate cover.

1. Provide information on the professional education faculty, covering: (Use tabular form, if possible)
 - a. proportion holding each rank
 - b. salary scale in operation for each rank as compared with regular academic departments
 - c. proportion of full-time faculty members holding doctor's degrees, master's degrees, and bachelor's degrees as compared with regular academic faculty
 - d. number on and heading institution-wide committees
 - e. teaching load, taking into account the factors listed in the Standard above
 - f. proportion of courses taught by faculty members (1) who devote full time to the institution but only part time to the teaching of professional education, and (2) those who are employed by the institution on a part-time basis to teach professional education.
2. Provide information required by the table headed, Roster of Faculty for Professional Education, entering as many members as possible on one page, yet giving full information. (Prepare for the evaluators when they arrive a supplementary data sheet for each faculty member, showing his assignments and activities and specific information bearing on his qualifications for handling his assignments.)
3. Supplementary to information in 2 above, develop a descriptive summarizing statement for the professional education faculty as a whole, covering:

- a. changes made in course content and methods during past five years
- b. important activities relating to the improvement of the teaching profession and education in general within the state during the last five years including research, consultant service, speaking and writing.
4. Report the three largest and the three smallest classes in professional education taught last semester. Explain.
5. Give the qualifications that faculty members must have who teach academic or professional education courses open to students doing graduate work.
6. Provide evidence of professional education faculty improvement within past five years, including:
 - a. replacements, giving highest earned degrees and amount of school and college teaching experience
 - b. number of professional education faculty members added to handle increased enrollment and expanded program (include information on their preparation and experience)
 - c. members who while employed by the institution have completed doctor's degrees within past five years
 - d. members who have been granted leaves for research and study during recent years, giving names and dates of leaves.
7. Describe typical faculty activities which indicate vitality, such as staff workshops at beginning of school year, committees on evaluation of total program, revision of curricular patterns, and participation in state, regional, and national organizations.
8. Give the proportion of the summer session faculty in professional education that came from outside the institution during the last two summers. Give (a) the regular position (not your college position) held by each, (b) his assignment in your college summer session, and (c) the highest degree held by each.
9. Name the persons outside the regular faculty who taught some extension courses in professional education last year. Give their regular professional positions and the highest degree held by each.
10. State the policy and practice with reference to the use of regular faculty members in the teaching of evening, Saturday, and extension courses and the amount, if any, paid for the extra teaching.

ROSTER OF FACULTY FOR PROFESSIONAL EDUCATION^a

Name	Rank or Title	Highest Degree Held a/	Assignments for Each Semester of the Past Two Years and Graduate Preparation for Each Assignment b/			Teaching Experience c/				Full or Part Time d/	Salary e/	Explanation
			Assignment	Cr. Hrs.	Graduate Prep. (hrs.)	School		Coll.				
						E	S	O	P			
												<p>* Include on this, and additional sheets, the information indicated for each faculty member who has responsibility for any part of the professional education program. Do not include those who give full time to the strictly academic departments. List in alphabetic order.</p> <p>a/ B.A. or B.S.; M.A. or M.S.; 60 Sem. Hrs. Graduate work; Doctoral</p> <p>b/ Give all assignments for each faculty member for the past two years including title and number of each course, whether regular or extension, the credit hours, and the preparation which the faculty member has had for the assignment. If the assignment consists of the supervision of thesis writing, supervision of student teaching, or advising of students, so state and indicate the number of students supervised in the <u>Cr. Hrs.</u> column.</p> <p>c/ Enter the correct number of years of teaching experience in each column as follows: E-elementary school; S-secondary school; O-other colleges or university; P-present location.</p> <p>d/ If full time for professional education, simply mark with X; if part time, indicate whether 3/4, 1/2, or 1/4 time is given to professional education. If the faculty member is employed full time by the institution but only part time in professional education, place an F after the fraction, as 1/2 F.</p> <p>e/ Salary for regular academic year, not including extension or summer session.</p> <p>NOTE: If additional copies are needed, this form may be duplicated.</p>

V
CURRICULA FOR TEACHER EDUCATION

All curricula, both undergraduate and graduate, offered by the institution for the education of teachers are covered by this Standard. As here used, a curriculum is a configuration of courses and experiences specifically designed to prepare persons for a particular school position. The organization of content and the quality within the individual subject-matter courses should be the concern of the appropriate regional accrediting association. The pattern of these courses within curricula for the preparation of teachers shall be the concern of the Council. These patterns may vary among institutions.

Standard

Each curriculum should be specifically planned in terms of the common needs of all teachers and the special needs of persons who will fill the position for which the teacher education curriculum is designed. The planning should be with reference to both the subject matter and the professional education needed to prepare for a specific school position.

