

AN ANALYSIS OF THE PROGRAM  
OF THE  
OKLAHOMA COMMISSION ON TEACHER EDUCATION AND CERTIFICATION

AN ANALYSIS OF THE PROGRAM OF THE OKLAHOMA  
COMMISSION ON TEACHER EDUCATION AND CERTIFICATION

*insert  
02P1  
5JPPG  
S. J. P.*

By

GUY A. CURRY, JR.

"

Bachelor of Arts

Northeastern State College

Tahlequah, Oklahoma

1932

Master of Arts

Oklahoma Agricultural and Mechanical College

Stillwater, Oklahoma

1939

Submitted to the Faculty of the Graduate School of  
the Oklahoma Agricultural and Mechanical College  
in Partial Fulfillment of the Requirements

for the Degree of

DOCTOR OF EDUCATION

1950




OKLAHOMA  
AGRICULTURAL & MECHANICAL COLLEGE  
LIBRARY  
SEP 30 1950

AN ANALYSIS OF THE PROGRAM OF THE OKLAHOMA  
COMMISSION ON TEACHER EDUCATION AND CERTIFICATION

GUY A. CURRY, JR.  
DOCTOR OF EDUCATION  
1950

THESIS AND ABSTRACT APPROVED:

  
Thesis Adviser

  
Faculty Representative

  
Dean of the Graduate School

259570

## PREFACE

Efforts to improve teacher education in Oklahoma through a state-wide program of voluntary cooperation have received considerable attention during the past three years. The writer, as the executive agent of the Oklahoma Commission on Teacher Education and Certification, has been a close observer of the program as it has developed.

This study is an attempt to analyze the program of the Commission in terms of major operational goals. The study considers conditions from 1941 to 1947 that led to the creation of the Commission, presents six major operational goals to be sought by such a state commission on teacher education, and analyzes examples of Commission activity in terms of the major operational goals.

This opportunity is taken to express appreciation to the many groups and individuals who contributed to the development of the study.

Sincere gratitude for their advice and counsel is extended to the members of the Advisory Committee--Professors M. R. Chauncey, N. Conger, Eli Foster, J. Andrew Holley, and Millard Scherich.

The writer is also indebted to Dean Wilson Little for encouragement and assistance.

G. A. C.

## CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
Need for the Study . . . . .	1
Purpose of the Study . . . . .	2
Limitations of the Study . . . . .	2
Procedure . . . . .	3
Organization of the Report . . . . .	4
II. THE EVOLUTION OF THE OKLAHOMA COMMISSION ON TEACHER EDUCATION AND CERTIFICATION . . . . .	5
Some State-Wide Problems . . . . .	5
Agencies Involved . . . . .	6
The Commission Emerges . . . . .	15
Concluding Statement . . . . .	20
III. MAJOR OPERATIONAL GOALS TO BE SOUGHT THROUGH COMMISSION ACTIVITY . . . . .	21
Cooperation and Collaboration . . . . .	23
Coordination . . . . .	26
Continuity . . . . .	29
Concentration . . . . .	31
Stimulation and Inspiration . . . . .	33
Identification and Selection . . . . .	34
Concluding Statement . . . . .	35

IV. AN ANALYSIS OF EXAMPLES OF COMMISSION ACTIVITY . . . . . 37

    Cooperation and Collaboration . . . . . 37

        Voluntary cooperation . . . Cooperative sponsorship . . .

        Cooperative financing . . . Collaboration of teacher-  
education institutions and the State Department of  
Education . . . Cooperative planning . . . . .

    Coordination . . . . . 41

        Coordinating effort toward further professionalization  
of public school administration . . . . .

    Continuity . . . . . 45

        Permanency of organization . . . Further recognition of  
need for continuity . . . The need for continuity  
recognized by the State Board of Education . . . . .

    Concentration . . . . . 48

        Upgrading certification requirements in Oklahoma  
. . . efforts continue . . . . .

    Stimulation and Inspiration . . . . . 52

        Stimulating lay interest . . . Stimulating professional  
interests . . . The Oklahoma Council on Teacher  
Education . . . . .

    Identification and Selection . . . . . 55

        Planning Committee . . . Problems identified in early  
meetings . . . Central Committee on Certification . . . . .

    Concluding Statement . . . . . 57

V. SUMMARY AND RECOMMENDATIONS . . . . . 59

    Summary of Findings and Conclusions . . . . . 59

Recommendations . . . . .	
BIBLIOGRAPHY . . . . .	63
APPENDIX A. Constitution of the Oklahoma Commission on Teacher Education and Certification . . . . .	67
APPENDIX B. Statement of Financial Contributions to the Program of the Commission November 1, 1947 to January 31, 1950 . . .	71
APPENDIX C. Objectives and Plans of the Oklahoma Commission on Teacher Education and Certification . . . . .	72
APPENDIX D. Lists of Commission Members, Council Members, and Members of Working Committees . . . . .	75

## CHAPTER I

### INTRODUCTION

Much emphasis is being placed on cooperative planning and action to improve teacher education. National and regional agencies are sponsoring cooperative studies. Also, state councils or state commissions on teacher education are functioning in a number of states.

Haskew defines such a state organization as - -

. . . an organized planning and action body, chosen to represent all the teacher education interests in a state. It enlists the active participation of the state department of education, the state education association, other professional organizations, the colleges and universities educating teachers, and the public school systems. It meets regularly. It fosters action programs and conducts studies. It has the allegiance of most of the agencies concerned with any phase of pre-service or in-service teacher education in the state. It works primarily through existing agencies.<sup>1</sup>

In an effort to provide for such planning and action, the Oklahoma Commission on Teacher Education and Certification was organized in February, 1947.

#### Need for the Study

For many years, problems of state-wide significance in teacher education have been attacked by single agencies or by groups representing a few of the teacher-education interests in Oklahoma. Now, the Oklahoma Commission on Teacher Education and Certification is seeking to pool the efforts and

---

<sup>1</sup> L. D. Haskew, "State-Wide Cooperation in Teacher Education: Report on State Council Developments," The American Association of Colleges for Teacher Education, Second Yearbook, (Oneonta, New York: the Association, 1949), 151.

resources of many agencies and institutions in a state-wide effort to improve teacher education.

The Commission has no legal status. Its purpose is not to supplant any teacher-education agency in any respect nor to impinge upon the rights and autonomy of any teacher-education agency or institution. The success of the Commission's program depends upon the development of a common attack on problems that are common to all participating agencies and interests. The procedures employed in the development of such a program should receive more than desultory attention.

The Commission has been operating for approximately three years. Hence, it was decided that a deliberate and conscious effort should be made to investigate (1) the conditions that led to the creation of the Commission, and (2) the processes involved in the state-wide effort to improve teacher education in Oklahoma.

#### Purpose of the Study

The purpose of this study, then, is to analyze the current state-wide effort to improve teacher education in Oklahoma. Stated more specifically, the purpose is threefold:

1. To show how the current state-wide enterprise to improve teacher education in Oklahoma evolved.
2. To identify the major operational goals to be sought by the Oklahoma Commission on Teacher Education and Certification.
3. To analyze examples of Commission activity in terms of the major operational goals.

#### Limitations of the Study

It is impossible in one study to make an exhaustive examination and

investigation of the entire program of the Oklahoma Commission on Teacher Education and Certification. Much of the current state-wide effort to improve teacher education in Oklahoma has been sponsored directly by the Commission. On the other hand, much of the effort has only been inspired by the Commission. Therefore, for the purpose of this study, it was necessary to identify examples of Commission activity for descriptive and interpretative analysis. These examples were selected and are offered as a faithful presentation of a cross section of Commission activity.

The analysis of Commission activity in this study is also limited to activities requiring planning and action at the state level.

The study of the origin of the current state-wide enterprise to improve teacher education in Oklahoma is limited to the period beginning in 1941 and ending with the creation of the Commission in 1947.

#### Procedure

The data used in this study were secured from the following sources:

1. The literature dealing with state-wide, cooperative effort in teacher education.
2. The minutes of the State Board of Education, reports of the State Regents for Higher Education, and the compiled statutes of the State of Oklahoma.
3. The records and reports of the Oklahoma Commission on Teacher Education and Certification.
4. Personal interviews with (a) the Secretary of the State Board of Education, (b) the Chancellor of the State Regents for Higher Education, (c) the State Superintendent of Public Instruction, and (d) the Director of Certification in the State Department of Education.



5. Letters and memoranda concerning (a) the plans for the state-wide effort to improve teacher education in Oklahoma, and (b) the program of the Commission.
6. Publications and records of the following voluntary organizations:
  - (a) the Oklahoma Education Association, (b) the Oklahoma State School Boards Association, and (c) the Oklahoma Congress of Parents and Teachers.

An investigation of the data was utilized in preparing a statement concerning the historical background for and the logical development of the current all-state effort to improve teacher education in Oklahoma.

Six major operational goals to be sought by the Oklahoma Commission on Teacher Education and Certification were adapted from the literature. An investigation of the literature was more fully utilized in preparing a digest of pertinent statements relating to state-wide, cooperative effort in teacher education.

An investigation of the records and reports of the Commission was utilized in presenting examples of Commission activity for analysis in terms of the major operational goals.

#### Organization of the Report

Chapter II discusses the situation out of which the Oklahoma Commission on Teacher Education and Certification evolved. Chapter III presents certain major operational goals that should be sought by the Commission. Chapter IV offers a descriptive and interpretative analysis of examples of Commission activities in terms of the goals. Chapter V is devoted to a summary of the report and a statement of recommendations.

## CHAPTER II

### THE EVOLUTION OF THE OKLAHOMA COMMISSION ON TEACHER EDUCATION AND CERTIFICATION

Standards for the teaching profession in Oklahoma were almost abandoned during and immediately following World War II. It is clear that this and other facts concerning the education and certification of teachers were disturbing to many educational leaders in the state. These persons represented various agencies and interests that had attempted singly or jointly to cope with many of the problems. Various bodies were created to attack specific problems. However, no single agency had the authority or assumed the responsibility for rallying the host of teacher-education interests and agencies in an all-state attack on recognized problems. The idea of a state-wide, cooperative effort was finally advanced. In 1947, the Oklahoma Commission on Teacher Education and Certification was created in an effort to provide an organization for voluntary cooperation in attacking teacher-education problems.

The purpose of this chapter is to describe the situation out of which the Oklahoma Commission on Teacher Education and Certification evolved. Also, this procedure will present a background for the introduction in Chapter III of major operational goals for such a body.

#### Some State-Wide Problems

Recent conferences and group discussions in Oklahoma have uncovered a

large number of problems relating to teacher education--problems that are common to a large number of agencies, institutions, and organizations interested in the preparation of teachers. A few of these problems<sup>1</sup> are:

1. The upgrading of the quantity and quality of preparation of a large number of Oklahoma teachers holding substandard certificates.
2. The further professionalization of public school administration.
3. The adjustment of conditions resulting in (1) an oversupply of high school teachers and (2) a shortage of teachers prepared for the elementary schools.
4. The provision of more and better in-service education programs for many employed teachers.
5. The discontinuance of the issuance of permanent teaching certificates.
- ✓6. The improvement of means of selecting students for teacher preparation.

#### Agencies Involved

Each of the above problems is complex. Most teacher-education problems are. It follows then that many agencies in the state are interested, directly or relatedly, in finding the solution. Some of these institutions and agencies are:

1. Seventeen colleges and universities.
2. The Oklahoma State Regents for Higher Education.
3. The State Board of Education.
4. Practically all of the divisions of the State Department of Education.

---

<sup>1</sup> Adapted from lists of problems identified by conference groups and committees sponsored by the Oklahoma Commission on Teacher Education and Certification, Oklahoma City, Oklahoma.

" . . . full and exclusive authority in all matters pertaining to standards and qualifications and the certification of persons for instructional, supervisory and administrative positions and services in the public schools of the state. . . ."15 It has authority to regulate the accrediting of all public nursery, kindergarten, elementary, and secondary schools in the state, based, among other criteria, upon the qualifications of the teacher or teachers.16

Such supervisory and regulatory powers seem to impinge upon the powers of other agencies and boards. However, the State Board of Education has much responsibility for the welfare of public schools and, consequently, has corresponding authority in regulating the quantity and quality of the education of Oklahoma's teachers.

Even in view of its broad responsibility over public education, the State Board of Education is without authority to exercise control over all of the aspects of teacher education in Oklahoma. For example, adequate state appropriations for teacher education, selection of students who enter teacher-preparation curricula, and greater utilization of resources of the colleges and universities in in-service education programs, are problems over which the State Board of Education has no control. Yet, such problems are vital to the improvement of teacher education.

The State Board for Vocational Education. The State Board of Education has been designated as the State Board for Vocational Education

which shall have the power and whose duty it shall be to exercise jurisdiction and supervision over vocational education and vocational rehabilitation in accordance with the laws of the State of Oklahoma and the Acts of the Congress of the United States pertaining to vocational education and vocational rehabilitation.17

---

15 School Laws of Oklahoma, 1949, Article II, Section 25, Paragraph 9, p. 10.

16 School Laws of Oklahoma, 1949, Article II, Section 25, Paragraph 10, p. 10.

17 School Laws of Oklahoma, 1949, Article XIV, Section 190, p. 54.

One of the functions of the State Board for Vocational Education is that of cooperating with the federal government in the preparation of teachers of vocational subjects.<sup>18</sup> This function involves responsibility and legal authority for the development and implementation of plans relating to the selection, preparation, and in-service education of teachers and supervisors for vocational education in the public schools. These plans are subject to the approval of the Federal Board for Vocational Education.<sup>19</sup>

Although this state agency exercises much control over many aspects of teacher education in the field of vocational education, it has not been able to solve a number of the problems that are common to all teacher education agencies in the state, e. g., (1) inadequate funds<sup>20</sup> and (2) an inadequate supply of qualified teachers.<sup>21</sup> Also, the State Board for Vocational Education does not have the authority or the responsibility for directing or coordinating an all-state attack on complex teacher education problems.

The State Department of Education. Practically all of the divisions of the State Department of Education are concerned directly or relatedly with the problems of teacher education. In addition to the Teacher Education and Certification Division, the divisions of elementary education, secondary education, adult education, health and physical education, special education, negro education, and all of the sections of the Vocational Education Division

---

<sup>18</sup> Ibid., 55.

<sup>19</sup> State Board for Vocational Education, Oklahoma State Plans for Vocational Education, 1947-1952, (Oklahoma City: the Board), 161.

