Criteria for a State Program of Elementary-Teacher Education in the South.

Wilmore Joseph Bordelon

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CRITERIA FOR A STATE PROGRAM OF ELEMENTARY-TEACHER EDUCATION IN THE SOUTH

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Philosophy in The College of Education

by

Wilmore Joseph Bordelon
B.A., Southwestern Louisiana Institute, 1928
M.A., Louisiana State University, 1937
May, 1947
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ABSTRACT

The purpose of the study is twofold -- first, to set up and validate a list of criteria applicable to a state program of elementary-teacher education in the South; and second, to apply the criteria to Louisiana's program of elementary-teacher education.

The criteria are treated in relation to the following topics: (1) selective admission to teacher education, (2) the teacher-education curriculum and its administration, (3) the laboratory school and practice teaching, and (4) certification, placement, and in-service follow-up. To validate the standards, the cooperation of prominent educators throughout the nation was secured. A jury consisting of representatives from the following groups of Louisiana educators assisted in applying the valid criteria to Louisiana's program of elementary-teacher education: (1) members of the state department of education, (2) members of teacher-education institutions, (3) parish school superintendents, and (4) parish school supervisors.

The study indicates direction for implementing or revising programs of elementary-teacher education, and it describes practices in Louisiana in relation to validated standards.

The findings warrant the following conclusions and recommendations:

A state program of elementary-teacher education should provide for the selective admission of students. It should be planned and controlled, and it should contain stipulated requirements for initial admission and for continuance of study leading to certification.
A planned and controlled system of selection is not administered in Louisiana, however, consideration is being given to the development of a guidance program of selection beginning with recruitment and extending to the initial period of professional employment.

Teacher education on a state-wide basis should be planned, organized, and administered through the cooperative efforts of those who share responsibility for the program. The state department of education, teacher-education institutions, and public school systems should work together in proposing, revising, or implementing policies. The teacher-education institution should make adequate provision for three basic needs of elementary teachers as follows: (1) general education, (2) specialized preparation, and (3) professional elements.

The program of personnel guidance in Louisiana's teacher-education institutions should be made more effective. The learning process should exemplify more adequately procedures for identifying and solving problems in a democratic society.

Adequate facilities for observation, demonstration, and directed practice are fundamental in administering a program of teacher education. Such facilities should be provided by a laboratory school administratively controlled by the teacher-education institution.

The student teacher should be inducted gradually into the actual duties of practice teaching. To provide gradual induction, education courses should be taught in close relation to the laboratory school, and sequential prerequisites to directed practice should be observed.

The laboratory school should exemplify best practices in the teaching profession, however student teachers should be given some insights,
experiences, and practice in conditions typical of those obtaining in the public schools.

The length of the period of directed practice should be sufficient to insure satisfactory command of the necessary skills and methods needed for effective direction of the experiences of children. It should depend upon the needs and abilities of the student teacher. However, a minimum of ninety clock hours of observation and directed practice should be required.

It is the responsibility of the state board of education through its state department to determine general patterns of curricula leading to the certification of teachers. The certification regulations should be conducive to professional growth.

Certification should encourage proficiency in the total range of the elementary school. Extreme differentiation tends toward a narrow type of training. Provision should be made to give students opportunities to develop particular interests in lower- or upper-elementary grades or in problems distinctively rural. The practicability of internship in teacher education needs further study.

The teacher-education institution should assume some responsibility for the placement of its graduates. The maintenance of a bureau by the state department of education for the placement and promotion of experienced teachers who are no longer in close contact with their institutions is recommended.

A more effective program of in-service follow-up should be administered in Louisiana. The program should provide assistance to beginning teachers, and it should sensitize teacher education to public school needs.
CRITERIA FOR A STATE PROGRAM OF ELEMENTARY-TEACHER EDUCATION
IN THE SOUTH

CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of the study is two-fold — first, to set up and validate a list of criteria applicable to a state program of elementary-teacher education in the South; and second, to apply the criteria to Louisiana's program of elementary-teacher education.

Need for the Study

Studies made of institutional requirements in the preparation of elementary teachers and of regulations governing the certification of teachers reveal wide diversity of practice. While it is recognized that local conditions should determine in part institutional and state practices in southern elementary-teacher education and certification, a certain degree of uniformity throughout the South is believed to be desirable. The writer's findings should indicate the possibility for better agreement in elementary-teacher education practices in the southern states.

Establishing a program of reciprocity in teacher certification in the South has been advocated by southern leaders in teacher-education institutions and by directors of teacher certification in the various state departments of education throughout the South. Minimum standards
of certification for high school teachers were proposed by the Southern University Conference. As yet no standards have been proposed for the preparation of elementary teachers.

The validation of criteria for the education and certification of elementary teachers in the South, with an evaluation of present practices in one state, should effect more agreement throughout the South and thus facilitate the implementation of a program of reciprocal relations in the certification of elementary teachers among the southern states. Certain aspects of a program of elementary-teacher preparation have also important implications for the training of high school teachers.

Institutions responsible for teacher education can ill afford to neglect the importance of changing social structure. It can be reiterated with certainty that nothing is constant but change. In 1933 America was witnessing a depression with major problems of unemployment, poor distribution of goods, and threats of deflation. Eight years later the national picture was completely reversed. With the outbreak of World War II and the United States' entrance into the global conflict, there soon grew problems created by a shortage of labor, scarcity of goods, and threats of inflation. America is now facing trying problems of post-war reconversion and rehabilitation. What the national scene will be like five or ten years hence, one can but speculate.

The history of American civilization is one of rapid developments and continuous shifts of economic and social conditions. Securing and establishing American independence, developing the frontier, reducing

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1 A Unified Program of Teacher Education and Certification in the Southern States, (Sponsored by the Southern University Conference in Cooperation with the Southern Association of Colleges and Secondary Schools), The University Press of Sewanee, Tennessee, 1941, 66 pp.
southern aristocracy, making the world safe for democracy, securing woman's suffrage, returning to "normalcy" and isolationism, promoting the New Deal, joining the allies in World War II with the avowed purpose of winning the peace as well as the war, and reconversion are phases which bear witness to certain and continuous change in America's economic and social order.

The institutions of a changing society must be geared to change if they are to continue to meet the needs of that society. There is some concern among educators over the failure of educational institutions to adapt themselves to changing needs. Many view with alarm the apparent lag of education in relation to technology and the social structure. It is pointed out, for example, that the schools have given slight recognition to the need for providing community recreation. If education fails to meet this need, then society may well develop an institution that will discharge the function satisfactorily.