The following should be the guidelines in the development of teacher education curricula at both the undergraduate and graduate levels:

1. An institution should plan a sequence or pattern for each teacher education curriculum consisting of the basic subject-matter and professional education courses which all persons must take in order to complete that curriculum.
2. All teacher education curricula should require a pattern of general education in such amount and of such nature as to assure that all teachers will be broadly educated and cultured persons.
3. The nature and amount of subject-matter concentration required in each teacher education curriculum should be such as to assure adequate background for the position to be filled. There may be differences between the patterns of such programs for elementary and secondary teachers and among the various teaching fields at the secondary level.
4. The nature and amount of professional education required for each curriculum should be such as to assure competence for the position to be filled.
5. The total pattern for each teacher education curriculum should provide general education, subject specialization, and professional education in such amounts as to assure reasonable competence in each area and provide balance in the total pattern.

Implications of Standard for Program

In order for an institution to have a planned program in the sense described in the standards above, the basic elements of the pattern will need to be prescribed and the sequence definitely

determined. A curriculum that merely provides the courses required for state certification is not regarded as a planned curriculum for teacher education. There will be a general education program and, if there are exceptions made for certain levels or fields, the institution will be in a position to justify them on the ground that they are adequate for the development of broadly educated and cultured individuals. The nature and amount of subject matter required in addition to general education will bear an obvious relationship to the grade level or subject field for which the student is preparing to teach. It will not be assumed that a regular departmental major designed for other purposes will necessarily meet the subject-matter needs of teachers. There will be a *definite sequence of courses in professional education for each curriculum*. The major elements will be the same for all prospective teachers and variations made for the different school positions. The courses in Education and in other fields will be so scheduled and planned that they can be taken in their proper sequence. Provisions will be made for laboratory time in the schedule and in program planning for those Education courses that require it. The institution will have a curriculum plan and pattern for each position; not two or more optional plans.

Each student will be expected at some point to commit himself to a curriculum and to follow it to completion. If a student enters a curriculum late, he will be expected to remove such deficiencies as exist in his preparation and his curriculum will then follow an orderly sequence. The same principles of a planned program will apply for experienced teachers, for former teachers preparing to return to service, and for college graduates with no specific professional preparation at the undergraduate level. Courses in Education and in other fields which require library or laboratory facilities that cannot be provided in off-campus situations will be offered on campus where such facilities are available. The amount of credit for off-campus study applicable to the completion of any curriculum will be sharply limited and will be granted only for such courses as are listed as acceptable for the curriculum concerned. Persons in full-time employment will be limited in the amount of on-campus and off-campus work which they may take during an academic year not counting the summer session.

Guide

The purpose of the report relating to this Standard should be to help the evaluators understand (1) what the institution requires by way of subject-matter and professional education courses of all students preparing to teach regardless of grade level or subject-matter field; (2) the extent and nature of differentiation from the common requirements that is made for each curriculum; and (3) the sequence of subject-matter and professional education courses offered in each curriculum.

1. Give an overall description of the offerings in teacher education, both undergraduate and graduate, covering:
 - a. the school positions for which specific curricula are offered (elementary, secondary, vocational, and school administrators) and the number of years required to complete each curriculum. If students may qualify for a teaching certificate with less than four years of preparation, indicate how this situation is handled.
 - b. any special programs offered, such as (1) refresher courses for former teachers returning to teaching, (2) curricula for college graduates who did not originally prepare for teaching, or (3) graduate programs for teachers in service.

2. Prepare a table showing the number of students enrolled in the entire institution during the current semester in each teacher education curriculum, undergraduate and graduate. Show full-time and part-time students. For part-time students, show whether enrolled by extension or in evening or Saturday courses. Also, show the number completing each curriculum during the last academic year including the summer session. (Report on those completing the secondary curriculum should be broken down to show the number completing each of the separate fields.)
3. Provide the following information relative to the common elements in all teacher education curricula. (This should include curricula for elementary school teachers, for secondary school teachers of regular academic subjects, for secondary school teachers of such special subjects as art and music, and for secondary school teachers of such vocational subjects as agriculture, business, industrial arts, and home economics. It should not include advanced professional or graduate curricula for any school positions.) On this item, cover:
 - a. the pattern of general education required in all teacher education curricula. If there is a pattern which most but not all take, describe it and indicate which curricula deviate from the program most commonly followed.
 - b. the sequence of professional education required in all teacher education curricula. What is wanted is what everyone takes regardless of what he plans to teach.
 - c. the minimum and the maximum of subject-matter concentration that is required. (This refers to a field or fields of subject matter, such as English, mathematics, music, science, social studies.)
4. For each curriculum leading to the bachelor's degree, describe in sufficient detail for one to understand, the amount and nature of general education, professional education, and subject-matter concentration required. It is suggested that descriptions be in paragraph form, omitting exact titles of courses and the credit hours for each course if such information can be found in published documents. Report the total credit hours required in general education, in subject concentration, and in professional education. Count as professional education such courses as public school music. Give specific page references to such documents and send with report.
5. Report fully on all advanced professional or graduate curricula offered for school personnel, covering:
 - a. the courses, if any, common to all curricula. (That is, for elementary teachers, secondary teachers, guidance counselors, and administrators.)
 - b. the number of students enrolled in each curriculum during (1) the last summer session, and (2) the last regular academic year. On the second item, show separately which were full-time students and which part-time.
 - c. the extent to which students enrolled in these curricula are permitted to take courses normally open to undergraduate students
 - d. the proportion of courses in each curriculum open to graduate students only