<sup>20</sup> Oklahoma State Board of Education, Twenty-Second Biennial Report of the State Department of Education of Oklahoma, (Oklahoma City: the Board), 1948, 33.

<sup>21</sup> Ibid., 42.

are interested in the pre-service and in-service education of teachers. However, the Department is charged only with the responsibility of carrying out and interpreting the policies, rules and regulations of the State Board of Education. The Board has ". . . authority to require the coordination of all divisions of the State Department of Education through . . . the State Superintendent of Public Instruction."<sup>22</sup> Of course, the authority of the State Department of Education to control or direct a state program in teacher education cannot extend beyond the power or authority of its own policy making body--the State Board of Education.

The Oklahoma Education Association. The recognized state-wide organization for all levels of the teaching profession is the Oklahoma Education Association. The general purpose of the Association is ". . . to promote the welfare of teachers and the educational interests of all the people of the State of Oklahoma."<sup>23</sup> Specific plans, objectives, and activities of the Association have, from time to time, given consideration to teacher education. However, association activities are cooperative in nature and membership is voluntary. Efforts upon the part of the Association, its various departments and affiliated local units, to improve teacher education have the weight of recommendation only. While the organized profession has much responsibility for the improvement of teacher education, the complex problems require the efforts of many other agencies for solution. As evidence of its concern for improving teacher education the Oklahoma Education Association joined with the State Department of Education in sponsoring the organization of the

---

<sup>22</sup> School Laws of Oklahoma, 1949, Article II, Section 25, Paragraphs 1 and 4, p. 9.

<sup>23</sup> Oklahoma Education Association, "The Constitution of the Oklahoma Education Association," Article III. (Oklahoma City: the Association, 1949).

Commission.

The Oklahoma Congress of Parents and Teachers. Perhaps no organization in the state has a broader interest in the cause of public education than does the Oklahoma Congress of Parents and Teachers. Local Parent-Teacher Associations are becoming increasingly interested in securing and holding competent public school teachers. The statement of legislative policy of the Oklahoma Congress of Parents and Teachers for the three-year period, 1949-1952, recommends that ". . . the standards of teaching and school administration be raised . . ."24

The Congress accepts no responsibility for the coordination of a state program for the improvement of teacher education. It is, however, one of the many agencies that should be represented in a voluntary, cooperative effort.

The Oklahoma State School Boards Association. The state-wide organization for local school boards is the Oklahoma State School Boards Association. The purposes of this organization are ". . . to gather and circulate information, to study school problems, to promote cooperation and fellowship among school board members of the State, to develop lay educational leaders, and to faithfully serve all phases of public education in Oklahoma."25 In a bulletin to local school board members of the state, the Association asserted that--

---

<sup>24</sup> Oklahoma Congress of Parents and Teachers, "Legislative Policy, 1949-1952." Adopted by the Annual Convention of the Oklahoma Congress of Parents and Teachers, Oklahoma City, Oklahoma, April 20-22, 1949.

<sup>25</sup> Oklahoma State School Boards Association, "What it is and What it Does," 3. (Edmond, Oklahoma: Central State College Press), a bulletin prepared and distributed by the Association, Offices of the Secretary, Norman, Oklahoma.

The efficiency of the individual school or school system, the standards of teachers, and quality of the product, largely depend on the local board of education.<sup>26</sup>

Each local school board represents (1) the people of the local school district, (2) the state legislature, and (3) the State Board of Education in providing public education in the local school district. While the Association recognizes great opportunities for service, it is not in a position to coordinate a state-wide attack on the complex problems of teacher education. However, the state organization and local school boards are in a position to participate with other teacher-education agencies and interests in a voluntary, cooperative effort toward improvement in teacher education.

#### The Commission Emerges

Since no single agency here described could adequately cope with many teacher-education problems in Oklahoma, the idea of a voluntary, cooperative enterprise began to evolve. As a result, the Oklahoma Commission on Teacher Education and Certification was established in February, 1947.<sup>27</sup>

Some Antecedents of the Commission. Certain forerunners of the Commission should be mentioned in order that the reader may have an appreciation for the numerous efforts made in Oklahoma to cope with complex teacher-education problems. These efforts indicate a widespread acknowledgement of the need for something to be done. However, no previously established body was constituted in such a way as to make possible the realization of the purposes

---

<sup>26</sup> Ibid., 2.

<sup>27</sup> Oklahoma Commission on Teacher Education and Certification, Proceedings of State Meeting on Teacher Certification, February 12, 1947, a report including the minutes of the meeting and a resume of actions taken by the committee designated to choose the members to serve on the Oklahoma Commission on Teacher Education and Certification. (Oklahoma City: the Commission, 1947).



the Commission discharges.

The Presidents Council, composed of the presidents of the six state colleges, has considered problems relating to teacher education and certification. On many occasions, the Council has made recommendations to the State Board of Education for the revision of certification regulations.<sup>28</sup>

On December 6, 1941, the State Board of Education approved the appointment of a six-member committee with representation from the classroom teachers, the state-owned and private teacher-education institutions, the parent-teacher associations, and the county and city superintendents of schools. This committee was to serve as an advisory committee to the State Board of Education on matters relating to ". . . the revision of certification requirements for teachers . . . ." <sup>29</sup>

Later the State Board of Education authorized its president ". . . to appoint a committee to make a study of the needs for teachers in the future . . . to determine whether an adequate supply of teachers would be available for the coming year." <sup>30</sup>

The State Superintendent of Public Instruction called a meeting ". . . of thirty-three persons consisting of college presidents, county superintendents, and city superintendents . . . ." <sup>31</sup> This meeting was held at the State Capitol Building on April 7, 1943 for the purpose of discussing the shortage

---

<sup>28</sup> Statement by W. T. Doyel, Secretary, State Board of Education, personal interview.

<sup>29</sup> Minutes of the State Board of Education, Vol. 1940-1943 (December 6, 1941), (Oklahoma City: the Board).

<sup>30</sup> Ibid., (November 13, 1942).

<sup>31</sup> Ibid.

of teachers due to the war emergency. On the following day, the State Board of Education adopted the recommendation of the group for the revision of one-year and temporary elementary certificates.<sup>32</sup>

In 1946 the Oklahoma Education Association appointed a committee to consider the problem of the further issuance of war emergency or sub-standard certificates. This committee, composed of six members, met with the State Board of Education on June 6, 1946. As a result, the State Board of Education appointed a subcommittee to meet with the Oklahoma Education Association committee ". . . to make a study of the supply and demand of teachers and the need for any revision in certificate regulations . . . ." <sup>33</sup>

Two committees, composed of staff members from the College of Education of the University of Oklahoma and the School of Education of the Oklahoma Agricultural and Mechanical College, were created after a joint conference of the two staffs on November 19, 1946. One committee was to formulate recommendations concerning certification regulations; the other was to consider problems relating to graduate work.<sup>34</sup>

The creation of the Commission and the Council. Finally, in November of 1946, a group of five Oklahomans attended the National Clinic on Teacher Education held in Georgia and sponsored by the Council on Cooperation in Teacher Education. This Clinic was devoted to a study of the Georgia Teacher Education Council.<sup>35</sup> Shortly after the National Clinic, representatives of

---

<sup>32</sup> Ibid.

<sup>33</sup> Ibid., (June 6, 1946).

<sup>34</sup> Letter from N. Conger, Dean Emeritus, School of Education, Oklahoma Agricultural and Mechanical College, January 28, 1950.

<sup>35</sup> Statement by M. A. Nash, Chancellor, State Regents for Higher Education, personal interview.

the Oklahoma Education Association committee, the State Board of Education committee, and the joint committees of the University of Oklahoma and the Oklahoma Agricultural and Mechanical College met ". . . to consider plans regarding teacher education for the next year or so."<sup>36</sup>

From this meeting came the request that the Oklahoma Education Association ". . . call representatives of the profession [together] to explore what would be necessary to set up a teacher education council or commission to work on long-run teacher-education problems in the state."<sup>37</sup> This meeting was jointly sponsored by the State Department of Education and the Oklahoma Education Association. Representatives ". . . from the colleges and universities of Oklahoma, the State P. T. A., the State School Boards Association and other interested groups" attended this meeting in Oklahoma City on February 12, 1947.<sup>38</sup> The services of an out-of-state consultant were provided jointly by the Council on Cooperation in Teacher Education and the Oklahoma Education Association.<sup>39</sup> The major purposes of this meeting were:

To solve the immediate problems of certification and of training and recruiting young people for replacements.

To perfect an organization out of which can come an intensive study of these problems with specific recommendations made to the

---

<sup>36</sup> Letter from T. D. Rice, Coordinator of Instruction, Oklahoma City Public Schools, to L. D. Haske, Emory University, Atlanta, Georgia, January 15, 1947.

<sup>37</sup> Ibid.

<sup>38</sup> Letter from Ferman Phillips, Manager, Oklahoma Education Association, to presidents of teacher-preparing colleges and universities in Oklahoma, January 23, 1947.

<sup>39</sup> Letter from C. M. Howell, Secretary, Oklahoma Education Association, to Karl Bigelow, Executive Secretary, Council on Cooperation in Teacher Education, New York, New York, February 6, 1947.

State Department of Education both of our immediate and long-range problems.<sup>40</sup>

By formal action of the group at the February 12, 1947 meeting, the State Department of Education and the Oklahoma Education Association were requested to accept--

. . . cooperative responsibility for the creation of a commission or coordinating body on teacher education for the purpose of:

- (1) Offering counsel and advice to the State Department of Education on policies and practices for immediate action.
- (2) Studying, planning, and recommending programs for teacher education on a continuous basis.<sup>41</sup>

In accordance with instructions given a five-member committee at the February 12, 1947 meeting, the committee met with the State Superintendent of Public Instruction and the Executive Secretary of the Oklahoma Education Association. Seventeen members were chosen to serve on the Oklahoma Commission on Teacher Education and Certification. The Commission held its first meeting on February 26, 1947 and elected a president, a vice-president, and a secretary.<sup>42</sup>

The Commission met again on March 17, 1947 and authorized the creation of the Oklahoma Teacher Education Council to consist of sixty-five members.<sup>43</sup> The Council held its organization meeting on May 3, 1947.<sup>44</sup> A statement of

---

<sup>40</sup> Oklahoma Commission on Teacher Education and Certification, Proceedings of State Meeting on Teacher Certification, February 12, 1947, (Oklahoma City: the Commission, 1947).

<sup>41</sup> Ibid.

<sup>42</sup> Minutes of the Oklahoma Commission on Teacher Education and Certification, February 26, 1947, (Oklahoma City: the Commission).

<sup>43</sup> Ibid., March 17, 1947.

<sup>44</sup> Minutes of the Oklahoma Council on Teacher Education, May 3, 1947, (Oklahoma City: Oklahoma Commission on Teacher Education and Certification).

the working relationships of the Commission and the Council was developed in a joint meeting of the Steering Committee of the Council and the Executive Committee of the Commission<sup>45</sup> and was officially approved by both groups.<sup>46</sup>

Neither the Commission nor the Council became immediately concerned about a constitution and by-laws. A constitution for the Commission finally evolved and was adopted on March 14, 1949.<sup>47</sup> The Council has appointed a Constitution Committee to report at its 1950 annual meeting.<sup>48</sup>

### Concluding Statement

Teacher education problems in Oklahoma are numerous and complex. Many agencies and groups are concerned but no single agency assumed responsibility for coping with these complex problems on a state-wide basis.

Therefore, a voluntary, cooperative enterprise involving all teacher-education interests in the state was indicated. Such an enterprise was launched in the creation of the Oklahoma Commission on Teacher Education and Certification.

The next chapter presents the major operational goals that should be sought by such a body in a state-wide program to improve teacher education.

---

<sup>45</sup> Oklahoma Commission on Teacher Education and Certification, "Working Relationships of Commission and Council," Oklahoma Teacher Education News Exchange, Vol. I, No. 1, 1. (Oklahoma City: The Commission, 1947).

<sup>46</sup> Minutes of the Oklahoma Commission on Teacher Education and Certification, December 4, 1947, and Minutes of the Oklahoma Council on Teacher Education, February 13, 1948. (Oklahoma City: the Commission).

<sup>47</sup> See Appendix A.

<sup>48</sup> Minutes of the Oklahoma Council on Teacher Education, June 11, 1949. (Oklahoma City: Oklahoma Commission on Teacher Education and Certification.)

### CHAPTER III

#### MAJOR OPERATIONAL GOALS TO BE SOUGHT THROUGH COMMISSION ACTIVITY

While the Oklahoma Commission on Teacher Education and Certification is a relatively new body, it has been found that the ideas back of such an organization are not new. Attention will now be focused on the operation of the Commission as a way of working together in a state-wide program to improve teacher education. As such state-wide efforts have developed, major operational goals to be sought by state commissions on teacher education have evolved. These goals are based on ideas regarding the nature of such state-wide efforts and the activities that seem necessary to secure improvement. While specific plans and objectives vary from state to state, certain underlying principles of operation are considered basic to a program that involves numerous teacher-education agencies and interests in the absence of highly centralized state control and authority.

In the summer of 1948 a Work Conference on State Councils on Teacher Education, sponsored by the Council on Cooperation in Teacher Education of the American Council on Education, was held at Estes Park, Colorado. One of the outcomes of the conference was ". . . a publication designed to serve as an introductory manual on the operation of the state council idea."<sup>1</sup>

In reporting on state council developments at the Twelfth Annual Joint

---

<sup>1</sup> Laurence D. Haskew, "State-Wide Cooperation in Teacher Education: Report on State Council Developments," The American Association of Colleges for Teacher Education, Second Yearbook, 1949, 151.

Conference on Teacher Education, February 26, 1949, Haskey called attention to the basic idea back of such state-wide movements as follows:

Perhaps the basic one is that the state--as contrasted with the locality or the region or the nation--is the natural unit for most action to improve teacher education. More and more is it being borne in upon us that individual, local units can neither stand alone, nor grow alone. These units must group their efforts and the state offers, usually, the best basis for grouping. Similarly, ideals conceived at national or regional levels, conclusions reached after national studies, plans and suggestions emanating from regional inquiry--these must be turned into action programs. The state seems to offer the best unit for effective stimulation of action.<sup>2</sup>

Other ideas concerning procedures employed in state programs for planning and action to improve teacher education are stated in this chapter as major operational goals for the Oklahoma Commission on Teacher Education and Certification. The goals are adapted from (1) the introductory manual prepared by the 1948 Work-Conference on State Councils on Teacher Education, and (2) Haskey's report to the Twelfth Annual Joint Conference on Teacher Education, a report based largely on the deliberations of the above-mentioned Work-Conference. The ideas expressed in each of the six major operational goals came from conclusions reached by twenty-eight persons representing twenty-four states.<sup>3</sup>

An investigation of the literature dealing with state-wide, cooperative effort in teacher education reveals considerable agreement concerning the ideas involved in the major operational goals adapted for the purposes of this study.