The Committee on Building a Better South through Education recognizes that education must be responsive to the changing needs of society if it is to fulfill its function intelligently. The following quotation describes its viewpoint:

A better world, a better nation, and a better South can be built through education. But that education must be an education which is geared to change. . . . It must be an education which recognizes and accepts the challenges of the past, the demands of the present, and the opportunities of the future. It must prepare the people of the South to appreciate and utilize intelligently and efficiently the resources of the region to the end that the South may become an increasingly better place for living and may make an increasingly greater contribution to the welfare and improvement of the nation. 

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It is generally agreed that unprecedented improvement in qualification of teachers in the South has been witnessed during the past two decades. However, it is recognized that much greater improvement must be made if education is to cope successfully with changing needs.

Institutions responsible for preparing teachers should, therefore, exert continuous efforts to evaluate, revise, and adjust their programs in relation to evolving conditions. It is the writer's opinion that the efforts represented in the following pages are in harmony with the view thus expressed.

Scholars in the field of teacher education are agreed that the growth of curricula and institutions designed to prepare teachers resulted not primarily from organized planning, but rather from haphazard developments. Education expanded so rapidly that the task of preparing teachers became tremendous. Normal schools were established to offer training for elementary teachers. The preparation of secondary teachers was left first to private institutions. Later this function was assumed by state institutions. Departments or colleges of education were established in many state universities. Within relatively recent years normal schools have expanded into four-year teachers' colleges offering curricula for various types of teaching positions. In consequence, there are today a large number and variety of institutions, public and private, that have developed curricula for teacher education. State teachers' colleges, normal schools, and departments or schools of education in liberal arts colleges and universities are now preparing teachers.

The absence of organization and careful planning in the development of curricula and institutions designed to prepare teachers is reflected in conditions which have been termed chaotic. For example, the
National Survey of the Education of Teachers discloses striking lack of coordination of basic features of teacher-education programs in the various institutions preparing teachers. Reference to such features is made subsequently under the section devoted to related studies. This study has been made with the belief that it may contribute in some manner to the efforts of those who are interested in developing sound curricula for prospective teachers.

The need for developing sound programs of teacher education is particularly significant for the South because it is in that region that educational lags are most apparent. Indices compiled by Odum in his comprehensive study of southern regions point conclusively to marked deficiencies in the schools of the South. The following excerpt is significant:

The total picture shows the score card heavily against the region (southern region) in length of school term, some children having two months' schooling less than the nation's mode; in high school facilities, thousands of children without access to high school advantages; and below national standards in equipment, facilities, teacher training; teachers' salaries 40 to 70 per cent of the nation's average; and the separate count against it for Negro schools, a story in itself.

It is shown further in Odum's study that the South trails behind all other regions in literacy, reading habits, and library facilities. Illiteracy in the United States ranges from 15 per cent in the southeastern states to less than 1 per cent in the state of Iowa. Ten of the southern

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states average over 10 per cent illiteracy. In twelve other states not included in the South the average is less than 2 per cent. In population per library every southeastern state is in the lowest quartile. Taking one dollar per capita as an index of income for libraries, Odum shows the following comparisons in the various regions: Southeast, 16¢; Southwest, 23¢; Northwest, 43¢; the Middle States, 73¢; the Northeast, 75¢; and the Far West, $1.08.

Thirty per cent of the people in the United States according to Odum's findings are registered readers while in the Southeast only 5 per cent of the population makes use of libraries. Using a standard of five books circulated per capita, the Southeast lags with 0.77. The largest percentage of population with no library facilities whatsoever is to be found in the South. The comparative numbers of counties in the various regions having no access to library service are given in Odum's study as follows: Southeast, 600; Southwest, 257; Northwest, 142; Middle States, 85; Northeast, 46; and Far West, 19.

The facts reported by Odum should be challenging rather than disconcerting. Marked progress has been made in educational endeavor in the South. Cognizance of the fact that the South carries a heavy educational load should be taken. Odum points out that the Southeast with a population of one-fifth of the nation's people accounts for one-third of the public schools of the country. The ratio of educable population to adult population is greater by far in the South than in any other region in the United States.

7 Odum, _op. cit._, pp. 119-21.
8 _Ibid._, pp. 119-21.
9 _Ibid._, pp. 103.
States. For that reason the South has strained its resources in an effort to meet its educational needs.

It is an accepted fact that the schools of the South or of any region can be no better than the teachers who staff them. The South's educational lag, therefore, has particular significance for teacher education. In a region not favored with advantages for maintaining adequate and efficient systems of education, it is particularly important that the best use be made of facilities. Developing and maintaining sound curricula for pre-service preparation of teachers in the South is, therefore, a primary concern.

**Related Studies**

Of all studies reviewed by the writer, the one made by Reuben D. Law\(^\text{10}\) for a doctoral thesis in 1941 bears closest relationship in some respects to the present volume. Law made a detailed study of eight institutions offering partial or complete curricula in education in the state of Utah. He selected four four-year colleges and four junior colleges in which to conduct his investigation. The purpose of his study was to determine the kind and amount of overlapping of content in education courses and to develop a set of guides designed for use by institutions in solving their problem of overlapping content.

Using textbooks in education, syllabi prepared by faculty members of teacher-education colleges, and professional literature, he organized an extensive check-list of planned content for various courses. The check-

\(^{10}\) Reuben D. Law, "Content and Criteria Relating to Professional Teacher Education," (unpublished Doctor's dissertation, The University of Southern California, Los Angeles, April 1941), 408 pp.
list, which provided for quantitative indication of the extent of treatment accorded each topic in a given class, was submitted for reaction to teachers of courses in education in the institutions selected for investigation.

The criteria designed for use in solving the problem of overlapping content were submitted to selected authorities for appraisal. These authorities were known personally either by the investigator or by reliable acquaintances. The list of criteria represents a constructive approach to the solution of the problem of overlapping content. However, no attempt is made in the study to apply the list to a specific program of teacher education.

Law concludes that the amount of overlapping of content is so extensive as to indicate duplication of an objectionable nature. His findings indicate that to a large degree individual college teachers plan their courses without sufficient consideration of the content treated in other courses. There is evidence, Law concludes, that too much of the planning of content in education courses is done on an individual basis.

Law further implies that disregard for the total program of teacher education by individual teachers has resulted in lack of unity of purpose and poor coordination of efforts. While the necessity for some overlapping is acknowledged, the conclusion reached indicates that such duplication as may be profitable can be secured only if it is based on intelligent planning. Content for courses in education, Law concludes, should be planned through the cooperative efforts and joint understanding of those who are responsible for the program of teacher education.

Law finds that the problem of overlapping of content is not easily solved. He states that duplication constitutes a part of the greater
problem of organizing effective curricula, and that it is only through proper administration and curriculum evaluation and revision that institutions can cope intelligently with the problem.