- e. the amount of professional education and academic credit required in each curriculum. If there are no specific requirements as to balance between these two aspects, describe what is considered a typical program which a student takes. (In the elementary curriculum such courses as public school music and children's literature should be counted as professional education regardless of how they are listed in the catalog.)
 - f. the extent to which a separate graduate or advanced professional curriculum is required for each school position. Is there, for example, one for elementary teachers, one for secondary teachers, and one for school administrators? If so, describe briefly the offerings and requirements for each.
6. Report on extension, off-campus courses offered for credit, either undergraduate or graduate, covering the following:
- a. amount that may apply to degree requirements (indicate what degree)
 - b. nature of courses offered off campus
 - c. policy and practice relating to course substitutions by students for courses outlined in various curricula
 - d. policy and practice with reference to the use of regular faculty or outside persons as teachers of off-campus courses
 - e. policy and practice of time requirements and credit allotments
 - f. policy with reference to the amount of credit a fully employed person may earn during an academic year not counting the summer session.
7. Report any new undergraduate or graduate curricula that have been added and fundamental changes that have been made in any or all teacher education curricula within the past ten years. Also, report any changes contemplated.

VI

PROFESSIONAL LABORATORY EXPERIENCES FOR SCHOOL PERSONNEL

Professional laboratory experiences including student teaching constitute an essential part of the professional education sequence for the preparation of teachers and other school personnel. These experiences include, for the purpose of these Standards, all well-ordered relationships which students have with schools and communities which contribute to the understandings they need in performing their educational functions. The importance of such experiences and the necessity for being specific with reference to standards concerning them justify giving this aspect of teacher education a special heading in the Standards. The standards set forth below are based on the assumption that learning to perform the functions of a teacher requires a combination of direct experience and systematic study.

Standard

Courses in the professional education sequence such as child growth and development, educational psychology, and methods should provide appropriate laboratory experiences for all students under the direction of the faculty member who teaches each course. Adequate facilities for this purpose, either on the campus or near enough to be used by students and faculty, should be provided. The arrangement for these facilities should be such as to assure their unhampered use for laboratory purposes. The number of teachers and pupils in the schools used for this purpose and for student teaching should be large enough to provide these experiences without jeopardizing the quality of educational experiences for children.

The professional laboratory experiences should culminate in a continuous period of student teaching so organized as to provide for a wide range of professional activities in which teachers should engage, and so administered as to assure that the activities contribute substantially to the learning of students. Facilities adequate to provide such experiences at a high level of effectiveness for the number of students involved should be provided. The working arrangement between the institution and the school(s) where student teaching is done should constitute a partnership which places appropriate responsibilities on school administrators, supervising teachers, and college supervisors for the supervision of student teachers.

The curriculum for each student should be so organized and the counseling so done as to make it possible for the student to participate fully in these laboratory experiences. The policies with reference to the amount and kind of laboratory experiences to be provided should be definite and should be characterized by consistency from field to field and level to level.

Adequate provisions for supervision by the college faculty should be made for all aspects of professional laboratory experiences including those prior to student teaching as well as student teaching itself.

Implications of Standard for Program

The patterns of laboratory experiences used by institutions to meet this Standard may vary greatly. In fact, the tolerable variations in practices relating to this Standard may be greater than for any other Standard. However, the pattern followed by an institution will be evaluated in accordance with the principles set forth above. It should be understood that one- and two-hour assignments for a semester do not meet these standards.

The following is descriptive of a kind of program that clearly meets this Standard:

A faculty member has been designated as the director of professional laboratory experiences. His duties are to make provision for facilities and otherwise take care of the administrative arrangements necessary for faculty members to provide professional laboratory experiences prior to student teaching, do the same with reference to student teaching, and provide the leadership necessary to develop an effective partnership between the institution and the cooperating school(s). Through his efforts, the campus laboratory school provides laboratory experiences prior to student teaching for 200 of the 300 students involved and two other school systems within ten miles of the institution.

provide for the others. He has negotiated satisfactory arrangements with seven school systems to provide for all student teaching. These arrangements clearly define the responsibilities of the institution and the schools and provide for periodic conferences at the institution involving administrators and cooperating teachers from all seven cooperating schools.