It is the purpose of this chapter to present the six major operational goals as adapted from the literature. While most state councils or state

---

<sup>2</sup> Ibid., 149.

<sup>3</sup> Ibid.



commissions on teacher education are comparatively new, the ideas concerning the working processes and the procedures for carrying on a successful state program to improve teacher education are not new. Therefore, as the major operational goals are presented in this chapter, a digest of the pertinent literature is offered.

The goals appear under the following headings: (1) cooperation and collaboration, (2) coordination, (3) continuity, (4) concentration, (5) stimulation and inspiration, and (6) identification and selection.

### Cooperation and Collaboration

Goal 1. The Commission should be an organization for voluntary cooperation; it should not be a substitute for constituted authority. By pooling efforts, capitalizing upon the superiority of group thinking, group planning and group action, teacher education can reap benefits unattainable through individual action. The solution of problems in teacher education requires that many agencies work together simultaneously.<sup>4</sup>

As pointed out in Chapter II, there are many teacher-education interests and agencies in Oklahoma. Separate boards of regents have been established for colleges and universities preparing teachers. At the state level, the State Board of Education has exclusive authority in matters concerning the certification of teachers. The Oklahoma Education Association is directly concerned, having announced its interest in improved certification regulations for teachers in its 1949 legislative platform. Local school systems and school boards are faced with the problem of the in-service education of

---

<sup>4</sup> Each of the six goals stated for the purposes of this study is adapted from State Councils on Teacher Education--an Introductory Manual, prepared by the 1948 Work-Conference on State Councils on Teacher Education, Washington: American Council on Education, 1949, and L. D. Haskey, "State-Wide Cooperation on Teacher Education: Report on State Council Developments," The American Association of Colleges for Teacher Education, Second Yearbook, Oneonta, New York: the Association, 1949, 149.



professional personnel.

In view of this dispersion of effort and responsibility in teacher education, the " . . . distinctive purpose of a state council on teacher education is to achieve voluntary, cooperative pooling of all the state's resources for improving teacher education and professional standards."<sup>5</sup>

As early as 1927, Benjamin J. Burris, President, Indiana State Normal School, declared that the public rights have been thwarted by lack of comprehending the close interrelation of the problems of the officials of the state department of public instruction, the teacher-education institutions, and the public schools. In supporting this contention, Burris said:

All too long the public school administrator has adjusted the curricula of his system without due regard to securing adequately trained teachers. All too long the administrator of the teachers college has adjusted the curricula of his institution without due regard to their relation to the teaching positions found in the public schools. All too long the state board of education has adjusted the requirement for certification without regard to its relation to the kinds of teachers required and to the problems of teacher training. Yet all three of these problems are intimately related; all three are state problems, and all three are under control of the state.<sup>6</sup>

Burris also called attention to the need for close relationship in obviating this difficulty.

The close relationship of these problems, I believe, is apparent to all. The problem of the officials of the state department of public instruction, of teacher training institutions, and of the public schools is a common one. While each has his individual obligation, they have an obligation in common. It is a problem to be solved cooperatively. Each should have a voice in its solution. Together there should be worked out and operated a state program based on the high ideal of service, to the end that the public schools may more fully minister to the needs of

---

<sup>5</sup> 1948 Work-Conference on State Councils on Teacher Education, State Councils on Teacher Education, Washington: American Council on Education, 1949, 1.

<sup>6</sup> Benjamin J. Burris, "Certification and Teacher Training as a State Program," The American Association of Teachers Colleges, Sixth Yearbook, 1927, 132.

the public welfare.<sup>7</sup>

Experience in the Kentucky State program for the improvement of teacher education, sponsored by the Commission on Teacher Education of the American Council on Education, shows the benefit to be derived from cooperative effort involving various groups within a state. H. L. Donovan, President, Eastern Kentucky State Teachers College, reporting to the Joint Conference on Teacher Education in 1940 on "Cooperation with other Groups within a State," summarized the Kentucky participation as follows:

This, briefly, is the plan worked out so that the State as a whole may benefit from whatever values may accrue from the Teacher Education Study in the United States. Our report today is, as you have seen, an expression of faith in what we hope to achieve rather than a statement of results already accomplished. Of this one thing we are confident: If the Teacher Education Study lifts the standards of the profession in this country, it will have to come as a result of the cooperative efforts of all the institutions in a state engaged in the education of teachers. The sporadic efforts of an individual college working alone on the task of improving the education of the American teacher will be of little avail. United we shall stand; divided we shall fall.<sup>8</sup>

The California Teacher Education Council, for example, ". . . is a cooperative association of the State Department of Education, the institutions devoted to the education of teachers, and the educational organizations which have an interest in this field."<sup>9</sup> In describing the benefits derived from this effort in California, Freeman reported that the California Teacher Education Council --

. . . is proving to be a very effective means of consultation between

---

<sup>7</sup> Ibid., 136.

<sup>8</sup> H. L. Donovan, "Cooperation with other Groups Within a State," The American Association of Teachers Colleges, Nineteenth Yearbook, 1940, 126.

<sup>9</sup> Frank N. Freeman, "California Teacher Education Council," California Journal of Secondary Education, XXII (May, 1947), 290.

the various groups concerned with the education of teachers and for the study of the problems in this field. It is an example of the profit to be derived from cooperation among the agencies and organizations concerned with the improvement of education in the State, particularly the improvement of the education of teachers.<sup>10</sup>

### Coordination

Goal 2. The Commission should serve as a clearing house or coordinating body. Various agencies must be working at different aspects of the job of improving teacher education in a state, but needless duplication and harmful competition should be avoided. There should be machinery for the regular and orderly consideration of the needs of the state in teacher education.

When the various teacher-education agencies and interests within a state cooperate and collaborate in attacking common problems, provisions should be made for coordination of such effort. This goal is both basic to and coordinate with the first goal.

Stoddard pointed out that ". . . in many states the programs of the various teacher-education institutions have not been integrated and are actually duplicating one another's efforts."<sup>11</sup> The need for some type of machinery for the coordination of the preparation of teachers in states where the control of teacher-education institutions is not centralized under one state board, was recognized by Charters, as follows:

If these institutions are all centralized under one state board, the task is relatively easy. If they are not so organized, then educational statesmanship requires the establishment of a formal or informal council composed of representatives of the teacher-training institutions and the public.<sup>12</sup>

---

<sup>10</sup> Ibid., 292.

<sup>11</sup> Alexander J. Stoddard, "A Hundred Thousand New Teachers Every Year," The American Association of Teachers Colleges, Seventeenth Yearbook, 1938, 91.

<sup>12</sup> W. W. Charters, "The Basis and Principles of Curriculum Construction for State Teachers Colleges," The American Association of Teachers Colleges, Fifth Yearbook, 1926, 72-73.

Charters elaborated on this point of view by offering the following specific example:

Whether all schools should train a few of all kinds of teachers, or whether certain institutions should specialize on certain kinds, is again a matter of state policy.

It is safe to leave the decision concerning apportionment to any council such as I have mentioned provided the council is composed of people who have a state-wide rather than a local view of the teaching market. Obviously, if local considerations predominate, the activities of a council will be known to be futile before deliberations begin.<sup>13</sup>

The need for effective coordination of the services of the several teacher-preparing institutions and agencies within a state was also clearly stated by Meredith in his answer to the question "What Constitutes an Efficient State Program in Teacher Training from the Viewpoint of the State?":

In conclusion may I say that I would under no circumstances deny to the president and faculty of the individual teachers college any part of the autonomy which is necessary to the integrity of institutional service. I would regard the state office as the only agency which is in a position successfully to unify the teacher-training institutions of the whole state and effectively to identify their interests with those of the public school system at large. I would exalt the teacher-training service by freeing it from the limitations which have in many places been imposed upon it by the lack of coordinating leadership.

Efficient individual teachers colleges and normal schools will not alone suffice. We need in each state a well-coordinated and well-unified system of professional schools for teachers. In a report recently issued by the Eastern States Association of Professional Schools for Teachers, the president says:

An adequate state program for the professional education of teachers is one which so effectively coordinates the services of the several individual teacher-preparing institutions and agencies as to make of them collectively a system in fact and not merely in name, in a word so completely unifies teacher preparing effort in every part of

---

<sup>13</sup> Ibid., 73-74.

the state system that each individual institution actually supplements the services of all other institutions--avoiding unnecessary duplication and wasteful competition.

Such a system of teacher training in each of our states is a consummation devoutly to be wished. Some states are already on the high road toward its realization.<sup>14</sup>

Coordination of effort is not only needed among teacher-preparing institutions in the pre-service education of teachers, but there is need for the very closest coordination between such institutions and those who are responsible for maintaining an adequate public school system.<sup>15</sup> It has long been recognized that the colleges and universities preparing teachers and the public schools are inseparably linked together. In discussing this phase of the problem, Burris said:

Of necessity, the teacher training school, be it a state normal, a state teachers college, or a department of education in the state university, should march hand in hand with the public school. This implies an educational program that is specifically objective and one that involves close integration of effort. But in practice this very often is not the case. Instead of finding a state educational program in which the state department of public instruction, the state teacher training forces, and the public schools constitute a united, closely coordinated means to an end, the opposite is found, resulting in dissipation of time and effort and, consequently, failure.<sup>16</sup>

For example--teacher certification, teacher education, and public school curriculum development are closely related aspects of the same problem. The mere recognition of the close relationship is not sufficient to serve the

---

<sup>14</sup> A. B. Meredith, "What Constitutes an Efficient State Program in Teacher Training from the Viewpoint of the State?" The American Association of Teachers Colleges, Eleventh Yearbook, 1932, 103-104.

<sup>15</sup> Henry Klonower, "Inter-Institutional Relationships in Developing a State Program for the Education of Teachers," The American Association of Teachers Colleges, Fourteenth Yearbook, 1935, 98.

<sup>16</sup> Benjamin J. Burris, "The Problem of Certification in Relation to Teacher Training," The American Association of Teachers Colleges, Fifth Yearbook, 1926, 100-101.

best interest of public education until the ". . . authorities responsible . . . establish a close working agreement with the view of uniting and synchronizing these parts of the same problem."<sup>17</sup>

Carothers had this to say about the Florida program:

If there is anything distinctive in the Florida program, or if there is one thing which has been of more importance than others in facilitating progress it has been the development of a conspicuous spirit of teamwork among all concerned. Our experience makes me believe that there is great hope in any state in which a serious attempt is made to eliminate traditional rivalries or lacks of confidence among the institutions themselves, between State Department and institutions, between public and private institutions, and between the institutions and the public schools. Such an attempt is in itself a challenge and success in this one item alone is worth all the effort in a cooperative program within a state.<sup>18</sup>

#### Continuity

Goal 3. The Commission should be a permanent organization with permanent financial support. If cooperation, coordination and collaboration are to be most effective, they must be continuous and must have a ready-at-hand channel through which they can operate. The organizational structure should be flexible and Commission membership should change regularly. The permanent element is the process of working.

The education of teachers is a continuous process. Likewise, any effort to improve teacher education on a state-wide basis should be continuous. The program of a state commission or state council on teacher education should be so designed and supported to maintain continuity.

One of the outcomes of the Michigan Teacher Education Study was the recommendation that --

---

<sup>17</sup> Benjamin J. Burris, "Certification and Teacher Training as a State Program," The American Association of Teachers Colleges, Sixth Yearbook, 1927, 131.

<sup>18</sup> M. W. Carothers, "Group Action in a State," The American Association of Teachers Colleges, Twenty-First Yearbook, 1942, 48.



Provision should be made for setting up a permanent council for the continuous study of teacher education. The work of the present Committee on Teacher Education should be continued. If the expenditure of \$50,000 or more for the study of teacher education in Michigan is justifiable, surely the activities undertaken should not cease as soon as the money allotted is expended.

This Council on Teacher Education may be organized under the auspices of one of three agencies: the State Board of Education, the Department of Public Instruction, or the Michigan Education Association. Attachment of the Council to one of these three agencies would guarantee that some permanent agency would assume responsibility for making the Council a going concern.<sup>19</sup>

Further recognition of the need of continuous effort and the provision for permanent machinery to attack problems of teacher education on a state-wide basis was expressed by Carter in reporting on "The Michigan Study of Teacher Education," as follows:

Granting the truth of all that we have been trying to say, there still remains the question: namely, do the teachers and the teachers of teachers in Michigan sense the situation? Will the study end with a record of lively conferences at which men and women will air their opinions and then each return to his treadmill of practices to which he is strongly devoted perhaps for little or no other reason than that of long association.<sup>20</sup>

While the Commission on Teacher Education of the American Council on Education stressed the importance of cooperative effort in attacking the problems recognized by the agencies and institutions affiliated with the study, Karl W. Bigelow, Director of the Commission, pointed out that those affiliates were ". . . marked by a sincere desire to improve their education of teachers by constant experimentation continuously evaluated."<sup>21</sup>

---

<sup>19</sup> Clifford Woody, "Some Next Steps in Teacher Education," Journal of Educational Research, XXXVII (May, 1944), 670.

<sup>20</sup> T. M. Carter, "The Michigan Study of Teacher Education," Educational Administration and Supervision, XXVII, (October, 1941), 540.

<sup>21</sup> Karl W. Bigelow, "An Introductory Statement as to Plans, Procedures, and the Selection of the Institutions Participating in the Cooperative Study of Teacher Education," The American Association of Teachers Colleges, Nineteenth Yearbook, 1940, 48-49.