In 1939 John Buell Aycock\textsuperscript{11} made a study of the certification of elementary teachers in Louisiana. He sought to discover the manner in which current practice regarding the certification of elementary teachers evolved, and to compare such practice with recommendations advocated by authorities. He reviewed bulletins, reports, and minutes of the Louisiana State Board of Education, and he organized his data according to periods during which definite characteristics were in evidence. In order to compare certification regulations in Louisiana with those of other states, he made a study of regulations governing certification in the various states. Aycock secured the reaction of twenty-one authorities on nine basic questions relating to elementary-teacher certification, and he used the composite judgment as a basis for comparison.

According to conclusions reached, improvement in certification was made gradually in Louisiana. Such factors as the following operated to effect better practice: (1) state centralization of the control of certification; (2) enactment of legislation establishing more rigid requirements for certification; and (3) establishment of improved facilities for the education of elementary teachers in Louisiana.

According to Aycock's findings practice regarding the certification of elementary teachers varied widely with the various states. In twenty-

nine states, authority for certification was vested in the state. In the remaining states that authority was shared with other agencies. Four-year curricula for elementary teachers were required in six states; three-year curricula in nine states; and two-year curricula in the remaining ones. No uniformity among the various states in "types of certificates issued, in terminology of certificates, or in length of time for which the certificates are valid" was evident.

Aycock concluded that there was need for uniformity in the issuance of certificates. He concluded further that differentiation of certification should be made according to function. Three certificates were recommended: (1) Kindergarten-Primary, (2) Upper-Elementary, and (3) Administrative and Supervisory.

Additional recommendations made were as follows: (1) that no life certificates be issued; (2) that certification be a state function; (3) that the training school be considered extremely important in the certification of teachers; (4) that elementary teachers be given at least a fair knowledge of elementary school subjects; and (5) that close cooperation exist between the director of certification and teacher-training agencies in the state.

In 1935 the United States Office of Education published a national survey of the education of teachers. The study is perhaps the most comprehensive of its kind ever undertaken in this country. It consists of six volumes. The third volume is a study of teacher-education curricula.

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12 Aycock, op. cit., p. 309.

in all types of institutions engaged in the preparation of teachers. Philosophies, objectives, and patterns of teacher education are treated extensively.

The committee responsible for the conduct of the survey found wide diversity of practice in the various institutions. The number of clock hours of practice teaching required in colleges and universities for the session 1931-1932 ranged from 18 to 270. In normal schools the range in clock hours was from 30 to 500. The median number of required clock hours in the four-year program for elementary teachers was 85 in colleges and universities and 146.5 in teachers' colleges. Credit in semester hours assigned to practice teaching in the various institutions varied from one to twenty.

Findings indicate that in 1932 normal schools and teachers' colleges usually had laboratory schools over which they exercised control, while colleges and universities used affiliated public schools for observation and practice teaching. In 70 per cent of the latter institutions no control was exercised over the school used for practice teaching. Regular demonstrations and observations were arranged in 40 per cent of the normal schools and teachers' colleges and in 10 per cent of the colleges and universities.

Of especial significance are the following recommendations made by the committee: (1) the establishment of more uniformity in regulations governing certification and in types of certificates issued in order that reciprocity in licenses among the various states may be promoted; (2) the restriction of certification to levels and fields of specialization; (3) the inauguration of a more definite policy regarding sequential prescription of basic courses; (4) more extensive and efficient use of the
laboratory school for observation, experimentation, and practice; (5) better articulation between subjects of study, levels of institutions, and agencies of teacher education; and (6) the professionalization of teaching.

In 1941 McNaughton made a study with the view of evaluating, in terms of defined objectives, the total teacher-education program at Stanford University. His investigation was conducted in cooperation with the Commission on Teacher Education and the Stanford University School of Education, and it was financed through a grant by the General Education Board.

He used reports and surveys previously and concurrently made by committees of the Stanford University School of Education working jointly with the Commission on Teacher Education. He was able, therefore, to draw evaluative evidence from numerous sources and from varied judgments and to base his findings and recommendations on the evidence thus secured.

He assembled, analyzed, and synthesized data concerning:

1. faculty members' judgments of strengths and weaknesses of the program;
2. faculty members' judgments as to desirable objectives for the program;
3. faculty members' judgments of the patterns of preparation desirable for different educational workers;
4. faculty members' judgments of the relative emphasis to be placed on various aspects of the program;
5. students' judgments of desirable objectives for the program;
6. students' reasons for entering the School of Education;
7. students' estimates of the nature and extent of changes in their purposes;
8. students' opinions as to the extent to which the program helped them to realize their purposes;

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(9) students' suggestions for the improvement of the program in terms of their purposes; (10) faculty statements of the objectives, experiences and evaluative methods of the individual courses.\textsuperscript{15}

McNaughton concluded that "not enough is known concerning how best to bring about the desired competencies to enable any institution to claim that its way of educating teachers is the correct one."\textsuperscript{16} However, his findings indicate that every teacher-education institution should develop a definite and defensible program for its evaluation. He recommended the following standards for guidance in developing an evaluative program:

1. Evaluation should be carried out in terms of objectives which are agreed upon.
2. Evaluation should secure data from all available sources.
3. Evaluation should involve the cooperation of all concerned.
4. Evaluation should be a continuous process.
5. Evaluation should be carried on with due regard for the opinions, feelings, and security of persons affected.\textsuperscript{17}

Strengths and weaknesses relating to Stanford University's program of teacher education as revealed by McNaughton may have no particular significance for other institutions. However, the following general recommendations merit careful study: (1) A long-term contact with children, communities, and schools should be provided students in education, and this experience should parallel course work in education. (2) Observation and student teaching followed by internship should be provided in a variety of school situations. (3) An effective guidance program should be established. (4) More emphasis should be placed on observation of teaching, study of children, and participation in civic responsibilities. (5) Possibilities

\begin{flushleft}
\textsuperscript{15} McNaughton, \textit{op. cit.}, p. 388. \\
\textsuperscript{16} \textit{Ibid.}, p. 389. \\
\textsuperscript{17} \textit{Ibid.}, p. 390.
\end{flushleft}
for better integration of courses should be explored. (6) More effective means of analyzing student needs and measuring progress should be developed. (7) A planned program for developing social competencies should be established. (8) More intelligent recruitment of prospective teachers should be planned. (9) Undesirable duplication should be eliminated. (10) Student and faculty cooperation in planning and evaluating courses should be practised. (11) A resourceful program of placement and follow-up should be instituted. (12) "A comprehensive, continuous program of evaluation should be followed out in which a wide variety of evidences would be used to appraise the effectiveness of the program."18

In 1938 Endicott19 sought to appraise practices employed in the selection, advisement, and teacher placement of students enrolled in colleges of education in the larger universities. His procedures involved a survey of literature, the use of a questionnaire, and a close study of a small number of institutions.