Courses in child growth and development, educational psychology, and methods are scheduled as laboratory courses with specific provisions for laboratory time for both students and faculty. The laboratory experience culminates in an extended period of full-time student teaching for every prospective teacher. This is done by each student in one of the seven cooperating schools under the direction of the principal and a supervising teacher. The student teacher works with the supervising teacher about half of each day and spends the other half selecting and organizing materials of instruction and learning the functions of a teacher outside the classroom. Most supervising teachers are responsible for one student teacher per semester; never more than two. There are enough college faculty members assigned to the supervision of student teaching so that each is responsible for a maximum of twenty student teachers. This number is regarded as a full load for a faculty member and with this group he receives some help from the supervising teacher, who holds at least a master's degree, and from the academic faculty.

Guide

The information on this Standard should be designed to help the evaluators understand what professional laboratory experiences are provided and the arrangements that are made to insure high quality. The evaluators will be interested not only in student teaching but in other laboratory experiences prior to student teaching as well. With specific reference to student teaching, they will wish to know whether there is a general plan for all student teaching or a different one for each teacher education curriculum.

1. Describe the working relationship between the institution and the laboratory school or schools, covering:
 - a. the number and location of all laboratory schools in which students observe, participate in limited experiences, and do regular student teaching
 - b. the extent of control the institution has over these schools such as ownership of the buildings, employment of the administrative and supervisory staff, the selection of the supervising teachers, and the salaries of the administrators and teachers. (State minimum qualifications for supervising teachers.)
 - c. the amount paid, if any, to each school or each supervising teacher for services, and special scholarships for supervising teachers
 - d. the arrangements for transporting college supervisors and student teachers to and from the laboratory schools and the arrangement for housing student teachers while away from the campus if full-time, off-campus student teaching is done
 - e. the provisions for holding conferences with principals and supervising teachers in laboratory schools or otherwise preparing them for their assignments.

2. Report on the assignment of student teachers during the past academic year, covering:
 - a. the total number of students who did student teaching each semester or quarter last year (Break down to show grade level and subject field.)
 - b. the number of laboratory schools used (count each building unit as a school), and the number of student teachers assigned to each
 - c. the largest number of student teachers assigned to a supervising teacher during one student teaching term.
3. Describe the time and credit arrangement for student teaching, indicating:
 - a. the number of weeks, the number of days per week, and the number of hours per day students in the various curricula devote to student teaching. If the time arrangements for various curricula differ, report the differences and explain. (When student teaching is on a part-time basis, indicate the other courses in which the student is also enrolled.)
 - b. the semester(s) or quarter(s) in which student teaching is done
 - c. the amount of credit given for student teaching. If it differs for the various curricula or for individuals, explain.
4. Describe the professional laboratory experiences which students have prior to student teaching, covering:
 - a. the courses in connection with which laboratory experiences are provided. Give one or two typical examples.
 - b. the time provided in student schedules for doing laboratory work
 - c. the names and locations of schools and agencies in which laboratory experiences other than student teaching are provided.
5. Report on the supervision of student teaching, covering:
 - a. the responsibility for the assignment of student teachers to schools and/or supervising teachers. If this responsibility is not centralized on one person, explain how it is distributed.
 - b. the number of college faculty members who have some responsibility for supervision of student teaching
 - c. the number of students supervised by each college supervisor and the other assignments, if any, carried by each.
6. Describe the activities in which student teachers engage, covering:
 - a. the proportion of time they spend in the classroom of the supervising teacher and in other classrooms

- b. the other kinds of activities in which they engage and the amount of time given to them.
7. If there is a campus laboratory school, report:
- a. the number of grades included
 - b. the number of pupils enrolled
 - c. the number of teachers who give full time to the laboratory school
 - d. the number of students who did student teaching there during the past academic year.

VII

FACILITIES AND INSTRUCTIONAL MATERIALS FOR TEACHER EDUCATION

The strength of a teacher education program is determined in part by its supporting facilities, equipment, and materials of instruction. Some of these facilities are necessary to provide any effective program in higher education; others are required only when teacher education programs are offered. This Standard deals, therefore, with only what an institution should have by way of facilities, equipment, and materials to support an adequate program of professional education.

Standard

Office space, attractive in nature and ample in amount, should be provided to serve the needs of the professional education faculty in planning the professional education program, in counseling the students, and in working effectively with schools and other agencies outside the institution. Classroom space equipped for teaching professional education should be provided within a reasonably concentrated area to meet the needs of the program offered. Adequate facilities for producing and duplicating written materials should be available and modern audio-visual equipment should be readily accessible.*

A materials laboratory or center should be maintained either as a part of the library or as a separate unit. In any case, it should be open to students as a laboratory of materials of instruction and should be directed by a faculty member well informed in the various instructional media and materials at different grade levels. This laboratory should include a wide array of books commonly used in elementary and secondary schools; various types of audio-visual aids such as maps, charts, pictures, film strips and recordings; various types of materials used in evaluating learning; and curricular patterns, courses of study, and teaching units that are available.