One greatly needed service that a state program can render is a continuing investigation of teacher supply and demand. West indicated that ". . . no single institution of a state is in a position to make effective state-wide studies of this sort or to keep them in process of continuous development."<sup>22</sup>

The need for continuity was recognized by the California Teacher Education Council when --

The participants in the Palo Alto conference agreed that it had been profitable and recommended that the conference should be repeated and a permanent organization should be formed. The persons present constituted themselves a provisional organization and agreed to form a permanent organization at a meeting to be held in the late fall of the same year.<sup>23</sup>

The idea of continuous cooperation was very well summarized by McLure in reporting for one of the groups at the Bowling Green Conference, as follows:

All state policies and plans regarding teacher education, including the approval of teacher education institutions and rules and regulations for the certification of teachers, should be developed, adopted, and published with the full and continuous cooperation of representatives of the various types of participating institutions; together with the representatives of the teaching profession as, for example, a state commission on teacher education and professional standards.<sup>24</sup>

#### Concentration

Goal 4. The Commission should serve as a channel through which the

---

<sup>22</sup> Roscoe L. West, "What Constitutes an Efficient State Program in Teacher Training from the Viewpoint of the Teacher-Training Institutions?" The American Association of Teachers Colleges, Eleventh Yearbook, 1932, 107.

<sup>23</sup> Frank N. Freeman, "California Teacher Education Council, "California Journal of Secondary Education, XXII (May, 1947), 290.

<sup>24</sup> National Education Association, National Commission on Teacher Education and Professional Standards, The Education of Teachers. Group Reports of the Bowling Green Conference, July, 1948. (Washington: the Commission, 1948), 38.



the force of each teacher education agency or interest can be expressed collectively, affording a ready means for all to work for all. Such concentration of effort and force should be used, when necessary, to fix exclusive attention on a single problem.

A continuous program involving cooperation, collaboration, and coordination will, from time to time, include a concentration of resources, effort, and interest. Certain problems become acute and concerted effort by all becomes necessary for solution. These are times when all persons who are concerned relatedly or directly with the solution of a specific problem can engage in a concerted effort to secure improvement.

A specific example of this possibility is shown in one of the recommendations coming from the Bowling Green Conference on Teacher Education sponsored by the National Commission on Teacher Education and Professional Standards, National Education Association:

All members of the teaching profession from kindergarten through university unite in efforts to secure adequate financing of teacher education.<sup>25</sup>

The concentration of effort here envisioned in the activities of a state commission or council on teacher education is not to be confused with centralized control or authority.

Concerted efforts of a veritable host of official and voluntary agencies are needed to turn out teachers for our times.

However, coordination and multiplication of power achieved through a superauthority would be unthinkable in American democracy. Free education and education for freedom would be in serious danger if centralized, authoritarian control of teacher education should be established. "Efficiency" might be secured, but it would almost inevitably be efficiency in moving in the wrong direction.<sup>26</sup>

---

<sup>25</sup> Ibid., 52.

<sup>26</sup> 1948 Work-Conference on State Councils on Teacher Education, State Councils on Teacher Education, (Washington: American Council on Education, 1949), 2.

The aim-at-a-specific-problem technique is especially important at the beginning of a state-wide effort to improve teacher education. This is the testimony given by many who have participated in such all-state enterprises.<sup>27</sup>

#### Stimulation and Inspiration

Goal 5. The Commission should provide stimulation and inspiration for agencies and individuals concerned directly or relatedly with the improvement of standards for teacher education. Many agencies can overlook golden opportunities to serve teacher education unless their attention is directed to those opportunities. Public interest and enthusiasm should be aroused. Means should be afforded whereby ideas may "bubble up" from the grass roots as well as "trickle down" to those same grass roots.

In spite of seemingly adequate provisions for cooperation, collaboration, coordination, concentration, and continuity in a state-wide effort to improve teacher education, it is recognized that the great number of individuals and agencies interested in teacher education need varying amounts of stimulation and inspiration before their energies are really directed toward the solution of common problems. The Michigan Study recognized this need in urging teacher-educating institutions and school systems throughout the state --

. . . to hold conferences with their staffs, sometimes augmented by other professional and lay groups, for the purpose of providing the fullest possible sharing of ideas and experiences. From such conferences it is hoped that a clearer understanding of what to work toward in teacher education will emerge.<sup>28</sup>

The stimulation and inspiration desired in the realization of this goal is indicated in Gamage's statement,<sup>29</sup> as follows:

---

<sup>27</sup> Ibid., 40.

<sup>28</sup> T. M. Carter, "The Michigan Study of Teacher Education," Educational Administration and Supervision, XXVII, 7 (October, 1941), 537.

<sup>29</sup> A reaction to the Engleman-Matthews report on the seven teachers colleges participating in the cooperative study of teacher education sponsored by the Commission on Teacher Education, American Council on Education.

If I understand it, the purpose is not to make a study in the usual sense and produce an authoritative statement. Such a statement may possibly result, but if so it will be incidental and not result as a major purpose. It seems to be an effort to get down to the grass roots. Whatever is produced will not come from the cogitations of an armchair philosopher but will result from democratic procedures, group thinking, and cooperative facing up of fundamental issues where these issues actually exist in their native habitat and by the people who have daily contact with these issues.<sup>30</sup>

Inspiration and stimulation will occur in almost direct proportion to the amount of participation in the program. Sharing in the cooperative effort provides a great amount of the stimulation required for the various teacher-education institutions, interests, and agencies to implement plans and policies that have been developed.

#### Identification and Selection

Goal 6. The Commission should be constantly engaged in identifying major problems and selecting focal points for effort. If a state-wide effort to improve teacher education is to succeed, a master plan of attack should be cooperatively developed.

The multiplicity and complexity of teacher-education problems actually pose a very singular problem in launching a state-wide attack. The solution of one problem is quite often dependent upon the solution of another. A concerted effort to solve one problem creates a series of problems. The job of identifying and selecting the problems for attack must be given serious consideration in a state program to improve teacher education.

In outlining "Some Next Steps in Teacher Education," Woody made this statement concerning the Michigan Program:

The Committee or the Council on Teacher Education should

---

<sup>30</sup> Grady Gammage, "Implications of the Progress Report on the Seven Colleges from the Point of View of Teachers Colleges," The American Association of Teachers Colleges, Twentieth Yearbook, 1941, 105-106.

give attention to how the various institutions can function most effectively in aiding with the new services which the schools and teachers are asked to render.<sup>31</sup>

Bigelow expressed a concern for the total problem of teacher education in the general method of attack employed by the American Council's Commission on Teacher Education when he said:

. . . we should stimulate cooperation in every possible way in order to interrelate these various things; in order to bring together, as far as possible, and to see together for ourselves, the problems of pre-service teacher education and in-service teacher education as an unbroken continuum; in order to see for ourselves at any rate the total pattern of teacher education at any particular time as a whole and not as a patchwork of discrete parts. The aim would be to increase the likelihood of a common attack upon our problem.<sup>32</sup>

#### Concluding Statement

The successful operation of a state commission on teacher education is based on certain underlying principles of operation, certain ideas concerning procedures whereby many agencies and groups work together in a state program to improve teacher education.

Those ideas or principles are presented for the purposes of this study as major operational goals for the Oklahoma Commission on Teacher Education and Certification. They are succinctly stated as follows:

1. The Commission should be an organization for voluntary cooperation.
2. The Commission should serve as a clearing house or coordinating body.

---

<sup>31</sup> Clifford Woody, "Some Next Steps in Teacher Education," Journal of Educational Research, XXXVII (May, 1944), 680.

<sup>32</sup> Karl W. Bigelow, "Cooperation in the Improvement of Teacher-Education," The American Association of Teachers Colleges, Eighteenth Yearbook, 1939, 92.

3. The Commission should be a continuing organization maintaining a continuous program.
4. The Commission should serve as a channel through which the force and effort of all teacher education interests can be concentrated on a single problem.
5. The Commission should provide stimulation and inspiration for those who are concerned with the improvement of teacher education.
6. The Commission should be constantly engaged in identifying major problems and selecting focal points for effort.

The following chapter presents a descriptive and interpretative analysis of Commission activity in terms of the six major operational goals.

## CHAPTER IV

### AN ANALYSIS OF EXAMPLES OF COMMISSION ACTIVITY

In Chapter II it was pointed out that the Oklahoma Commission on Teacher Education and Certification came into being as an effort to unite many agencies and groups in a common attack on recognized teacher-education problems. The major operational goals to be sought by the Commission were described in Chapter III. This chapter presents a descriptive and interpretative analysis of examples of Commission activity in terms of those major operational goals.

There are numerous examples of Commission effort occurring during a period of approximately thirty-six months. Most of the examples can be readily identified in relation to more than one of the major operational goals. However, for this study, each illustration is presented under the heading to which it refers most directly.

#### Cooperation and Collaboration

- Goal 1. The Commission should be an organization for voluntary cooperation; it should not be a substitute for constituted authority. By pooling efforts, capitalizing upon the superiority of group thinking, group planning and group action, teacher education can reap benefits unattainable through individual action. The solution of problems in teacher education requires that many agencies work together simultaneously.

Voluntary cooperation. It has already been observed that the program had its inception in an atmosphere of voluntary cooperation. Invitations to attend the state-wide meeting to explore the possibility of an all-state effort came from the Executive Secretary of the Oklahoma Education Association and the State Superintendent of Public Instruction.

The action of the above-mentioned officials should not be construed as voluntary cooperation upon the part of the agencies involved since policy-forming groups representing the two agencies did not approve the action. However, it is significant that the executive officers of the two agencies acted conjointly. Also, the invitations to attend the exploratory meeting were accepted voluntarily.

Cooperative sponsorship. Further evidence of voluntary cooperation is noted in the fact that the Commission was jointly sponsored by the State Department of Education and the Oklahoma Education Association, one a legally constituted agency and the other a voluntary professional organization. Both accepted leadership responsibilities upon a request by representatives of teacher-education interests in a state-wide meeting.

Cooperative financing. The financing of the program and activities of the Commission has been realized through voluntary cooperation. In addition to a grant of \$13,000 received from the General Education Board, financial contributions amounting to approximately \$14,000 have been made by other participating agencies and institutions.<sup>1</sup> Some agencies contributed cash; others participated by furnishing secretarial services, office space, office equipment, office supplies, printing services, consultant services, postage and other communication services, travel and subsistence for Commission members, committee members, and conference participants.

State agencies have no legal right to make direct cash grants to such bodies as the Commission. This was a definite handicap to cooperation in financial support for the Commission. While the primary purpose of Commission

---

<sup>1</sup> For details see Appendix B.



activity is not to provide opportunities for participating agencies to make financial contributions, greater attention should have been given to this phase of the cooperative effort. Some of the cooperating agencies and institutions expressed a willingness to contribute more than they actually contributed. All contributions were made on a voluntary basis.

Collaboration of teacher-education institutions and the State Department of Education. New procedures for applying for certificates and the issuing of certificates have been developed by officials of the State Department of Education and representatives of the colleges and universities. A subcommittee of the Commission composed of the dean of a private college, the registrar of a state college, the Director of Certification in the State Department of Education, the director of the laboratory school in a state college, the head of the department of education of a state college, and a member of the Commission representing public schools prepared revised forms for the certificate to be issued, applications for initial certificates, and applications for the renewal of certificates.<sup>2</sup>

This is an example of capitalizing on group thinking in the development of certificate application forms. A representative group of persons directly concerned with the execution of the new forms participated in the effort. However, the procedure might have been improved by providing opportunities for all persons concerned in each of the colleges and universities to cooperate in evaluating the work of the committee.

Cooperative planning. As the program of the Commission became more involved

---

<sup>2</sup>Minutes of the Subcommittee, Oklahoma Commission on Teacher Education and Certification, (Oklahoma City: the Commission, 1950).



in the study of the pre-service education of teachers, attention was focused on the need for careful evaluation of certification regulations. A number of additional subcommittees attacked the problem of preparing and certifying teachers for the elementary and secondary schools of Oklahoma.<sup>3</sup> These committees were brought together in a work-conference in order that educationists, subject-matter specialists, and public school people might plan together.

Of the seventy-seven participants attending the conference, thirty-one came from the public schools, and forty-two of the participants from the colleges and universities. It is significant that twenty-two of the participants from the colleges and universities were specialists in subject-matter fields.<sup>4</sup>

This was an activity involving a cross-section of the profession, horizontally and vertically. Pointing-the-finger-of-blame discussions were reduced to a minimum in informal group sessions. The constructive suggestions and new insights gained from this conference provided the foundation for a revision of certification regulations in Oklahoma.

While a total of seventy-seven members of the profession participated in the conference, many of the conference work-groups were very small. Not all teacher preparing colleges and universities in Oklahoma were represented in these various groups. However, teacher certification proposals evolving from the conference were submitted to each college and university for cooperative study and evaluation at the local level.

---

<sup>3</sup> Minutes of the Oklahoma Commission on Teacher Education and Certification, September 24, 1948, and Minutes of the Oklahoma Council on Teacher Education, September 25, 1948. (Oklahoma City: the Commission).

<sup>4</sup> Unpublished proceedings of the Norman Conference on Teacher Preparation and Certification, November 23-25, 1948, Oklahoma Commission on Teacher Education and Certification, Oklahoma City, Oklahoma.

Coordination

Goal 2. The Commission should as a clearing house or coordinating body. Various agencies must be working at different aspects of the job of improving teacher education in a state, but needless duplication and harmful competition should be avoided. There should be machinery for the regular and orderly consideration of the needs of the state in teacher education.

Coordinating efforts toward further professionalization of public school administration. The Commission recognized the need for further professionalization of public school administration in Oklahoma. The attack on this problem required coordination of the planning and effort of many agencies and groups in the state.

"The Further Professionalization of School Administration" was the subject of an address<sup>5</sup> given at the administrators' sectional meeting held on February 12, 1948 during the State Convention of the Oklahoma Education Association of Tulsa, Oklahoma.

As the effort toward further professionalization of public school administration in Oklahoma progressed, an opportunity was provided for school principals and superintendents to consider the problem of the certification of school administrators in an informal discussion. The Commission was asked to sponsor a discussion on this subject at a state meeting of Oklahoma School administrators held at Camp Redlands, near Stillwater, Oklahoma, on June 16, 1948.<sup>6</sup> The 1948 Camp Redlands School Administrators Conference voted unanimously to support a cooperative program for the development of certification regulations for school administrators.

---

<sup>5</sup>Laurence D. Haskew, The Further Professionalization of School Administration, Oklahoma Commission on Teacher Education and Certification. (Oklahoma City: the Commission, 1948).