He discovered that, in general, "enrollments were not limited in number and that in most schools very few applicants were refused admission."20 He reported that the "services of an organized health clinic, a testing bureau, and a director of admissions were available in about one-third of the institutions."21 Fewer institutions "had the services of a speech clinic, a psychologist, and a psychiatrist."22

18 McNaughton, op. cit., p. 397.
20 Ibid., p. 85.
21 Ibid., p. 85.
22 Ibid., p. 85.
With reference to advisement, Endicott found that the "services were not definitely organized or centralized" and that "the most common practice was to assign to certain staff members advisement responsibilities for students with major interest in the fields these instructors represented."  

In summarizing practice regarding teacher placement he stated that the most important problems mentioned by placement executives concerned lack of sufficient financial support, poorly organized follow-up procedures, insufficient time for visitation in the field, the handling of calls for teachers with unusual subject combinations, the inadequate professional preparation of some boards of education, the relationship with commercial agencies, "the difficulty of securing reliable and impartial recommendations from staff members, and the general lack of careful attention to selection and advisement within the institution."  

Endicott recommended the institution of an organized personnel program and the appointment of a director to coordinate the various phases of selection, advisement, and teacher placement. He suggested the following functions for the director of the program of personnel services:

1. To function as chairman of a personnel committee for the school or college of education.
2. To be general adviser to all prospective teachers, referring them to various members of the personnel committee or to other staff members of the institution whenever situations warrant.
3. To supervise the centralized cumulative personnel records of individual students.

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23 Endicott, op. cit., p. 155.
24 Ibid., p. 155.
25 Ibid., p. 236.
4. To handle correspondence relative to admission to teacher preparation at the institution.

5. To deal with parents of students in the school or college of education in matters which require consultation with parents or when they desire information.

6. To direct the follow-up program of the institution.

7. To furnish the staff members with pertinent data regarding the needs of the educational fields, the effectiveness of the program of the professional school, and suggestions for more effective cooperation in a coordinated personnel service to students.

8. To give direction to careful study and experimentation in selected areas within the student personnel field.

9. To report regularly to the faculty concerning the work of his office, not only for the purpose of acquainting them with the activities of the personnel staff, but to secure advice and suggestion concerning both policy and procedure.26

Scope and Delimitation of the Study

The study embraces significant standards and applications of criteria relating to the following phases of teacher education: (1) selective admission to teacher education; (2) the teacher-education curriculum and its administration; (3) the laboratory school and practice teaching; and (4) certification, placement, and in-service follow-up.

The criteria were formulated with the view of their applicability to a state program of teacher education in the South, although it was recognized that a large number of the standards are equally applicable to states in other regions. Although a large number of the leading educators who participated in validating the criteria are residents of the South, cooperation from school authorities throughout the United States was secured in establishing the validity of the criteria. Applications of the criteria were limited to one state program of teacher education — that of Louisiana.

26 Endicott, op. cit., p. 264.
While it is recognized that standards and evaluations of teacher education may apply in some instances to the preparation of elementary and high school teachers, the study is concerned with the validation and application of criteria relating to the preparation of elementary teachers.

No effort was made to describe one-, two-, or three-year programs of pre-service training for elementary teachers or to evaluate practice affecting such programs. It was assumed that a four-year program for the preparation of elementary teachers is practicable and desirable.

It is recognized that a four-year program for the training of elementary teachers is relatively new and that in a number of teacher-education institutions in the South two- or three-year programs are still in effect. However, shorter term programs are being discontinued. In theory, if not yet in practice, institutions preparing elementary teachers are accepting in increasing numbers the practicability and desirability of a four-year program.

**Basic Assumptions**

The writer was guided by the following assumptions:

1. Teacher education is a state function.
2. Certain standards of elementary-teacher education are applicable throughout the South.
3. There is need for the formulation of valid criteria relating to elementary-teacher education in the South and for the evaluation of teacher-education practices in the southern states.
4. The southern states should promote reciprocal relations in the certification of elementary teachers.
5. A four-year program for the preparation of elementary teachers is practicable and desirable.

6. Selective admission; teacher-education curriculum; the laboratory school and practice teaching; and certification, placement, and in-service follow-up constitute essential phases of teacher preparation.

Definition of Terms

A criterion is regarded as a unit of measurement. It is descriptive of the ideal, and it is a means of comparing actuality with ideality. It serves two distinct functions in the study. It is a pattern indicating desirable practice in elementary-teacher education, and it is also a means of evaluating actual practice.

The term, "standard" is synonymous with "criterion." The two terms are employed interchangeably.

"Evaluation" is used to denote appraisal. It is the value assigned to a stipulated practice. An evaluation is secured by applying to actual practice criteria representing ideal conditions.

Effectiveness or soundness is described by the term, "validity." A proposed criterion generally held desirable by authorities is considered as possessing validity.

"Validation" denotes the process of deriving validity.

The expression, "application of the criteria," as employed in the study denotes the process of comparing practice with ideality by using the criterion as a pattern.

The term, "initial admission" or "initial selection," is used to denote the beginning enrollment of a student in the college of education. The expression, "selective admission to teacher education," is employed
in a broader sense. It denotes initial admission and also continuous selection of students for teacher education. It is regarded as a process which may be operative at any stage of preparation.

**Procedures Employed**

Through a survey of literature relating to the education and certification of elementary teachers, the writer assembled a list of criteria designed for use as a guide in setting up, evaluating, or revising programs of elementary-teacher preparation in the southern states. In subsequent chapters reference is made to the sources used in assembling these criteria.

A questionnaire designed for use in validating the criteria was prepared. (See Appendix I, page 272.) In preparing the questionnaire the standards to be validated were organized under four divisions: (1) selective admission to teacher education; (2) the teacher-education curriculum and its administration; (3) the laboratory school and practice teaching; and (4) certification, placement, and in-service follow-up. Although no division appears on the questionnaire, the criteria were listed numerically in the same order as the divisions given. Thus all criteria relating to "selective admission to teacher education" were listed first. This arrangement facilitated the treatment of data relating to each of the four major divisions.

A jury of experts in the field of elementary-teacher preparation assisted in validating the criteria. Membership of the jury was secured from nominations made by deans of teacher-education institutions and directors of teacher education and/or certification in state departments of education. Forty-six states and the District of Columbia were represented
by those educators by whom nominations to the jury were made.