The basic books and periodicals in professional education should be included in all libraries of institutions where teachers are prepared. Such additional books and periodicals as are needed

*Facilities necessary for professional laboratory experiences are indicated in Standard VI.

to support the program offered should be provided. The number of titles of books and magazines should be determined by the scope of the program, and the number of copies largely by the number of students to be served. Adequate materials under the heading of audio-visual aids should be provided somewhere within the institution.

Guide

The report on this Standard should be designed to make clear to the evaluators the facilities, equipment, and materials of instruction available for use in professional education.

1. Describe the building facilities and equipment available for professional education, covering:
 - a. the housing and office equipment for the professional education faculty
 - b. the classrooms and their equipment for teaching professional education
 - c. the housing of the professional education library
 - d. the availability of rooms with special facilities for remedial work in reading and speech
 - e. the availability of space for research for small seminar groups and for special projects
2. Report any building facilities for professional education in process of construction or that have been authorized.
3. Report any special equipment available to the faculty or graduate students for research.
4. Report other available facilities thought to increase the effectiveness of the professional education program such as transportation, exhibit space, and one-way vision screens.
5. Report the amount spent last year for:
 - a. professional education library books and periodicals
 - b. special equipment for teaching professional education
 - c. research in professional education by the faculty.
6. Report on the instructional materials available for professional education, including:
 - a. a general description of the library materials available for (1) the basic professional education courses, (2) specialized materials for each curriculum, both undergraduate and graduate, and (3) the major periodicals
 - b. a report of the audio-visual materials such as films, slides, and recordings available for professional education

- c. a description of other instructional materials located in a curriculum laboratory such as sample textbooks for use in public schools, charts, tests, encyclopedias, and maps that are available for teaching professional education.

NOTE: The evaluators will be interested in seeing the orders placed for professional education books within the past year, and in discussing with appropriate persons the methods used in keeping library materials up to date.

APPENDIX B

EVALUATION OF STUDENTS ENTERING TEACHER EDUCATION

180
SCHOOL OF EDUCATION

SOUTH CAROLINA STATE COLLEGE

ORANGEBURG, SOUTH CAROLINA

EVALUATION OF STUDENTS ENTERING TEACHER EDUCATION

NAME OF STUDENT _____

CLASSIFICATION OF STUDENT _____

MAJOR AREA _____ MINOR AREA _____

GRADE POINT AVERAGES: CUMULATIVE _____ SEMESTER _____

NAME OF EVALUATOR _____

Rating Chart

	E4	G3	F2	P1
I. SCHOLASTIC ABILITY				
a. Ability to grasp and accept new ideas				
b. Ability to communicate - written and orally				
c. Enthusiasm for involvement in learning activities				
d. Read widely beyond class assigned readings				
e. Understands our cultural heritage				
II. APTITUDE FOR TEACHING PROFESSION				
a. Interest in Children				
b. Creative ability				
c. Special talents				
d. other				
III. PERSONALITY ADJUSTMENT				
a. Emotional stability				
b. attitude (general)				
c. Ability to get along with others				
IV. CONCEPT OF SELF				
a. As a student				
b. As a prospective teacher				
c. As a well adjusted individual				

		E4	G3	F2	P1
V.	HEALTH AND PHYSICAL ATTRIBUTES				
	a. Speech defects				
	Pronounced) Check one	-----	-----	-----	-----
	Not pronounced)	-----	-----	-----	-----
	b. Hearing defects	-----	-----	-----	-----
	c. Sight problems	-----	-----	-----	-----
	d. Others	-----	-----	-----	-----
VI.	CHANCES OF STUDENT BECOMING A SUCCESSFUL TEACHER				
VII.	GENERAL COMMENTS				

Do not write in this space

(Action of Committee)

ACCEPTED ()

REJECTED ()

COMMENTS:

Explanation of Evaluative Progression: (E4 - Excellent) (G3 - Good)
(F2 - Fair) (P1 - Poor)

APPENDIX C

COUNSELEE'S PROGRESS REPORT

7. COUNSELEE'S SCHEDULE

[illegible][illegible]

8. MEETINGS WITH COUNSELEE

Number of times you met with the counselee (circle) 1 2 3 4 or more

9. Purpose of Conferences	<u>1st Time</u>	<u>2nd Time</u>	<u>3rd Time</u>
a. Educational planning	_____	_____	_____
b. Schedule planning	_____	_____	_____
c. To discuss extra-curricular activities	_____	_____	_____
d. Poor scholarship	_____	_____	_____
e. Personal hygiene	_____	_____	_____
f. Personal problem	_____	_____	_____
g. Others _____	_____	_____	_____

REFERRALS

10. Did you make referrals on the student? Yes _____ No _____ Number _____

11. If the answer is yes, to what agencies?

- | | |
|-------------------------------|-----------------------------------|
| a. Communication center _____ | c. Dietitian _____ |
| (1) Reading _____ | d. Personnel Director _____ |
| (2) Speech _____ | e. Student Personnel Center _____ |
| b. Health Center _____ | (1) Test Bureau _____ |
| | (2) Counseling _____ |
| | f. Others (Name) _____ |