<sup>6</sup>Letter from Gerald T. Stubbs, Director of Public School Service, Oklahoma A. & M. College, and member of the Planning Committee of the Oklahoma Association of School Administrators, to the Executive Secretary of the Oklahoma Commission on Teacher Education and Certification, May 6, 1948

A twelve-member subcommittee was created by the Commission on April 24, 1948 to develop recommendations for administrators' certificates.<sup>7</sup> The committee was comprised of one representative from each of the four colleges and universities offering graduate work in school administration and supervision, one from the State School Boards Association, one from the Oklahoma Congress of Parents and Teachers, three public school superintendents, one assistant superintendent, one secondary school principal, and one elementary school principal. The report of this committee included detailed proposals for the certification of school principals and superintendents. The proposals were approved by the Commission on September 24, 1948 and by the Council on September 25, 1948.<sup>8</sup>

In the meantime, the Education Committee of the State Legislature's Legislative Council was considering a legislative proposal for the certification of school administrators.<sup>9</sup> The Commission's Central Committee on Certification questioned the authority of the State Board of Education to issue and require special certificates of school administrators. It then became necessary for the efforts of a number of groups and agencies to be coordinated in the development of policies relating to the certification of school administrators in Oklahoma. Thus far, the colleges and universities offering graduate work in school administration and supervision, the Oklahoma School Administrators Association, and the Education Committee of the Legislative Council were the only groups involved

---

<sup>7</sup>Minutes of the Oklahoma Commission on Teacher Education and Certification, April 24, 1948, (Oklahoma City: the Commission).

<sup>8</sup>Minutes of the Oklahoma Commission on Teacher Education and Certification, September 24, 1948, and Minutes of the Oklahoma Council on Teacher Education, September 25, 1948. (Oklahoma City: the Commission).

<sup>9</sup>Letters from E. T. Dunlap, Chairman of the Education Committee of the Legislative Council, to the Executive Secretary of the Oklahoma Commission on Teacher Education and Certification, January 10, 1948; August 3, 1948; September 17, 1948; October 1, 1948.

in this increasingly complex effort toward the further professionalization of the administration of elementary and secondary schools in Oklahoma. The State Superintendent of Public Instruction, the State Board of Education, the Attorney General's office, and the Oklahoma Legislature were soon to become involved.

The Commission requested the State Superintendent to secure an opinion from the Attorney General regarding the following questions:

1. Does the State Board of Education have the authority to establish rules and regulations for the issuance of special certificates to school superintendents, principals and professional workers who perform special duties other than actual classroom teaching or in addition to actual classroom teaching?
2. Would the State Board of Education have the authority to require school superintendents, principals, supervisors and other professional workers to hold such special certificates?
3. What is the correct procedure for enforcing regulations requiring the certification of teachers and other professional workers in the instructional program of the schools of Oklahoma? What action may be taken and who has the right to take such action when certification regulations are violated?

The following is an excerpt from the Attorney General's ruling:

. . . , it is the opinion of the Attorney General that each of your first two questions should be answered in the negative that is, (1) the State Board of Education does not have the authority to "establish rules and regulations for the issuance of special certificates to school superintendents, principals and professional workers who perform special duties other than actual classroom teaching or in addition to actual classroom teaching" and (2) the State Board of Education does not have the authority to "require school superintendents, principals, supervisors and other special professional workers to hold such special certificates."

Also, please be advised that this office is not familiar with any law providing for the enforcement of certification regulations such as.<sup>11</sup>

<sup>10</sup>Minutes of the State Board of Education, October 1, 1948, (Oklahoma City: the Board).

<sup>11</sup>Ibid.

This ruling was called to the attention of the State Board of Education and the Commission. The Commission appointed a Committee on Legislation to work on this phase of the problem. Legal counsel was employed to draft proposed legislation to resolve the difficulty pointed out in the ruling of the Attorney General.

The legislative proposal of the Commission was presented to the Education Committee of the Legislative Council. The essential elements of the proposal were subsequently incorporated in a report to the Legislative Council and the necessary legislation was enacted by the Twenty-Second Legislature.<sup>12</sup>

The need for coordination had not passed, however. The new law made the issuance of the administrators' certificates immediately mandatory. It was necessary for the State Board to issue temporary certificates to administrators for the school year 1949-50 in order to comply with the law.<sup>13</sup> Incidentally, this temporary arrangement allowed time for necessary refinement of the proposals for administrators' certificates, the adoption of detailed regulations by the State Board of Education as recommended by the Commission, and the cooperative development of programs for the preparation of school administrators. From the beginning of the state-wide effort toward the further professionalization of school administration, the Commission and its resources were utilized constantly in coordinating the efforts of the various agencies.

The activity described in this section presents the Commission in the role of a service agency. The complexity of the problem and the number of agencies, organizations, and interests connected with the effort magnified the need for

---

<sup>12</sup>State Board of Education, The Oklahoma School Code, as enacted by the regular session of the Twenty-Second Legislature of the State of Oklahoma, 1949. (Oklahoma City: the Board), 9.

<sup>13</sup>Minutes of the State Board of Education, June 2-3, 1949, (Oklahoma City: the Board).

coordination. The Executive Secretary of the Commission acted in a liaison capacity in making numerous contacts with the agencies and groups considering the problem. However, better coordination of effort might have been secured by including representatives from the Education Committee of the Legislative Council as members of the Commission's Committee on the Certification of School Administrators. Much of the planning and action by groups sponsored directly by the Commission was not in harmony with the action of the Legislative Council, its Education Committee, and the Legislature. This might have been avoided through closer working relationships and coordination of effort.

1

#### Continuity

Goal 3. The Commission should be a permanent organization with permanent financial support. If cooperation, coordination, and collaboration are to be most effective, they must be continuous and must have a ready-at-hand channel through which they can operate. The organizational structure should be flexible and Commission membership should change regularly. The permanent element is the process of working.

Permanency of organization. The early efforts of the Commission were largely devoted to the consideration of immediate problems. The need for a permanent organization gradually became apparent and the Commission authorized the appointment of a Constitution Committee. The constitution of the Commission was adopted on March 14, 1949.<sup>14</sup>

While this particular activity merely dealt with the structural organization of the Commission and the Council, its implications are far reaching in terms of a continuous state-wide enterprise to improve teacher education. The constitution provides for continuity of Commission membership, annual meetings, and orderly functioning. The document is evidence of intended

---

<sup>14</sup>See Appendix A.



continuous effort. However, only permanency in the process of working together in a state-wide effort will insure continuity in the work of the Commission. It remains to be seen whether or not the constitution will actually facilitate the process and help to maintain continuity.

Further recognition of the need for continuity. As the work of the Commission progressed, the idea of continuous state-wide effort was mentioned from time to time in subcommittee meetings as well as Commission meetings. Notable among the many expressions in this regard was that of a classroom teacher participating in the Norman Work-Conference on Teacher Preparation and Certification --"This conference has been excellent--if something is really done about [the recommendations of the conference]."<sup>15</sup> The need for continuous evaluation of certification procedures was expressed in the following statement by another conference participant--"Study alone will not reveal the weaknesses when certificates are granted on [the basis of new regulations]. Weaknesses will be brought to light through real experience."<sup>16</sup>

As the revision of certification regulations proceeded, the following underlying principles evolved:

1. Certification requirements should have a sufficient degree of flexibility to allow for differences among colleges and universities in staffs and facilities, and to permit experimental activities in teacher education.
2. Teacher preparation programs in the colleges and universities should be developed in cooperation with and approved by the State Board of Education.
3. The coordination of teacher education in the state should be a function of the State Department of Education.

---

<sup>15</sup>Compiled statements from participants at the Norman Conference, November 23-25, 1948, Norman, Oklahoma, as submitted to the Committee on Evaluation of the Conference, Oklahoma Commission on Teacher Education and Certification, Oklahoma City, Oklahoma.

<sup>16</sup>Ibid.

4. Recognition should be given to the initial competencies, proficiencies and deficiencies of the prospective teacher in developing the pattern of his preparation in general education, professional education, and specialized education. This implies that colleges and universities should provide continuing guidance and counselling services.<sup>17</sup>

Proposals for the certification of teachers and administrators were developed on the basis of these underlying principles. The Commission met on October 15-16, 1949 to review these proposals before they were submitted to the State Board of Education for consideration on November 3, 1949. During this meeting, a definite consensus was reached concerning a fifth principle stated as follows:

5. The improvement of teacher education and certification should be a continuous process involving the cooperation of all interested agencies.<sup>18</sup>

The need for continuity recognized by the State Board of Education. In presenting the proposed certification regulations to the State Board of Education on November 3, 1949, representatives of the Commission emphasized the need for continuous effort in line with the fifth underlying principle. It is significant that the State Board of Education recognized the need for continuous effort in implementing the new regulations by passing the following resolution:

BE IT RESOLVED, that the State Board of Education go on record as commending the Oklahoma Commission on Teacher Education and Certification for its fine work that it has done as evidence of the partial report that has been submitted by them and adopted by the State Board of Education.

BE IT FURTHER RESOLVED, that the State Board of Education go on

---

<sup>17</sup>Minutes of the Oklahoma Commission on Teacher Education and Certification, April 29-30, 1949, (Oklahoma City: the Commission).

<sup>18</sup>Minutes of the Oklahoma Commission on Teacher Education and Certification, October 15-16, 1949, (Oklahoma City: the Commission).



record as requesting the Oklahoma Commission on Teacher Education and Certification to continue their work both in the field of certification and working with the teacher training institutions to bring about a change in their training program to meet the new teacher requirements.

BE IT FURTHER RESOLVED, that the State Board of Education ask the Oklahoma Commission on Teacher Education and Certification to act in an advisory capacity to the State Department of Education in setting up and implementing the new program of certification of teachers.<sup>19</sup>

On February 6, 1950, the Commission formally accepted the request of the State Board of Education "to act in an advisory capacity to the State Department of Education . . ." as indicated in the above resolution.<sup>20</sup>

#### Concentration

Goal 4. The Commission should serve as a channel through which the force of each teacher education agency or interest can be expressed collectively, affording a ready means for all to work for all. Such concentration of effort and force should be used, when necessary, to fix exclusive attention on a single problem.

Upgrading certification requirements in Oklahoma. Two of the specific objectives of the Commission were stated as follows:

1. Maintain certification standards and oppose any and all attempts to reduce them below those currently in effect, despite pressure likely to result from the continued shortage of teachers.
2. Upgrading of certification requirements for all new teachers to a minimum of four years of thorough professional preparation.<sup>21</sup>

In 1946-47, 1,084 teachers in Oklahoma held certificates based on less

---

<sup>19</sup>Minutes of the State Board of Education, November 3-4, 1949, (Oklahoma City: the Board)

<sup>20</sup>Minutes of the Oklahoma Commission on Teacher Education and Certification, February 5-6, 1950, (Oklahoma City: the Commission).

<sup>21</sup>Minutes of the Oklahoma Commission on Teacher Education and Certification, March 17, 1947, (Oklahoma City: the Commission).

than two years of college preparation.<sup>22</sup> In 1945-46 and 1946-47, a total of 1,837 emergency permits were issued to applicants who had no college credit.<sup>23</sup> Educational leaders of the state were aware of the effect of this practice on public education. However, the State Board of Education had hesitated to take vigorous steps to up-grade certification requirements. A committee appointed by the Oklahoma Education Association had discussed the problem with the Board, but minimum requirements remained far below the prewar level.

Immediately after the creation of the Commission, a subcommittee was appointed to study the problem. The matter was discussed by many groups throughout the state. In cooperation with the Commission, the State Superintendent of Public Instruction posed the question of upgrading minimum requirements to large numbers of educational leaders and employers of teachers in open meetings. The responses were favorable to the upgrading of certification requirements.<sup>24</sup>

On March 17, 1947, the Commission's Subcommittee on War-Emergency Certificates recommended to the Commission that --

1. No certificate be issued on fewer than forty-eight hours of college work in an accredited school with the last eight hours being earned within twenty-four months prior to the issuance of the certificate and that a minimum of eight hours of the forty-eight be professional courses in education.
2. The holder of a one-year certificate now in force be required to complete eight hours of college work to renew such certificate.<sup>25</sup>

---

<sup>22</sup>Twenty-Second Biennial Report of the State Department of Education of Oklahoma, (Oklahoma City: State Board of Education, 1948), 241.

<sup>23</sup>Statement by E. H. Bingham, Director of Certification, State Department of Education, personal interview.

<sup>24</sup>Statement by Oliver Hodge, Oklahoma State Superintendent of Public Instruction, personal interview.

<sup>25</sup>Minutes of the Oklahoma Commission on Teacher Education and Certification, March 17, 1947, (Oklahoma City: the Commission).

The Commission amended the proposal of the subcommittee to read as follows:

1. No teaching certificate shall be issued on fewer than sixty semester hours of college work.
2. That the holder of a one-year certificate granted on fewer semester hours than required for a standard degree must complete eight semester hours of accredited residence college work, which will be applicable toward a permanent certificate, in order to renew such a certificate. It is further understood that this recommendation does not apply to war-emergency and first-grade certificates.<sup>26</sup>

The State Superintendent of Public Instruction, being a member of the Commission and ex officio president of the State Board of Education, transmitted the proposal of the Commission to the State Board of Education on March 21, 1947, and the new regulations concerning substandard certificates were unanimously adopted.<sup>27</sup> On May 27, 1949, the State Board raised the minimum requirement for a temporary elementary certificate to seventy semester hours of college credit.<sup>28</sup> The minimum for the school year 1950-51 was raised to seventy-eight semester hours of college credit and a minimum of ninety semester hours of college credit will become effective July 1, 1953.<sup>29</sup>

Efforts continue. The concentration of effort toward upgrading certification regulations is continuing. The upgrading of certification requirements was given a prominent place on the agenda for a state-wide conference of Oklahoma Education Association leaders held on August 15-16, 1949 in Shawnee,

---

<sup>26</sup> Ibid.

<sup>27</sup> Minutes of the State Board of Education, March 21, 1947, (Oklahoma City: the Board).

<sup>28</sup> Minutes of the State Board of Education, May 27, 1949, (Oklahoma City: the Board).

<sup>29</sup> Minutes of the State Board of Education, November 3-4, 1949, (Oklahoma City: the Board).

Oklahoma. The following conclusions concerning certification requirements were reached by the conference.

**Certification:** The certification of teachers is closely related to the education of teachers. Standards for certification can only be justified in terms of better teaching preparation and better educational opportunities for boys and girls.