A letter, to which was attached a self-addressed, stamped card for convenience in submitting nominees, was addressed to those from whom nominations were sought. The letter briefly described the nature of the study and solicited the cooperation of the addressees. (See Appendices II and III on pages 281 and 282 for copies of the letter and card.)

Two hundred four nominees representing the forty-eight states and the District of Columbia were named. To each of the nominees a letter was written informing him of his nomination to the jury and inviting him to participate in validating the criteria. (See Appendix IV, page 283.) A self-addressed, stamped card for the nominee's use in indicating acceptance as a juror was attached to the letter. (See Appendix V, page 284.) One hundred thirty-seven nominees indicated their willingness to assist.

The questionnaire with a letter expressing the writer's appreciation for the interest manifested and the cooperation indicated was directed to each of the one hundred thirty-seven nominees. (See Appendix VI, page 285.)

One hundred eleven jurors returned the questionnaire in time for inclusion in the study. (See Appendix VII, page 286 for the list of jurors.)

A large percentage of the jurors reside in the southern states. This was to be expected since the study is limited to teacher preparation in the South. The writer received numerous letters from southern educators expressing an interest in the study and requesting a list of the criteria.

A number of the jurors are educators known nationally through their writings or lectures on their fields of professional interest. Those who assisted in nominating the members of the jury specifically were requested to include in their nominations residents of their own states. Thus representation from all sections of the nation was secured.
The questionnaire contained one hundred twenty criteria. Since practically all of the standards were derived from literature in the field of elementary-teacher preparation, they were considered valid by some writers. For that reason the high degree of validity indicated in numerous instances was expected.

The jurors were requested to indicate the degree of validity of each criterion by using a five-point scale with the following designations: (1) objectionable, (2) of questionable value, (3) moderately helpful with some restrictions, (4) very helpful as a safe guide, and (5) excellent as a guiding criterion. The degree of validity of each criterion was obtained according to a procedure explained by Garrett. The method is described in Chapter II.

The criteria held valid by the jury were included in a questionnaire which was sent to educators in Louisiana. The purpose of the questionnaire was to apply the criteria to the program of elementary-teacher preparation in Louisiana. To secure the cooperation of Louisiana educators in applying the criteria, a letter explaining the purpose of the questionnaire was directed to those whose cooperation was desired. (See Appendix VIII, page 224.) A self-addressed, stamped card for convenience in reply was attached. (See Appendix IX, page 295.) Replies were received from parish school superintendents and supervisors, members of the state department of education, and faculty members of teacher-education institutions. To each of these educators the questionnaire (See Appendix X, page 296) with a letter (See Appendix XI, page 305) expressing appreciation.

for the cooperation indicated on the returned card was forwarded. Sixty-eight completed forms were returned and included in the tabulation. The following shows the representation from each of the three groups of educators: (1) faculty members of teacher-education institutions, twenty-three; (2) members of the state department of education, five; and (3) parish school superintendents and supervisors, forty. (See Appendix XII, page 306 for the list.) Besides the state department of education seven teacher-education institutions and thirty-one parishes were represented. (See Appendix XIII, page 310.)

Because of the different viewpoints from which these three groups necessarily regard teacher education, it is felt that all significant opinions relative to the application of the criteria to teacher education in Louisiana were registered. Faculty members naturally express the viewpoint of those who work intimately with prospective teachers. This group, however, does not work in close association with the product of their institution, the teachers. On the other hand the parish school superintendents and supervisors are associated closely with the teachers. This group would tend to evaluate the program of teacher education on the basis of the service rendered by their teachers. A middle-of-the-road point of view is represented by members of the state department of education. This group occupies a place in the state system of education which necessitates close relationship with the teachers of the state and with the institutions preparing these teachers.

The criteria in the questionnaire were worded so as to evoke responses indicative of the extent to which they are actually being applied to teacher preparation in Louisiana. A five-point scale with the following designations was employed: (1) violated or opposite observed; (2) ignored
or not observed; (3) moderately observed with some restrictions; (4) well observed; and (5) excellently observed. The jurors were requested to indicate those standards on which they were unable to express an opinion regarding application. (See Appendix I, page 296.)

The extent of the application of the criteria in Louisiana's program of elementary-teacher preparation was derived according to a procedure explained by Garrett. The procedure is described in Chapter II.

Chapter Organization

The following topics are treated in the introductory chapter: (1) purpose of the study; (2) need for the study; (3) related studies; (4) scope and delimitation of the study; (5) basic assumptions; (6) definition of terms; and (7) procedures employed.

In Chapter II, entitled "Validation and Application of Proposed Criteria," techniques used for validating the criteria and for applying the validated standards to Louisiana's program of elementary-teacher preparation are explained. In Chapters III, IV, V, and VI the following topics are treated respectively: (1) criteria pertaining to selective admission to teacher education; (2) criteria pertaining to the teacher-education curriculum and its administration; (3) criteria pertaining to the laboratory school and practice teaching; and (4) criteria pertaining to certification, placement, and in-service follow-up. Each of these chapters is divided into three sections as follows: (1) formulating the criteria; (2) validity of the criteria; and (3) application of the criteria to Louisiana's program of elementary-teacher education. Chapter VII consists of the writer's summary and conclusions.

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CHAPTER II

VALIDATION AND APPLICATION OF PROPOSED CRITERIA

Determining the Validity of the Criteria

In tabulating the appraisals of the jury the percentage of jurors assigning each of the five designations to indicate the degree of validity of each criterion was computed. These percentages were transmuted into equivalent sigma units. To render the data more comprehensible, the sigma value was calculated from a minus three position. Negative values thus were avoided in expressing the total weight assigned to each criterion.

Each of the five sigma values was multiplied by ten and the sum of the five products was derived to obtain the total weight assigned to each criterion.

Table IV, "Validity of Criteria," pages 40 to 48 shows the total judgment weight which the jury assigned to each criterion. The criteria are numbered in the order listed in the first questionnaire. (See Appendix I, pages 272-80.)