RESPONSE FROM REFERRALS

12. Nature of response (state briefly) _____

(write on back of page 1, if necessary)

*13. Enter below your estimate of this student by checking the following points as you would judge them to be from your observation:

	E		G		A		P	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd
	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.
Initiative								
Integrity								
Personality								

*E--Excellent

G--Good

A--Average

P--Poor

	E 1st Sem.	2nd Sem.	G 1st Sem.	2nd Sem.	A 1st Sem.	2nd Sem.	P 1st Sem.	2nd Sem.
Adjustment to College								
Study Habits								
Definiteness of Purpose								
Courtesy								
Growth during the year								
Personal Appearance								
Emotional Maturity								
Leadership								
Dependability								

14. Does the student possess any marked physical or mental handicaps?

Yes _____ No _____

15. If so, what are they? _____

16. What are the student's vocational plans? _____

17. What are the educational plans to support this vocational choice? _____

18. In what way do you feel that you have been of some service to this student? _____

19. Other Information: _____

20. Please check the extra-curricular activities in which the counselee participates:

- | | |
|--|--|
| <input type="checkbox"/> Advanced Course Club | <input type="checkbox"/> Alpha Kappa Alpha Sorority |
| <input type="checkbox"/> Alpha Kappa Mu Honor Society | <input type="checkbox"/> Alpha Phi Alpha Fraternity |
| <input type="checkbox"/> Arnett Club | <input type="checkbox"/> Band Club |
| <input type="checkbox"/> Baptist Student Union | <input type="checkbox"/> Beta Kappa Chi |
| <input type="checkbox"/> Block 'S' Club | <input type="checkbox"/> Bradham Hall Club |
| <input type="checkbox"/> 'Bulldog' | <input type="checkbox"/> Canterbury Club |
| <input type="checkbox"/> Cheerleaders | <input type="checkbox"/> City Women's Council |
| <input type="checkbox"/> 'Collegian' | <input type="checkbox"/> Countee Cullen Literary |
| <input type="checkbox"/> Criterion Club | <input type="checkbox"/> Delta Psi Omega Dramatic Fraternity |
| <input type="checkbox"/> Delta Sigma Theta Sorority | <input type="checkbox"/> Earle Hall Club |
| <input type="checkbox"/> East End Club | <input type="checkbox"/> Etta B. Rowe Debating Society |
| <input type="checkbox"/> Euclidean Club | <input type="checkbox"/> Floridian Club |
| <input type="checkbox"/> Freshman Class | <input type="checkbox"/> Future Business Leaders of America |
| <input type="checkbox"/> H.C.P. Club | <input type="checkbox"/> Henderson-Davis Players |
| <input type="checkbox"/> Home Economics Club | <input type="checkbox"/> Houston Engineers |
| <input type="checkbox"/> Iota Phi Lambda Sorority | <input type="checkbox"/> Junior Class |
| <input type="checkbox"/> Kappa Alpha Psi Fraternity | <input type="checkbox"/> Library Service |
| <input type="checkbox"/> Lowman Hall Club | <input type="checkbox"/> Manning Hall Club |
| <input type="checkbox"/> Kappa Mu Epsilon Club | <input type="checkbox"/> Men's Council |
| (Mathematics) | |
| <input type="checkbox"/> Miller Hall Club | <input type="checkbox"/> Miller Law Society |
| <input type="checkbox"/> New Farmers of America | <input type="checkbox"/> Newman Club |
| <input type="checkbox"/> Omega Psi Phi Fraternity | <input type="checkbox"/> Panhellenic Council |
| <input type="checkbox"/> Physical Education Club | <input type="checkbox"/> Richard Allen Club |
| <input type="checkbox"/> Scabbard & Blade | <input type="checkbox"/> Senior Class |
| <input type="checkbox"/> Social Studies Club | <input type="checkbox"/> Sophomore Class |
| <input type="checkbox"/> Student Christian Association | <input type="checkbox"/> Student Government Association |
| <input type="checkbox"/> Student N.E.A. | <input type="checkbox"/> Student Union Board |
| <input type="checkbox"/> Sunday School | <input type="checkbox"/> West End Club |
| <input type="checkbox"/> Westminster Foundation | <input type="checkbox"/> Women's Council |
| <input type="checkbox"/> Women's Sports | <input type="checkbox"/> Zeta Phi Beta Sorority |

21. Is the counselee an officer in one of the organizations to which he belongs? Yes _____ No _____

22. What office (s) does he hold? _____

23. With regard to academic achievement, my counselee seems:
- ☐ to be achieving above what his intellectual capacity would indicate.
 - ☐ to be achieving to the maximum of his ability.
 - ☐ to be achieving almost up to his ability.
 - ☐ to be inconsistent in his achievement.
 - ☐ not to be achieving to the maximum of his ability.