The practice of issuing Life Certificates should be discontinued and all teachers should be encouraged to continue their preparation and professional growth. Five-year certificates should be issued with provisions for renewal if the teacher remains in the profession.

Other specific suggestions relating to the certification of teachers are:

- (1) Additional preparation is recommended for secondary school teachers who wish to teach in the elementary grades and cannot qualify for an elementary certificate, and vice versa.
- (2) Correspondence and extension courses are of questionable value in meeting certification requirements.
- (3) The certification of administrators is highly recommended.
- (4) No temporary certificate should be issued on less than a standard bachelor's degree.
- (5) The profession should continue to support the program of the Oklahoma Commission on Teacher Education and Certification.
- (6) Two years of probationary experience are recommended before standard state certificates are issued.
- (7) A beginning teacher should have at least ninety semester hours of college credit including professional education, with a degree as the goal.
- (8) College teachers should be certified--especially those who teach teachers.<sup>30</sup>

The State Legislature has done much to raise the qualifications of many

---

<sup>30</sup>Oklahoma Education Association, OEA-NEA Leadership Workshop, 1949, (Oklahoma City: the Association). 20-21.

Oklahoma teachers by raising the minimum college credit required for elementary teachers in the state aid salary program.<sup>31</sup>

The Commission being representative of a large number of official and voluntary agencies in the state served very definitely as an agency for concerted effort toward upgrading certification regulations.

#### Stimulation and Inspiration

Goal 5. The Commission should provide stimulation and inspiration for agencies and individuals concerned directly or relatedly with the improvement of standards for teacher education. Many agencies can overlook golden opportunities to serve teacher education unless their attention is directed to those opportunities. Public interest and enthusiasm should be aroused. Means should be afforded whereby ideas may "bubble up" from the grass roots as well as "trickle down" to those same grass roots.

Stimulating lay interest. One of the specific objectives of the Commission is that of ". . . alerting the state to the crisis in the teaching profession."<sup>32</sup> A special subcommittee of the Commission collaborated with the Program Committee of the Oklahoma Congress of Parents and Teachers in preparing program materials emphasizing the importance of capable teachers to the public schools of Oklahoma. These materials and suggestions were prepared and distributed to every local parent-teacher association in the state.<sup>33</sup>

A representative of the Commission participated in the 1948 regional meetings sponsored by the Oklahoma Congress of Parents and Teachers. The agenda for these regional meetings gave considerable attention to the role of local

---

<sup>31</sup>State Board of Education, The Oklahoma School Code, as enacted by the regular session of the Twenty-Second Legislature of the State of Oklahoma, 1949. (Oklahoma City: the Board), 83.

<sup>32</sup>Oklahoma Commission on Teacher Education and Certification, Objectives and Plans of the Oklahoma Commission on Teacher Education and Certification, (Oklahoma City: the Commission, 1947).

<sup>33</sup>Oklahoma Congress of Parents and Teachers, Program Outlines for 1948-49, (Norman, Oklahoma: the Congress, 1948).

parent-teacher association units in stimulating greater interest in and concern for the importance of teacher education.<sup>34</sup>

The efforts to stimulate lay interest in teacher education have been rather superficial. Much remains to be done before the behavior of the lay public may be expected to demonstrate a general awareness of the importance of good teacher education to public education and to the state as a whole.

While many of the activities of the Commission are of a technical nature, more opportunities should be provided for lay participation in planning for and securing improvement in teacher education.

Stimulating professional interest. Another specific objective of the Commission is that of "promoting acceptance by the organized profession of the responsibility for advancing teacher education and professional standards."<sup>35</sup> Some of the publicity media utilized in this phase of the Commission's activities are as follows:

1. The discussion of Commission activities at state, district, and local professional meetings.
2. A newsletter, Oklahoma Teacher Education News Exchange, issued periodically.
3. A mimeographed report of the first years activities, Report to the Profession, 1947-48, prepared by the Chairman and the Executive Secretary. (Twelve hundred copies were distributed among professional leaders in the state.)

---

<sup>34</sup>Statement by the writer who attended these regional meetings.

<sup>35</sup>Oklahoma Commission on Teacher Education and Certification, Objectives and Plans of the Oklahoma Commission on Teacher Education and Certification, (Oklahoma City: the Commission, 1947).



4. The distribution of one thousand copies of the report of the Committee on Certification of School Administrators.
5. A Summary of Progress of the work of the Commission prepared at the close of the second year. (Four hundred copies were distributed to the delegates attending the Oklahoma Education Association Leadership Workshop at Shawnee in August, 1949.)
6. Problems relating to teacher preparation and certification included on the agenda for discussion at the Shawnee Workshop. (As a result, these questions were discussed in work-conferences held by county units of the Oklahoma Education Association.)

Early in its program, the Commission adopted the policy of working with and through other groups and agencies whenever possible.<sup>36</sup> This has been a factor in the stimulation of professional interest in teacher education problems. Although more than three hundred members of the profession have participated in Commission sponsored activities, there needs to be more universal involvement in the task.

Of course, the stimulation of a high level of interest and activity in all local groups and units cannot be expected to occur simultaneously. However, the state-wide effort should benefit greatly if more attention is given to the stimulation of leadership and initiative at the local level.

The Oklahoma Council on Teacher Education. The Council serves as an advisory body to the Oklahoma Commission on Teacher Education and Certification. All teacher-education agencies and interests in the state are represented on the Council. The Council was organized on May 3, 1947. Three meetings of

---

<sup>36</sup> Minutes of the Oklahoma Commission on Teacher Education and Certification, December 4, 1947, (Oklahoma City: the Commission).

this group have been held; one in Tulsa on February 12, 1948, one in Oklahoma City on September 25, 1948, and one in Oklahoma City on June 11, 1949. At these meetings, representatives of the Commission reported on progress being made. Council members suggested problems for consideration by the Commission, recommended courses of action to be taken by the Commission, approved proposals of the Commission, and suggested modifications.

#### Identification and Selection

Goal 6. The Commission should be constantly engaged in identifying major problems and selecting focal points for effort. If a state-wide effort to improve teacher education is to succeed, a master plan of attack should be cooperatively developed.

Planning Committee. When the Commission was created, a Planning Committee immediately formulated a list of objectives and plans.<sup>37</sup> This original list of objectives and plans was formally adopted by the Commission on April 28, 1947.

In the actual development of the program of the Commission, these plans and objectives were modified and refined as working groups functioned. Some of the objectives were receiving much attention by groups already organized and operating. For example, the specific objective to establish "a minimum salary of \$2,400 for a beginning teacher . . ." had been accepted by the Oklahoma Education Association. In such cases, the Commission did not attempt to duplicate efforts already underway.

A complete list of the plans and objectives of the Commission is shown in Appendix C.

---

<sup>37</sup>J. E. Fellows and Guy A. Curry, Jr., Report to the Profession, Annual of the Oklahoma Commission on Teacher Education and Certification, Oklahoma City: the Commission, 1948, 1-5.



Problems identified in early meetings. The organization of the Oklahoma Commission on Teacher Education and Certification was one of the principal outcomes of the state meeting held on February 12, 1947. The need for such an organization became apparent because much of the conference was devoted to the identification of problems and the suggestion of ways to deal with the problems raised.

Typical problems identified at the conference were:

1. Certification of substandard teachers.
2. Need for the selective recruitment of teachers. ✓
3. Need for more adequate opportunities for the in-service education of employed teachers.
4. Failure of the public to accept the need of adequate education for all teachers.
5. Lack of cooperation between colleges and public school systems.

Central Committee on Certification. Since attention was being focused on the need for a revision of certification regulations, the Commission created a Central Committee on Certification. This committee immediately became involved in developing a master plan of attack on the total problem of certification.

An example of this type of activity is found in the report of the January 9, 1948 meeting of the Central Committee on Certification.<sup>38</sup> Eighteen definite problems were identified. The following problems were selected for immediate attention and were given priority by the Commission:

---

<sup>38</sup>Oklahoma Commission on Teacher Education and Certification, Minutes of the Central Committee on Certification, January 9, 1948, (Oklahoma City: the Commission).

1. Evaluation of present practices in the certification of elementary school teachers.
2. Evaluation of present practices in certification of secondary school teachers.
3. The re-evaluation of standards for the renewal of certificates.
4. The evaluation of the procedures for issuing special certificates--e.g. instrumental music, trades and industrial education.
5. The study of new certificates needed--e.g., administrators, guidance, kindergarten, nursery.
6. The evaluation of present statutory requirements for certification.
7. The study of the length of term for which certificates should be issued.
8. The study of the feasibility of reciprocity between Oklahoma and other states in the preparation and certification of teachers.<sup>39</sup>

Additional subcommittees were created with the result that a coordinated program of planning and action was launched.

The Central Committee on Certification has continued to function in identifying and selecting problems for consideration in the state-wide program.

#### Concluding Statement

This chapter presents a descriptive and interpretative analysis of examples of Commission activity in terms of the six major operational goals identified in the previous chapter.

The operation of the Oklahoma Commission on Teacher Education and Certification is in considerable harmony with the major operational goals. However,

---

<sup>39</sup> Ibid.

the analysis disclosed certain definite possibilities for improving effort toward realization of the goals.

## CHAPTER V

## SUMMARY AND RECOMMENDATIONS

Summary of Findings and Conclusions

The threefold purpose of the study as stated in Chapter I was (1) to show how Oklahoma's state-wide enterprise to improve teacher education evolved, (2) to identify major operational goals that should be sought by the Oklahoma Commission on Teacher Education and Certification, and (3) to analyze examples of Commission activity in terms of the major operational goals.

1. The evolution of the Oklahoma Commission on Teacher Education and Certification. This summary represents data presented and analyzed in Chapter II.

- a. A state-wide program is needed to cope with many of the teacher-education problems in Oklahoma.
- b. Oklahoma has no single legal agency with the necessary legal responsibility and legal authority for carrying on an all-state enterprise to improve teacher education.
- c. Prior to February, 1947, Oklahoma had no single voluntary organization that assumed responsibility for carrying on an all-state enterprise.
- d. The Oklahoma Commission on Teacher Education and Certification evolved as an organization for voluntary cooperation in carrying on a state-wide program to improve teacher education.

2. The major operational goals to be sought by the Oklahoma Commission on Teacher Education and Certification. This summary represents material from the literature as presented and analyzed in Chapter III.

- a. Authorities have long recognized the complexity and multiplicity of teacher-education problems. There is definite agreement on the need for bringing these complex problems out in the open where all the teacher-education interests of a state may attack them in full cooperation.
- b. When the efforts of the teacher-education interests in a state are combined in an attack on complex problems, the program should be directed toward the realization of certain major operational goals succinctly stated as follows: (1) cooperation and collaboration, (2) coordination, (3) continuity, (4) concentration, (5) stimulation and inspiration, and (6) identification and selection.

3. An analysis of examples of Commission activity. This summary represents data presented and analyzed in Chapter IV.

Examples of Commission activity readily admit of classification and analysis in terms of the six major operational goals identified in this study. The operation of the Oklahoma Commission on Teacher Education and Certification is in considerable harmony with the goals. However, the analysis disclosed certain definite possibilities for improving effort toward realization of the goals. These possibilities are indicated in the following conclusions:

- a. More attention should have been given to providing opportunities for participating agencies and institutions to cooperate in financing the program of the Commission.
- b. Greater emphasis should have been placed on securing a more universal involvement of members of the profession in the total program.
- c. Commission activity should have been designed to secure more help from lay people, particularly in the less technical aspects of the program.

### Recommendations

The following recommendations are offered in view of the evidence produced by this study:

1. The major operational goals presented in this study should receive consideration as goals to be sought through the program of the Oklahoma Commission on Teacher Education and Certification. In a cooperative attempt to muster the teacher-education interests of an entire state, lack of attention to basic processes will endanger the program.
2. The relative importance of the goals will vary from situation to situation and from activity to activity. However, Goal 3--"Continuity"--must receive paramount consideration if efforts toward the realization of other goals are to attain maximum effectiveness.
3. If and when such goals are accepted for Oklahoma by the Oklahoma Commission on Teacher Education and Certification, each activity of the Commission should be analyzed with respect to the goals. This is especially important since new activities often involve new people--new to the program--who possibly lack understandings concerning major operational goals to be sought.
4. It follows, then, that the Commission should provide for regular and continuous evaluation of its entire program in terms of effort toward realization of the accepted goals. Techniques should be developed for determining the extent to which the goals are being realized. This recommendation is made in the belief that deliberate and conscious effort toward the realization of the major operational goals will eventuate in definite progress toward the improvement of teacher education in Oklahoma.
5. As a corollary to the third and fourth recommendations, it is suggested that the number of individuals and agencies participating in the state-wide effort be continually increased. There is a need for more representative par-

ticipation also. The program should be designed to secure more participation upon the part of subject-matter specialists, interested lay people, general educationists in the colleges and universities, and representatives of official state agencies.

6. The study does not disclose that Oklahoma can and will provide for a continuous program of voluntary, state-wide, cooperative effort to improve teacher education. Ways and means of financing a continuous program should receive immediate attention.

## SELECTED BIBLIOGRAPHY

- Bigelow, Karl W. "An Introductory Statement as to Plans, Procedures, and the Selection of the Institutions Participating in the Cooperative Study of Teacher Education," The American Association of Teachers Colleges, Nineteenth Yearbook, 1940, pp. 48-49.
- \_\_\_\_\_. "Cooperation in the Improvement of Teacher Education," The American Association of Teachers Colleges, Eighteenth Yearbook, 1939, pp. 86-97.
- Burris, Benjamin J. "Certification and Teacher Training as a State Program," The American Association of Teachers Colleges, Sixth Yearbook, 1927, pp. 129-136.
- \_\_\_\_\_. "The Problem of Certification in Relation to Teacher Training," The American Association of Teachers Colleges, Fifth Yearbook, 1926, pp. 100-107.
- Carothers, M. W. "Group Action in a State," The American Association of Teachers Colleges, Twenty-first Yearbook, 1942, pp. 44-48.
- Carter, T. M. "The Michigan Study of Teacher Education," Educational Administration and Supervision, XXVII (October, 1941), pp. 534-540.
- Charters, W. W. "The Basis and Principles of Curriculum Construction for State Teachers Colleges," The American Association of Teachers Colleges, Fifth Yearbook, 1926, pp. 71-74.
- Commission on Teacher Education. The Improvement of Teacher Education. Washington: American Council on Education, 1946. Pp. 283.
- Donovan, H. L. "Cooperation with other Groups Within a State," The American Association of Teachers Colleges, Nineteenth Yearbook, 1940, pp. 123-126.
- Frazier, Benjamin W. Education of Teachers as a Function of State Departments of Education. (Bulletin 1940, No. 6: Monograph No. 6: Studies of State Departments of Education). Washington: Government Printing Office, 1941. Pp. 119.
- Freeman, Frank N. "California Teacher Education Council," California Journal of Secondary Education, XXII (May, 1947), pp. 290-292.
- Gammage, Grady. "Implications of the Progress Report on the Seven Colleges from the point of View of Teachers Colleges," The American Association of Teachers Colleges, Twentieth Yearbook, 1941, pp. 105-107.