The following illustration may serve to simplify reading of the table. Immediately under the letter "C" of the first column is written the arabic number one. This number represents the first criterion appearing on the questionnaire which is reproduced in Appendix I. The criterion reads as follows: "Should admission to teacher education be planned and controlled to insure the selection of worthy students?" Four jurors, constituting in round figures three per cent of the responses made regarding the criterion, indicated that the standard is objectionable.
The sigma value calculated\(^1\) for this per cent is 2.28. Taken from a minus three position the sigma value is 5.28. Reading under the letter "Q" it is seen that three jurors, constituting three per cent of the responses, expressed the opinion that the criterion is of questionable value. The sigma value for this per cent is 1.70 from a zero point and 4.70 from a minus three position. Reading further in the same row it is seen that thirteen jurors representing twelve per cent of the responses believe the standard to be moderately helpful with some restrictions. From a zero point the sigma value of this per cent is 1.19. From a minus three position the sigma value is 4.19. In the same manner it is seen that thirty-two jurors constituting twenty-nine per cent of the responses checked the criterion to be "very helpful as a safe guide." 0.47 is the sigma value from a zero point and 3.47 from a minus three position as calculated for the per cent. Fifty-eight jurors, comprising fifty-three per cent of the responses, expressed the opinion that the criterion is excellent as a guiding principle. The sigma values from a zero point and a minus three position for this per cent are minus 0.75 and 2.25 respectively. The last column indicates a total weight of 199 for the criterion.

In like manner Table IV shows: (1) the number and per cent of jurors checking each designation to express judgment regarding the validity of the criteria; (2) the sigma values for each designation calculated first, from a zero point, and second, from a minus three position; and (3) the total weight representing the degree of validity for each standard.

\(^1\) Garrett, op. cit., Table 27, pp. 164-5.
To show the relative judgment weights assigned to the criteria, total weights were grouped in intervals of five ranging from 120 to 234. The number of criteria receiving judgment weights indicated in each grouping is shown in Table I. Thus a total weight in the highest grouping, which is 230-34 inclusive, is shown for eight of the standards. Fourteen standards were placed in the next grouping, which includes the judgment weights ranging from 225 to 229 inclusively. The lowest ratings as shown in Table I are in the 120 to 124 grouping. Two standards received ratings as indicated in that grouping.

**TABLE I**

**JUDGMENT WEIGHTS OF CRITERIA SUBMITTED FOR VALIDATION**

<table>
<thead>
<tr>
<th>Total weight</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>230-34</td>
<td>8</td>
</tr>
<tr>
<td>225-29</td>
<td>14</td>
</tr>
<tr>
<td>220-24</td>
<td>13</td>
</tr>
<tr>
<td>215-19</td>
<td>10</td>
</tr>
<tr>
<td>210-14</td>
<td>9</td>
</tr>
<tr>
<td>205-09</td>
<td>7</td>
</tr>
<tr>
<td>200-04</td>
<td>9</td>
</tr>
<tr>
<td>195-99</td>
<td>9</td>
</tr>
<tr>
<td>190-94</td>
<td>6</td>
</tr>
<tr>
<td>185-89</td>
<td>5</td>
</tr>
<tr>
<td>180-84</td>
<td>6</td>
</tr>
<tr>
<td>175-79</td>
<td>4</td>
</tr>
<tr>
<td>170-75</td>
<td>2</td>
</tr>
<tr>
<td>165-69</td>
<td>4</td>
</tr>
<tr>
<td>160-64</td>
<td>2</td>
</tr>
<tr>
<td>155-59</td>
<td>4</td>
</tr>
<tr>
<td>150-54</td>
<td>2</td>
</tr>
<tr>
<td>145-49</td>
<td>2</td>
</tr>
<tr>
<td>140-44</td>
<td>1</td>
</tr>
<tr>
<td>135-39</td>
<td>0</td>
</tr>
<tr>
<td>130-34</td>
<td>1</td>
</tr>
<tr>
<td>125-29</td>
<td>0</td>
</tr>
<tr>
<td>120-24</td>
<td>2</td>
</tr>
</tbody>
</table>

Total 120
A normal distribution of the expression of approval or disapproval of a given statement where a five-point response is used would be distributed from one extreme possibility to the other extreme as follows:

<table>
<thead>
<tr>
<th>Response</th>
<th>Per Cent of Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Low)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3.5</td>
</tr>
<tr>
<td>2</td>
<td>23.8</td>
</tr>
<tr>
<td>3</td>
<td>45.0</td>
</tr>
<tr>
<td>4</td>
<td>23.8</td>
</tr>
<tr>
<td>(High)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3.5</td>
</tr>
</tbody>
</table>

It will be noted that the total per cent of expressions in the distribution does not equal one hundred. The baseline of the curve is considered here to extend from minus three sigmas to plus three sigmas, and it covers 99.6 per cent of the cases. The remaining 0.4 per cent is negligible and would be included in the curve were it extended beyond the minus three and plus three sigma units.

In the example cited above, the sigma unit value of each response and the total weight representing the degree of approval of the statement are tabulated as follows:

<table>
<thead>
<tr>
<th>Response Scale</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Cent Checking</td>
<td>3.5</td>
<td>23.8</td>
<td>45</td>
<td>23.8</td>
<td>3.5</td>
<td>X</td>
</tr>
<tr>
<td>Sigma Value</td>
<td>2.22</td>
<td>1.07</td>
<td>0</td>
<td>1.07</td>
<td>2.22</td>
<td>X</td>
</tr>
<tr>
<td>Sigma Value from minus 3</td>
<td>5.22</td>
<td>4.07</td>
<td>3</td>
<td>1.93</td>
<td>0.78</td>
<td>X</td>
</tr>
<tr>
<td>Sigma Weight</td>
<td>52</td>
<td>41</td>
<td>30</td>
<td>19</td>
<td>8</td>
<td>150</td>
</tr>
</tbody>
</table>

The total weight in the example is 150. A basis for the interpretation of total weight is thus established. It may be stated that on a


3 Ibid., Table 27, p. 165.
A controversial statement where expressions are normally distributed over a five-point scale ranging from approval to disapproval, the total weight expressing the degree of acceptance of the statement is 150. The statement is debatable and certainly not widely accepted or rejected. A statement which has a distribution of responses such as to render a total weight of less than 150 would thus tend to be rejected by the majority. Contrarily, a statement with a computed weight of over 150 tends to be accepted by the majority. The higher the weight, the greater is the degree of acceptance or of validity.

In determining the degree of validity of the criteria appraised by the jury, the writer computed the total weights as described earlier in this section. A criterion whose weight was 150 or less was not considered valid. Six criteria thus were eliminated. They are listed below.

**Criteria Eliminated by the Jury**

1. Should teacher quotas for each institution be determined by the state board of education?
2. Should a separate course in education for southern teachers be required of prospective elementary teachers?
3. Should a minimum of two-thirds of the teaching in the laboratory school be done by the supervising teachers?
4. Should life certificates be issued to those teachers who have secured tenure?
5. Should the baccalaureate degree with a major in lower-elementary education lead to state certification in the lower grades only?
6. Should the baccalaureate degree with a major in upper-elementary education lead to state certification in the upper grades only?

A weight greater than 150 was interpreted as indicative of validity. Tabulations show that 114 of the criteria were held valid. These were
included in the questionnaire which was directed later to Louisiana educators. (See Appendix I, pages 296-304.)