24. What do you consider this student's academic potential to be in comparison with the college population?

Excellent _____ Average _____ Poor _____ Not College Level _____

25. Do you know of factors that operate to limit the student's achievement?
- ☐ in wrong program
 - ☐ indecision about major
 - ☐ inadequate study habits
 - ☐ poor scholastic preparation
 - ☐ vocational
 - ☐ other (please list)

26. If he is doing failing work under what circumstances would you recommend continuance or dismissal? _____

27. With regard to personal-social problems, I would say the student had the following problems which interfered with academic progress:

☐ slight degree ☐ moderate degree ☐ great degree

Problem of:

- ☐ health (physical)
- ☐ finances
- ☐ moral and religion
- ☐ home and family
- ☐ courtship, sex, marriage
- ☐ personality adjustment (emotional health)
- ☐ meeting people and making friends
- ☐ inability to meet emergencies or "stress" conditions

☐ social and recreational activities

Please elaborate on any of the above in space provided below.

28. In helping the student solve these problems, what further resource would you suggest:

- ☐ general counseling by _____
- ☐ tutoring _____
- ☐ Director of Student Personnel
- ☐ vocational counseling _____

- | | |
|---|--|
| <input type="checkbox"/> psychological counseling | <input type="checkbox"/> remedial courses |
| <input type="checkbox"/> academic counseling | <input type="checkbox"/> others (please list) |

29. As for counselor-counselee relationships, I would say this counselee was:

- | | |
|---|--|
| <input type="checkbox"/> highly cooperative | <input type="checkbox"/> seemed to be appreciative of assistance |
| <input type="checkbox"/> moderately cooperative | <input type="checkbox"/> seemed to be indifferent to assistance |
| <input type="checkbox"/> uncooperative | <input type="checkbox"/> seemed to resent or reject assistance |

30. Any other information you care to submit _____

APPENDIX D

DIRECTED TEACHING REQUEST

South Carolina State College

School of Education

Orangeburg, South Carolina

Office of Directed Teaching

DIRECTED TEACHING REQUEST

Name of Student _____
(Last) (First) (Initial)

Orangeburg Address _____

Home Address _____

Telephone Number _____

Date of Request _____

Major Field _____

Minor Field _____

Classification at present _____

Passed English Proficiency Test _____ Date _____

Quality point average to date _____

Registered in School of Education _____ Date _____

School Preference _____

Semester you prefer to teach _____

Science courses needed _____

Materials and Methods courses needed _____

Registered in R.O.T.C. _____

Approval of Dean or Advisor _____

Approval of Coordinator of Department _____

Date _____

Attach Tentative Senior Schedule.

REMARKS:

APPENDIX E

RATING SHEET FOR DIRECTED TEACHING

192
SOUTH CAROLINA STATE COLLEGE
Orangeburg, South Carolina

School of Education

Office of Directed Teaching

RATING SHEET FOR DIRECTED TEACHING

Directions to Instructor: Please fill out a Rating Sheet for each of the directed teachers who were under your supervision during the past semester.

Directed Teacher _____ School _____

Subject and Grade Taught _____ Instructor _____

Date Rating Sheet is Filled Out _____

Place an "X" at the proper place on the Sheet

1. ATTRACTIVENESS: Capacity to engage the minds or attention of admirers by influence of personal charm or beauty.

A.	B.	C.	D.	F.
Delightful Appearance		Little attention	Repulsive, untidy,	
Well-groomed.		to appearance.	slovenly.	

2. ENTHUSIASM: Lively manifestation of zeal and earnestness.

A.	B.	C.	D.	F.
Animated, inspiring,		Moderately zealous, dead.	Inanimate.	
self-starter, eager.				

3. FORCEFULNESS: Power to affect strongly the activities of pupils.

A.	B.	C.	D.	F.
Shows firmness, purpose,		Sometimes forceful	Indecisive,	
decisiveness.			Fullness vacillating.	

4. HEALTH: State of being hale, sound, whole in body.

A.	B.	C.	D.	F.
Evidence vigorous.		Occasionally ill.	Sickly.	Complains.

5. CONSIDERATIONS: Careful of the rights and feelings of others.

A.	B.	C.	D.	F.
Personal interests in		Tries to understand	Indiscrete, rude,	
welfare of pupils,		but fails at times.	impolite, commands	
sympathetic, appreci-			rather than requests.	
ative.				

6. ACCURACY: Freedom from mistakes.

A.	B.	C.	D.	F.
Shows precision in		Sometimes makes	Obviously manifests	
thinking, very rarely		Mistakes.	loose, careless think-	
makes mistakes, well-			ing.	
grounded in subjects.				

7. REFINEMENT: Excellence, elegance, or fineness in manners, tastes, feelings, and the like.

A.	B.	C.	D.	F.
Highly cultured, polished, morality.		Moderately refined, generally observes conventions.		Impolite, ill-bred, lack of tentility, poor taste.