Haskeu, Laurence D. (ed.). State Councils on Teacher Education. An introductory manual prepared by the 1948 Work-Conference on State Councils on Teacher Education. Washington: American Council on Education, 1949. Pp. 71.

\_\_\_\_\_. "State-Wide Cooperation in Teacher Education: Report on State Council Developments," The American Association of Colleges for Teacher Education, Second Yearbook, 1949, pp. 148-153.

Klonower, Henry. "Inter-Institutional Relationships in Developing a State Program for the Education of Teachers," The American Association of Teachers Colleges, Fourteenth Yearbook, 1935, pp. 97-104.

Meredith, A. B. "What Constitutes an Efficient State Program in Teacher Training from the Viewpoint of the State?" The American Association of Teachers Colleges, Eleventh Yearbook, 1932, pp. 99-104.

National Education Association, National Commission on Teacher Education and Professional Standards. "Organization and Administration of the Teacher Education Institution," The Education of Teachers. Group Reports of the Bowling Green Conference, July, 1948. Washington: the Commission, 1948. pp. 31-38.

Oklahoma Commission on Teacher Education and Certification. "Minutes of the Central Committee on Certification, January 9, 1948." Oklahoma City: the Commission.

\_\_\_\_\_. Minutes of the Commission Meeting, February 26, 1947. Oklahoma City: the Commission

\_\_\_\_\_. Minutes of the Commission Meeting, March 17, 1947. Oklahoma City: the Commission.

\_\_\_\_\_. Minutes of the Commission Meeting, December 4, 1947. Oklahoma City: the Commission.

\_\_\_\_\_. Minutes of the Commission Meeting, September 24, 1948. Oklahoma City: the Commission.

\_\_\_\_\_. Minutes of the Commission Meeting, April 29-30, 1949. Oklahoma City: the Commission.

\_\_\_\_\_. Minutes of the Commission Meeting, October 15-16, 1949. Oklahoma City: the Commission.

\_\_\_\_\_. Minutes of the Oklahoma Council on Teacher Education, May 3, 1947. Oklahoma City: the Commission.

\_\_\_\_\_. Minutes of the Oklahoma Council on Teacher Education, February 13, 1948. Oklahoma City: the Commission.

\_\_\_\_\_. Minutes of the Oklahoma Council on Teacher Education, September 25, 1948 and June 11, 1949.

- \_\_\_\_\_. "Proceedings of State Meeting on Teacher Certification, February 12, 1947," a report including the minutes of the meeting and a resume of actions taken by the committee designated to choose the members to serve on the Oklahoma Commission on Teacher Education and Certification. Oklahoma City: the Commission, 1947.
- \_\_\_\_\_. "Working Relationships of Commission and Council," Oklahoma Teacher Education News Exchange, Vol. I, No. 1 (December 15, 1947) Oklahoma City: the Commission.
- Oklahoma Congress of Parents and Teachers. Legislative Policy, 1949-1952. Norman, Oklahoma: the Congress, 1949. Pp. 4.
- \_\_\_\_\_. Program Outlines for 1948-49. Norman, Oklahoma: the Congress, 1948.
- Oklahoma Education Association. OEA-NEA Leadership Workshop. Oklahoma City: the Association, 1949. Pp. 34.
- \_\_\_\_\_. The Constitution of the Oklahoma Education Association. Oklahoma City: the Association, 1949. Pp. 8.
- Oklahoma State Board of Education. Minutes of the State Board of Education. (December 6, 1941) Oklahoma City: the Board.
- \_\_\_\_\_. Minutes of the State Board of Education. (March 21, 1947) Oklahoma City: the Board.
- \_\_\_\_\_. Minutes of the State Board of Education. (October 1, 1948) Oklahoma City: the Board.
- \_\_\_\_\_. Minutes of the State Board of Education. (May 27, 1949) Oklahoma City: the Board.
- \_\_\_\_\_. Minutes of the State Board of Education. (June 2-3, 1949) Oklahoma City: the Board.
- \_\_\_\_\_. Minutes of the State Board of Education. (November 3,4, 1949) Oklahoma City: the Board.
- \_\_\_\_\_. The Oklahoma School Code as Enacted by the Regular Session of the Twenty-Second Legislature of the State of Oklahoma, 1949. Oklahoma City: the Board, 1949. Pp. 93.
- \_\_\_\_\_. Twenty-Second Biennial Report of the State Department of Education of Oklahoma. Oklahoma City: the Board, 1948. Pp. 255.
- Oklahoma State Regents for Higher Education. A System of Higher Education for Oklahoma. Oklahoma City: the Regents, 1942. Pp. 147.
- \_\_\_\_\_. Fourth Biennial Report of the Oklahoma State Regents for Higher Education. Oklahoma City: the Regents, 1948. Pp. 112.

- Oklahoma State School Boards Association. What it is and What it Does.  
Norman, Oklahoma: the Association. Pp. 4.
- Prall, Charles E. State Programs for the Improvement of Teacher Education.  
Washington: American Council on Education, 1946. Pp. 379.
- School Laws of Oklahoma, 1949. Compiled under the direction of Oliver Hodge,  
State Superintendent of Public Instruction, with the assistance of Mac  
Q. Williamson, Attorney General. Oklahoma City: State Department of  
Education, 1949. Pp. 183.
- Stoddard, Alexander J. "A Hundred Thousand New Teachers Every Year," The  
American Association of Teachers Colleges, Seventeenth Yearbook, 1938,  
pp. 85-95.
- Trout, David M. (ed.). The Education of Teachers. Lansing: The Michigan  
Cooperative Teacher Education Study, 1943. Pp. 200.
- West, Roscoe L. "What Constitutes an Efficient State Program in Teacher  
Training from the Viewpoint of the Teacher-Training Institutions?" The  
American Association of Teachers Colleges, Eleventh Yearbook, 1932, pp.  
104-108.
- Woody, Clifford. "Some Next Steps in Teacher Education," Journal of Educa-  
tional Research, XXXVII (May, 1944), pp. 670-683.

APPENDIX A  
CONSTITUTION OF THE  
OKLAHOMA COMMISSION ON TEACHER EDUCATION AND CERTIFICATION

CONSTITUTION OF THE  
OKLAHOMA COMMISSION ON TEACHER EDUCATION AND CERTIFICATION

Adopted March 14, 1949

Article I - Name

This organization shall be known as the Oklahoma Commission on Teacher Education and Certification.

Article II - Sponsoring Agencies

The Oklahoma Education Association and the State Department of Education shall be the sponsoring agencies of the Oklahoma Commission on Teacher Education and Certification.

Article III - Purpose

The purpose of the Oklahoma Commission on Teacher Education and Certification shall be to encourage and coordinate the voluntary efforts of all agencies interested in the improvement of teacher education in Oklahoma; and, to act as an advisory body to the State Department of Education, the State Board of Education, the public schools of the state, and the Oklahoma institutions of higher education concerned with the education of teachers in matters pertaining to the recruitment, selection, pre-service education, certification, and in-service education of teachers.

Article IV - Affiliation

Any higher education institution approved for the education of teachers by the State Board of Education may affiliate with the work of the Oklahoma Commission on Teacher Education and Certification through the payment of an affiliation fee set by the Commission.

Article V - Officers

Section 1. The officers of the Commission shall consist of a chairman, vice-chairman, a recording secretary elected by and from the membership of the Commission, an executive secretary chosen by the Executive Committee, and three directors consisting of the State Superintendent of Public Instruction, the Executive Secretary of the Oklahoma Education Association, and one member elected from the Commission.

Section 2. It shall be the duty of the elected officers to perform the customary functions of their respective offices. In addition, the officers shall serve as the Executive Committee of the Commission.

Section 3. The Executive Committee shall have active charge of the affairs of the Commission, with the power to represent and act for the Commission between meetings of that body. It shall meet at the call of the chairman of the Commission, or on petition of any four of its members. Five members shall constitute a quorum.

Section 4. The chairman, vice-chairman, and recording secretary shall be elected at the annual meeting for a term of one year, in such manner as the Commission may provide. Officers are eligible for re-election.

Section 5. The term of office for elected officers shall begin at the close of the annual meeting. In case a vacancy occurs in an elective office during the year,

the Executive Committee shall appoint an officer to fill the vacancy until the next meeting of the Commission at which the Commission shall elect an officer for the unexpired term.

#### Article VI - Membership

Section 1. The personnel of the Commission shall consist of twenty-two members including the Executive Secretary of the Commission, the State Superintendent of Public Instruction, the Executive Secretary of the Oklahoma Education Association, the Chancellor of the State Regents for Higher Education, and the chairman, vice-chairman, and secretary of the Council on Teacher Education.

Section 2. Members, other than ex officio members, shall be nominated by a nominating committee of five members of the Commission and elected by the Commission. One-third of the members shall serve for a term of one year, one-third for a term of two years, and one-third for a term of three years. The length of the term of membership of each of the present members of the Commission shall be determined by the Executive Committee. All subsequent appointments shall be made for a term of three years, with the exception of appointments to fill vacancies for unexpired terms.

#### Article VII - Committees

Section 1. Such committees as are deemed advisable shall be established and/or dissolved by vote of the Commission. The personnel of such committees shall be appointed by the chairman and shall serve until replaced by the chairman or until his term of office expires.

Section 2. Membership on committees may be extended to non-members of the Commission.

#### Article VIII - Meetings

Section 1. The annual meeting of the Commission shall be held in April of each year, at a time and place to be designated by the Executive Committee. Two weeks notice of this meeting shall be sent in writing to every member of the Commission. Other regular meetings may be scheduled by the Commission, and special meetings may be held upon the call of the Executive Committee or a petition of the majority of the members of the Commission.

Section 2. Twelve members of the Commission shall constitute a quorum for the transaction of business.

#### Article IX - Financial Support

Section 1. The Commission shall establish annually a scale of affiliation fees for educational institutions which shall be used to finance the work of the Commission.

Section 2. The Commission is hereby authorized to accept gifts, grants and endowments or subsidies from any source to finance the activities of the Commission.

Section 3. Monthly and annual financial reports shall be made by the Executive Secretary in the form and detail designated by the Commission.



## Article X - Council on Teacher Education

Section 1. There shall be created a Council on Teacher Education to act as an advisory body to the Commission on all matters pertaining to teacher education in Oklahoma.

Section 2. Members of the Council shall include members of the Commission and representatives of all agencies, groups, and institutions interested in the improvement of teacher education in Oklahoma, chosen for one-year terms, in such manner as the Commission may prescribe.

Section 3. An annual meeting of the Council shall be held during the month of March, the exact date to be determined by the Commission, at which time there shall be elected, in such manner as the Council may prescribe, a chairman, vice-chairman, and a secretary. The officers as chosen, in addition to performing the usual functions of their respective offices, shall become members of the Commission for the ensuing year. Special meetings of the Council may be called by the Commission or by the petition of at least twenty-five members of the Council.

## Article XI - Amendments

Section 1. Amendments to the Constitution may be proposed by any member of the Commission.

Section 2. Proposed amendments must be presented to the chairman in writing at least thirty days prior to the date of the meeting of the Commission at which they are to be considered.

Section 3. All members of the Commission shall be notified in writing by the Executive Secretary of any such proposed amendments at least ten days prior to the meeting at which they are to be considered.

Section 4. An affirmative vote of two-thirds of those cast is required for the adoption of proposed amendments.



## APPENDIX B

STATEMENT OF FINANCIAL CONTRIBUTIONS FROM COOPERATING AGENCIES  
TO THE OKLAHOMA COMMISSION ON TEACHER EDUCATION AND CERTIFICATION  
NOVEMBER 1, 1947 TO JANUARY 31, 1950

Agency	Amount Contributed
General Education Board . . . . .	\$11,346.19
State Department of Education . . . . .	2,397.26
Oklahoma Education Association. . . . .	1,729.52
Oklahoma A. & M. College. . . . .	2,813.04
University of Oklahoma. . . . .	2,858.81
Oklahoma College for Women. . . . .	218.61
Northeastern State College. . . . .	357.73
Northwestern State College. . . . .	345.10
Oklahoma Baptist University . . . . .	224.50
Southwestern State College. . . . .	218.06
East Central State College. . . . .	284.78
Oklahoma City University. . . . .	200.00
Phillips University . . . . .	200.00
University of Tulsa . . . . .	200.00
Central State College . . . . .	320.06
Southeastern State College. . . . .	201.42
Panhandle A. & M. College . . . . .	125.05
Bethany-Peniel College. . . . .	15.10
Langston University . . . . .	6.04
Oklahoma Congress of Parents and Teachers . . . . .	11.60
Miscellaneous Contributions . . . . .	779.90
Total Contributions	<u>\$24,852.77</u>

## APPENDIX C

OBJECTIVES AND PLANS OF THE  
OKLAHOMA COMMISSION ON TEACHER EDUCATION AND CERTIFICATIONObjectives

The Commission dedicates its efforts as an organization to the following objectives:

1. Alerting the state to the crisis in the teaching profession through preparation and distribution of factual information.

The Commission endeavors to stimulate individuals and agencies to study the problems relating to the teacher and their implications and to make these facts known to the public.

2. Stimulating the recruitment and selection of teachers through endorsement and active participation in the National Teacher Selection Campaign of the National Education Association and other national and state agencies.

The Commission endeavors to assist colleges and universities in the policy of discouraging students of low ability from entering teacher education curricula and to eliminate students who, in terms of intellectual or social qualities are not likely to become successful teachers.

3. Promoting acceptance by the organized profession of the responsibility for advancing teacher education and professional standards.

If education as a profession is to be improved all teachers in all parts of Oklahoma at all levels of teaching must cooperate actively.