Comparative Degree of Validity

1. Criteria Held Valid

The comparative degree of validity of the one hundred fourteen criteria held valid by the jury is shown in Table II. This table shows the same weights and frequencies as given in Table I, page twenty-six, minus the six standards whose total weights ruled them invalid.

It should be observed that the last entry in column "one" shows a total weight grouping of 150-54. The frequency opposite that grouping is two. Reference to Table IV pages forty to forty-eight reveals that the total weights of the two criteria constituting the frequency of the grouping are in each case greater than 150. The observation is made to indicate the validity of the criteria under the grouping, since those standards, whose judgment weights equalled 150 or less, were held invalid.

TABLE II

<table>
<thead>
<tr>
<th>Total weight</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>230-34</td>
<td>8</td>
</tr>
<tr>
<td>225-29</td>
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<tr>
<td>220-24</td>
<td>13</td>
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<td>215-19</td>
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<tr>
<td>195-99</td>
<td>9</td>
</tr>
<tr>
<td>190-94</td>
<td>6</td>
</tr>
</tbody>
</table>
TABLE II (continued)

COMPARATIVE DEGREE OF VALIDITY OF CRITERIA HELD VALID

<table>
<thead>
<tr>
<th>Total weight</th>
<th>Frequency</th>
</tr>
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<tbody>
<tr>
<td>185-89</td>
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<tr>
<td>180-84</td>
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<td>175-79</td>
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<td>170-74</td>
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<td>165-69</td>
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<td>160-64</td>
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</tr>
<tr>
<td>155-59</td>
<td>4</td>
</tr>
<tr>
<td>150-54</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>114</strong></td>
</tr>
</tbody>
</table>

2. Calculation of Quartiles in the Frequency

Distribution of Judgment Weights

Reference to Table II discloses that while one hundred fourteen criteria are held valid, the degree of validity as indicated by judgment weights varies considerably with the different standards. In order to effect a grouping of standards according to degree of validity, Table III, showing the total weights, frequencies, and cumulative frequencies, was constructed.

TABLE III

COMPARATIVE DEGREE OF VALIDITY OF CRITERIA HELD VALID

SHOWING CUMULATIVE FREQUENCIES

<table>
<thead>
<tr>
<th>Total weight</th>
<th>Frequency</th>
<th>Cumulative frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>230-34</td>
<td>8</td>
<td>114</td>
</tr>
<tr>
<td>225-29</td>
<td>14</td>
<td>106</td>
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<td>220-24</td>
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<td>92</td>
</tr>
<tr>
<td>215-19</td>
<td>10</td>
<td>79</td>
</tr>
</tbody>
</table>
TABLE III (continued)
COMPARATIVE DEGREE OF VALIDITY OF CRITERIA HELD VALID
SHOWING CUMULATIVE FREQUENCIES

<table>
<thead>
<tr>
<th>Total weight</th>
<th>Frequency</th>
<th>Cumulative frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>210-214</td>
<td>9</td>
<td>69</td>
</tr>
<tr>
<td>200-205</td>
<td>7</td>
<td>60</td>
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<td>190-196</td>
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<td>53</td>
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<tr>
<td>185-194</td>
<td>6</td>
<td>35</td>
</tr>
<tr>
<td>180-184</td>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td>175-184</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>170-174</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>165-174</td>
<td>4</td>
<td>16</td>
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All judgment weights ranging from 151 to 183.5, which is the twenty-fifth percentile, are in the first quartile. The second quartile consists of those judgment weights ranging between the twenty-fifth and fiftieth percentiles, which were computed as 183.5 and 207.3 respectively. Judgment weights included in the range between the fiftieth and the seventy-fifth percentiles form the third quartile. The seventy-fifth percentile is 222. Therefore, all weights exceeding the number 222 constitute the fourth quartile.

With the range of the quartiles determined, quartile groupings of criteria were effected by reference to Table IV on pages forty to forty-nine. Such groupings indicate relative degrees of validity. Standards whose judgment weights place them in the fourth quartile possess the highest
validity and are regarded as excellent guides. Those criteria whose judgment weights placed them in the third, second, and first quartiles are regarded respectively as superior, good, and acceptable. The four groups of standards are listed below.

Excellant Criteria

1. Should the teacher-education institution have a program for the guidance of prospective teachers into suitable fields or levels of teaching?

2. Should the state program of teacher education and certification be developed cooperatively by representatives from the state department of education, teacher-education institutions, and public school systems?

3. Should a close working relationship between the subject-matter departments and the college of education exist?

4. Should courses in music, art, and health and physical education designed to meet the teaching needs of elementary teachers be required?

5. Should superior methodology be reflected in the teacher-education institutions' own classrooms?

6. Should professional education be so organized and administered as to lead prospective elementary teachers to a genuine appreciation of the child as an integral part of society?

7. Should the total program of elementary-teacher education lead students to a recognition of the imperative need for adaptation and for continuous growth?

8. Should the curriculum lead the student to formulate a sound philosophy of life and education?

9. Should the curriculum equip prospective teachers with an understanding of the pupils to be taught?

10. Should the curriculum develop an appreciation of such aesthetic interests and activities as may be found in literature, music, and other arts?

11. Should the curriculum develop an understanding of science in modern life?
12. Should the curriculum develop an understanding of the significant current social, economic, and political problems?

13. Should the curriculum be so organized and administered as to develop a thorough understanding of and sympathy for democracy and the ways of democratic living?

14. Should emphasis be placed in the teacher-education program on the development of skill in relationships with others — the community, the general public, and associates in the profession?

15. Should opportunity be provided by the institution for students to spend some time in the field to observe, study, and participate in school and community activities?

16. Should the education of prospective elementary teachers include experiences in planning and evaluating with others?

17. Should professional courses be taught in close relationship to the laboratory school?

18. Should the curriculum provide the student opportunities to observe and apply theories of teaching, and to evaluate their effectiveness?

19. Should practice teaching be required for the baccalaureate degree in elementary education?

20. Should the period of practice teaching be of such duration as to insure familiarity with the activities, duties, and responsibilities of teaching?

21. Should student teaching include observation and participation?

22. Should practice teaching be done under the supervision of expert teachers?

23. Should certification regulations be conducive to the professional improvement of the teachers?

24. Should the institution maintain a placement bureau as a service agency for its graduates?

Superior Criteria

1. Should a guidance program be organized and administered so as to eliminate those students who do not have the proper aptitudes or abilities?

2. Should the institution administer a program that will insure selection of only those candidates who possess personal qualities basic to good teaching or who show promise of achieving?
3. Should periodical appraisals of the student be made by the institution?