8. PROMPTNESS: Ready and quick to act as occasion demands.

A.	B.	C.	D.	F.
Meets all requirements on time.		Occasionally hesitates or is not punctual.		Seldom punctual, thinks and acts slowly

9. FLUENCY: Readiness of words at command or ability to speak with facility and smoothness.

A.	B.	C.	D.	F.
Good command of English readiness of utterance voluble.		Speaks in satisfactory manner.		Hesitates in speaking, lacks ready command of vocabulary.

10. INTEREST: Concern for work being done.

A.	B.	C.	D.	F.
Shows individuality, imaginative, goes ahead.		Fairly creative, can carry out the plans of others.		Reproduces subject matter of textbook, unable to adjust subject to level of pupil.

11. INTEREST: Concern for work being done.

A.	B.	C.	D.	F.
Absorbed in work, enjoys teaching.		Seems mildly concerned		Work seems irksome, bored.

12. TRUSTWORTHINESS: Assured reliance on integrity, veracity, justice, friendship, and the like.

A.	B.	C.	D.	F.
Thoroughly reliable in all situations.		Occasionally disappointing.		Can never confidently be trusted with class.

13. LEADERSHIP: Ability to guide or show the way in conduct, opinion, or understanding.

A.	B.	C.	D.	F.
Secures cooperation, shows ability in guiding activities of pupils.		Influence on pupils' activities is slight.		Shows no initiative, pupils are listless, unresponsive, antagonistic.

14. COOPERATING: The act of working jointly with another.

A.	B.	C.	D.	F.
Helpful, carries plans of teacher.		Passive, will do loyal as he is told to do.		Influence is negative, disloyal.

15. HONESTY: Freedom from guile or fraud.

A.	B.	C.	D.	F.
Does not bluff, fair in grading, admits mistakes		Generally honest.	Bluffer, partial, deceptive	

16. INDUSTRY: Steady application to school work.

A.	B.	C.	D.	F.
Prepares new materials, habitually diligent, ready a great deal.		Moderately industrious, needs to study more.	Makes poor preparations, lazy, negligent.	

17. OPENMINDEDNESS: Receptive of new ideas.

A.	B.	C.	D.	F.
Willing to accept suggestions, readiness to learn experiments.		Generally willing to learn.	Stubborn, unwilling to change opinion or methods.	

18. RESOURCEFULNESS: Capacity to meet a situation, rising to an occasion.

A.	B.	C.	D.	F.
Scholarly in handling subjects, meets all problems.		Generally handles situations.	Superficial and inadequate in school situations.	

19. TACT: Ability to deal with others without giving offense.

A.	B.	C.	D.	F.
Develops friendliness, does not give offense.		Ordinarily gets along with others.	Antagonizes nearly every one.	

20. SELF-CONTROL: Restraint exercised over one's self.

A.	B.	C.	D.	F.
Calm, dignified, poised, reserved.		Fairly calm, dignified.	Has emotional outbursts, disturbed when routine is upset.	

21. THRIFT: Economical management of classroom.

A.	B.	C.	D.	F.
Work well planned, minimum waste of materials, time, and pupil effort.		Routine work is fairly well handled.	Poor management.	

22. GROWTH (during a semester or quarter): Increase in power to instruct effectively, ability to handle classroom situations, perfection of teaching techniques.

A.	B.	C.	D.	F.
Development as a teacher is evident.		Improvement is satisfactory.	No improvement.	

Hours made in classroom teaching _____

Rating for semester: _____

1. Superior

2. Satisfactory

3. Fair

4. Below Par

Remarks:

APPENDIX F

LETTER

SOUTH CAROLINA STATE COLLEGE
ORANGEBURG, S. C.

SCHOOL OF EDUCATION

OFFICE OF DIRECTED TEACHING

May 5, 1964

National Council for Accreditation
of Teacher Education
Mills Building
17th Street and Pennsylvania Avenue, N. W.
Washington 6, D. C.

Dear Sirs:

This letter comes to solicit your permission to use the Standards set forth by the Council for the accreditation of teacher education in colleges and universities. The use of these Standards will make possible a study which I believe will make a significant contribution to teacher education.

With the approval of my Advisory Committee at the University of Oklahoma, I have decided to undertake as a problem for my dissertation, "An Analysis of the Teacher Education Program at South Carolina State College in Relation to the National Council for Accreditation of Teacher Education Standards." The study proposes to (1) identify the current status of the program, (2) make a comparison of the State College program with NCATE standards, and (3) recommend changes for improvement.

In this connection, allow me to thank you for your kind and cooperative assistance. May I ask that you reply as soon as possible as it is urgent that the necessary data be collected early for compilation.

Yours respectfully,

Amelia S. Roberts

(Mrs.) Amelia S. Roberts

*You have permission to use the
NCATE Standards in the manner
described above.*

W. Earl Brumley, Director