- a. Local groups and faculties, including college faculties, should establish parallel commissions or committees.
- b. The problems and issues need to be shared by the people in every community.
- c. Groups of all kinds (PTA's, college faculties, service clubs, chambers of commerce, women's clubs, church groups, etc.) should be informed of the problem and encouraged to lend their active support to the important task.

4. Teachers salaries--Establish a professional standard.

A minimum salary of \$2400 for a beginning teacher is accepted as the goal for Oklahoma. This includes the standards endorsed by the National Education Association of a four-year college graduate with full professional training. Increases shall continue each year to a salary of \$5000 or more for long experienced and highly prepared teachers.

The profession holds that Oklahoma children are no less worthy than children in other states and deserve as high a degree of competency in their teachers as is expected and obtained elsewhere.

5. Specific goals for making teaching a profession.

The Commission adopted a set of action goals as minimum essentials for raising teaching to a professional status. As the program develops these goals will be further defined and extended.

Thus established the specific goals are as follows:

- a. Maintain certification standards and oppose any and all attempts to reduce them below those currently in effect, despite pressure likely to result from the continued shortage of teachers.
- b. Upgrading of certification requirements for all new teachers to a minimum of four years of thorough professional preparation.
- c. Establishment of specialized certification requirements for administrators and supervisors, guidance workers, and other highly specialized personnel over and above regular certification as a teacher.
- d. Maximum beginning salaries of \$2400 a year for four-year college graduates professionally prepared to teach. This is the nationally established standard. As noted earlier, it is our conviction that since the children of Oklahoma deserve instruction of the same quality sought by the rest of the nation, the national standard should be the standard for Oklahoma.
- e. Annual salary increases starting with the second year of service and continuing with additional experience and training to a level of at least \$4000 per year for college-trained teachers with ten years of service, with salaries of \$5000 or more per year for teachers of long experience and demonstrated efficiency.
- f. A maximum class size of 25-30 pupils. For teachers in high schools, and other departmentalized schools dealing with a maximum of 100 pupils per day, four or at the most five, classes per day.
- g. Support of adequate tax legislation at all levels to make possible a realization of the goals herein set up.
- h. Endorsement of support for education from federal sources without federal control as a desirable means of obtaining better schools.
- i. Financial support of teacher preparation institutions by an amount per student equal at least to the average expenditure per student for other types of general and professional higher education so that the most effective type of teaching may be provided for prospective teachers and teachers in service.

- j. Establishment of effective tenure legislation and the improvement of the present teacher retirement system.
- k. Expansion of cooperative in-service education programs for teachers, with adequate financial support by the state.
- l. Encouragement of colleges and universities to undertake improved programs of pre-service education of teachers for purposes of developing better prepared prospective teachers.

#### Long-Range Plans

Certain activities, studies and projects are identified and authorized by the Commission as elements in the long-range program. These goals are as follows:

1. Continuing study and re-evaluation of the personal and professional qualities necessary to good teaching, the personal and professional factors which operate against maximum efficiency; and of lay opinion as to the kind of teachers needed in American schools.
2. Devising ways to develop a greater degree of self-realization and of personal satisfaction in teaching.
3. Seeking and using the experiences of other professions (medicine, dentistry, engineering and others) to help build professional standards and professional prestige for teaching.
4. Study, evaluation and possible leadership in cooperative development of adequate teacher-preparing curricula in the several teacher education institutions in Oklahoma.
5. Study leading gradually to a definition of standards for teacher-preparing institutions.
6. Continuing study and activity for the improvement of recruitment, selection and guidance practices of prospective teachers.
7. Long-range studies of teacher welfare, with respect to housing, working conditions, nutrition, health provisions, economic and other matters.
8. Promotion of better and more adequate support for teacher-education institutions.
9. Continuing study of the problems involved in in-service education for teachers, with a view to developing professional guidance for materials and programs and otherwise stimulating improved practices in this field.
10. Coordination of efforts of all groups in cooperative long-range planning of studies related to teacher education and professional standards.

## APPENDIX D

LISTS OF COMMISSION MEMBERS, COUNCIL MEMBERS,  
AND MEMBERS OF WORKING COMMITTEES<sup>1</sup>Oklahoma Commission on Teacher Education and Certification

Paul Allen, Superintendent of Schools, Pauls Valley; Hugh Carroll, Member, State Board of Education, Oklahoma City; W. Max Chambers, Superintendent of Schools, Okmulgee; Ethel Clark, Recording Secretary, Principal, Woodland Community School, Davis; N. Conger, Dean, School of Education, Oklahoma A. & M. College, Stillwater; Guy A. Curry, Jr., Executive Secretary, Oklahoma City; B. Roy Daniel, Junior High School Principal, Enid; J. E. Fellows, Chairman, Dean of Admissions and Records, University of Oklahoma, Norman; Ruth E. Green, Classroom Teacher, Oklahoma City; Maxine Grissom, Field Worker, Oklahoma Congress of Parents and Teachers, Norman; Frank Hess, Superintendent of Schools, Drumright; Oliver Hodge, State Superintendent of Public Instruction, Oklahoma City; A. E. Joyal, Dean, College of Education, University of Oklahoma, Norman; Mrs. F. C. Lewis, Classroom teacher, Stuart; M. A. Nash, Chancellor, State Regents for Higher Education, Oklahoma City; Elmer Petree, General State College, Edmond; Ferman Phillips, Manager, Oklahoma Education Association, Oklahoma City; J. R. Rackley, Dean, College of Education, University of Oklahoma, Norman; T. D. Rice, Coordinator of Instruction, Oklahoma City Public Schools; Charlotte Seren, Classroom Teacher, Ardmore; Byron L. Shepherd, Assistant Superintendent of Schools, Tulsa; Lewis E. Solomon, Dean, Oklahoma Baptist University, Shawnee; Earl Sowers, President, Oklahoma State School Boards Association, Drumright; Effie Stanfield, Classroom Teacher

---

<sup>1</sup>The position and address of each member are shown as of the date the person appointed or elected to the Commission, Council, or Committee.

McAlester; J. B. Stout, Vice-Chairman, Director of Teacher Training, Northwestern State College, Alva; G. T. Stubbs, Director, Public School Service, Oklahoma A. & M. College, Stillwater; and Howard Taylor, Dean Oklahoma College for Women, Chickasha.

Oklahoma Council on Teacher Education<sup>2</sup>

Paul Allen; Ross H. Beall, Head, Department of Education, University of Tulsa, Tulsa; Clyde Boyd, Superintendent of Schools, Sand Springs; M. J. Burr, Assistant Superintendent of Schools, Oklahoma City; Leo F. Cain, Professor of Education, University of Oklahoma, Norman; Maude Calvert, Oklahoma Congress of Parents and Teachers, Oklahoma City; O. K. Campbell, Professor of Education, Oklahoma A. & M. College, Stillwater; Hugh A. Carroll; W. Max Chambers; M. R. Chauncey, Professor of Education, Oklahoma A. & M. College, Stillwater; Ethel Clark; Floy Elliott Cobb, Classroom Teacher, Tulsa; N. Conger; Guy A. Curry, Jr.; B. Roy Daniel; Inez C. Ellis, Classroom Teacher, Oklahoma City; S. R. Emmons, Dean, Southwestern State College, Weatherford; J. E. Fellows; M. E. Franklin, Head, Department of Industrial Arts, Northeastern State College, Tahlequah; W. R. Fulton, Department of Education, Southwestern State College, Weatherford; Doris Riley Garrett, Classroom Teacher, Lawton; Joe Gary, Elementary School Principal, Durant; W. E. Gourley, Superintendent of Schools, Shattuck; C. E. Grady, County Superintendent of Schools, Oklahoma City; Ruth Green; Maxine Grisson; Boyd Gunning, Director of Extension Division, University of Oklahoma, Norman; J. M. Hackler, Head, Department of Education, Northeastern State College, Tahlequah; E. C. Hall, Professor of Education, Bethany-Peniel College,

---

<sup>2</sup> Positions and addresses are not repeated for members of the Commission.



Bethany; Margaret Hampel, Professor of Education, Oklahoma A. & M. College, Stillwater; Lena Wood Hayes, Director of Certification, State Department of Education, Oklahoma City; Frank Hess; Victor H. Hicks, Director of Laboratory School, East Central State College, Ada; Oliver Hodge; Garold D. Holstine, Director, University Laboratory School, University of Oklahoma, Norman; A. E. Joyal; Standifer Keas, Chief High School Inspector, State Department of Education, Oklahoma City; D. D. Kirkland, Superintendent of Schools, McAlester; Edith Layton, Assistant County Superintendent, Pawhuska; Mrs. F. C. Lewis, Secretary; Wilson Little, Dean, School of Education, Oklahoma A. & M. College, Stillwater; S. E. Torsten Lund, Professor of Education, University of Oklahoma, Norman; Glen E. McCarty, Elementary School Principal, El Reno; Ware Marsden, Director of Personnel, Tulsa Public Schools; William H. Martin, Head, Department of Education, Langston University, Langston; Pearl E. Mason, Classroom Teacher, St. Louis, Oklahoma; Father Gavin P. Monaghan, Edmond; Harvey Mullinax, Elementary School Principal, Oklahoma City; M. A. Nash; Gladys Nunn, Classroom Teacher, Muskogee; Elmer Petree; A. L. Pool, Director of Laboratory School, Southeastern State College, Durant; Ferman Phillips; Guy Pritchard, Classroom Teacher, Cushing; T. D. D. Quaid, Head, Department of Education, Phillips University, Enid; J. R. Rackley; Ona Raines, Classroom Teacher, Tulsa; T. D. Rice; C. H. Ripper, Dean, Bethany-Peniel College, Bethany; Hazel Roller, Classroom Teacher, Maysville; George H. Ryden, Dean of Men, Oklahoma City University, Oklahoma City; Charlotte Seren; Byron L. Shepherd, Vice-Chairman; L. E. Solomon; Earl Sowers; Effie Stanfield; J. B. Stout; J. G. Stratton, President, Board of Education, Clinton; G. T. Stubbs; Howard Taylor, Chairman; Vaud A. Travis, Director of Laboratory School, Northeastern State College, Tahlequah; Mrs. W. S. Weldon, Oklahoma Congress of Parents and Teachers, El Reno; Thurman White, Extension Division, University of Oklahoma, Norman; Adrain M. Wickstrum, Head,



Department of Education, Panhandle A. & M. College, Goodwell; and H. E. Wrinkle, Professor of Education, University of Oklahoma, Norman.

### Working Committees<sup>3</sup>

Central Committee on Certification. Paul Allen; W. Max Chambers; Ethel Clark; A. E. Joyal; A. E. Shearer, Dean, Southeastern State College, Durant; Effie Stanfield; J. B. Stout; and G. T. Stubbs, Chairman.

Committee on Pre-Service Education of Teachers. Flossie Beckett, Teacher, Seminole County; L. W. Collyge, Superintendent of Schools, Skiatook; N. Conger; Ruby Farris, County Superintendent, Sayre; M. W. Glasgow, Chairman, Superintendent of Schools, Edmond; J. Andrew Holley, Head, Department of Business Education, Oklahoma A. & M. College, Stillwater; Garold Holstine; and Elizabeth McKinney, Associate Professor of Education, Southeastern State College, Durant.

Executive Committee. J. E. Fellows, Chairman; Oliver Hodge; A. E. Joyal; Ferman Phillips; T. D. Rice; J. B. Stout; G. T. Stubbs; and Guy A. Curry, Jr.

Nominating Committee. Paul Allen, Chairman; Oliver Hodge; Ferman Phillips; B. L. Shepherd; and Effie Stanfield.

State Coordinating Committee on In-Service Education of Teachers. F. A. Balyeat, Professor of Education, University of Oklahoma, Norman; Luther Brown, Northeastern State College, Tahlequah; I. D. Cates, Southwestern State College, Weatherford; M. K. Fort, Southeastern State College, Durant; Eli Foster, Oklahoma A. & M. College, Stillwater; Jones Graves, Northwestern State College, Alva; Ben Morrison, East Central State College, Ada; Elmer Petree; and Jake Smart, Chairman, Director of Curriculum, State Department of Education,

---

<sup>3</sup>Positions and addresses are not repeated for Commission Members and Council Members.

Oklahoma City.

Committee on Teacher Supply and Demand. E. H. Bingham, Director of Certification, State Department of Education, Oklahoma City; B. Roy Daniel, Chairman; and Ferman Phillips.

Committee on Standards and Procedures for the Renewal of Certificates. M. J. Burr; Ona Raines; A. E. Shearer, Chairman; L. E. Solomon; Howard Taylor; and Forrest Towry, Superintendent of Schools, Fairview.

Committee on Certification of School Administrators. Paul Allen, Chairman; Homer Anderson, High School Principal, Ponca City; Ross H. Beall; A. N. Boatman, Member, Board of Education, Okmulgee; O. W. Davison, Superintendent of Schools, Durant; Claude Harris, Assistant Superintendent, Muskogee; G. L. Hollabaugh, Superintendent of Schools, Broken Arrow; Frances Matofsky, President, Oklahoma Congress of Parents and Teachers, Tulsa; D. Ross Pugmire, Professor of Education, University of Oklahoma, Norman; T. D. D. Quaid; G. T. Stubbs; and W. Alva Wells, Elementary School Principal, Shawnee.

Committee on Evaluation. Ruth Green; B. L. Shepherd, Chairman; and Effie Stanfield.

Constitution Committee. Guy A. Curry, Jr.; L. E. Solomon; and J. B. Stout, Chairman.

Committee on Budget and Finance. Guy A. Curry, Jr.; Frank Hess; Oliver Hodge; Ferman Phillips; and G. T. Stubbs, Chairman.

Committee on Standards for the Preparation of School Administrators. Ross H. Beall; Wilson Little; Howard Melton, Elementary School Principal, Midwest City; D. Ross Pugmire; T. D. D. Quaid; Harry D. Simmons, Superintendent of Schools, Muskogee; Lloyd Spencer, County Superintendent, Enid; and Joe Timken, High School Principal, Stillwater.

Committee on Certificate Application Forms and Procedures. E. H. Bingham; Luther Brown; B. Roy Daniel; W. Harvey Faust, Registrar, East Central State College, Ada; W. H. Martin; and L. E. Solomon, Chairmen.

Typed by:

Grace Peebles  
Lucile Loney  
Florine Adams  
Patricia Stone