4. Should the process of teacher selection continue throughout the period of pre-service training?

5. Should the teacher-education curricula be planned, administered, and evaluated cooperatively by the faculty members of the institution?

6. Should the teacher-education institution meet state certification regulations if it is to be retained as accredited?

7. Should the teacher-education institution be responsible for determining that part of the curricular pattern not stipulated as minimum requirements for certification by the state department of education?

8. Should the institution have a sympathetic working relationship with a small number of well-equipped public schools?

9. Should content courses designed to meet the actual teaching needs of elementary teachers be included in the curriculum?

10. Should individual needs be seriously considered in the total program of teacher education?

11. Should the teacher-education institution assume responsibility for assisting its students to correct such deficiencies as weakness in spelling, arithmetic, handwriting, English, speech, and reading?

12. Should the curriculum impart knowledge pertinent to the specific teaching needs of the elementary teacher?

13. Should the selection of faculty members of teacher-education institutions be based on successful experience in public school systems, and on adequate academic and professional training?

14. Should the training of prospective elementary teachers include insights and understanding of southern conditions?

15. Should experiences provided in the various fields of knowledge contribute primarily to an understanding of concepts, principles, and generalizations rather than to the acquisition of facts?

16. Should the curriculum impart an understanding of the aims, organization, and community relations of a modern elementary school?
17. Should the curriculum lead prospective teachers to understand principles and methods of teaching under various situations in the elementary school?

18. Should the curriculum develop an understanding of physical and mental health activities and materials?

19. Should the curriculum lead prospective elementary teachers to a recognition of the need for self-analysis?

20. Should the curriculum provide for thorough teacher preparation for life outside the classroom?

21. Should the curriculum lead to an understanding of the importance of each of the various phases of school service?

22. Should the curriculum be conducive to developing teachers who can deal with personal, school, and community health problems?

23. Should the institution be responsible for inculcating professional ethics?

24. Should experiences relating to all significant phases of teacher education be provided?

25. Should a laboratory school sufficiently large to enable student teachers to do their practice in classes of average size be maintained?

26. Should public schools, in addition to the laboratory school, be used for directed observation?

27. Should student teachers participate in the professional meetings of the laboratory school staff and in the meetings of the parent-teacher association?

28. Should the student teacher be encouraged to select materials of instruction?

29. Should teachers’ certificates be issued only through a central state agency operating under the direction of the state board of education?

30. Should a certificate be renewed only upon evidence that the individual has kept abreast with modern school practices?

31. Should certification for teaching in the elementary grades be limited to those students who have followed a curriculum for elementary-teacher preparation?
32. Should the certification of beginning teachers be done only upon the recommendation of institutions recognized by the state as accredited?

33. Should work schedules for faculty members of the teacher-education institution be so arranged as to enable them to render follow-up service?

Good Criteria

1. Should admission to teacher education be planned and controlled to insure selection of worthy students?

2. Should recruiting of candidates for teacher education begin in high school?

3. Should a minimum average of "C" in previous high school or college courses be required for admission to teacher education?

4. Should the teacher-education institution require a minimum average of "C" for graduation?

5. Should a program designed to select only those candidates who are physically fit be organized and administered by the teacher-education institution?

6. Should cumulative data covering the previous school record of the candidate be used as a basis for selective admission?

7. Should the process of teacher selection continue through the first few years of teaching?

8. Should education requirements be organized in large interrelated areas rather than in a series of special methods courses?

9. Should duplications of professional topics and activities be avoided?

10. Should the curriculum develop an understanding of educational tests and measurements and of the essential statistical means of evaluation?

11. Should the curriculum develop an understanding of the contributions of the various stages of civilization to society?

12. Should the curriculum develop a comprehensive acquaintance with the cultural heritage of the vast body of established knowledge?

13. Should the curriculum lead to a thorough understanding of the purposes, the administration, and the organization of the American school systems?
14. Should the curriculum be designed to develop versatility in the numerous broad fields of learning?

15. Should opportunity be afforded the prospective elementary teacher for participation in curriculum building?

16. Should provision be made in the institutional program to train specialists in given phases of elementary school instruction such as art, music, and shop?

17. Should the grade plan of organization rather than departmentalization be used in the laboratory school?

18. Should the services of the laboratory school be used frequently by public school officials?

19. Should the institution exercise complete administrative control of the laboratory school?

20. Should the needs and abilities of the individual student teacher constitute a determining factor in the time spent in practice teaching?

21. Should the student teacher be encouraged to experiment and to modify methods to meet local or individual needs?

22. Should practice teaching be done at grade levels rather than in specific subjects divisions?

23. Should student teaching include practice in both the laboratory school and the public school?

24. Should the state board of education accredit institutions for preparing teachers?

25. Should minimum requirements in academic fields and in professional education be defined in state certification regulations?

26. Should certification of entrants into the profession be probationary?

27. Should local school districts be authorized and encouraged to exceed minimum state certification regulations?

28. Should graduation from a teacher-education institution be recognized by the state department of education as a prerequisite to certification?

29. Should the institution in cooperation with state and local school authorities assume responsibility in guiding in-service teachers during their period of probation?
Acceptable Criteria

1. Should admission to teacher education be guided by teacher demand?

2. Should proficiency in those subjects related directly to the elementary curriculum be given consideration in the matter of entrance requirements?

3. Should differentiation in course requirements be made for students preparing to teach in rural schools?

4. Should differentiation other than that in practice teaching in the professional requirements of lower- and upper-elementary majors be slight?

5. Should a course designed to meet the actual teaching needs of elementary teachers in library school service be required?

6. Should major emphasis be given to general content courses during the first two years of the preparatory period and to specialized content and the professional elements during the later years?

7. Should the student in elementary-teacher education develop greater competence in one field of interest through elective courses?

8. Should the major part, probably five-sixths, of the four-year curriculum be prescribed?

9. Should progression in a prescribed sequence of courses be considered essential?

10. Should sequential pre-requisites to practice teaching be adhered to carefully?

11. Should the laboratory school be used for controlled experimentation?

12. Should such specialized branches as music, art, and physical education be taught in the laboratory school by specialists under the direction and with the cooperation of the regular supervising teachers?

13. Should a minimum of 45 clock hours of student teaching exclusive of observation and participation, be required?

14. Should a minimum of 90 clock hours of student teaching, including observation and participation, be required?
15. Should practice teaching be done under conditions typical of those under which the prospective teacher is likely to get her first teaching experience?

16. Should practice teaching be done in a situation in which nearly ideal conditions exist?

17. Should candidates for practice teaching be required to pass a comprehensive examination in content generally taught by elementary teachers?

18. Should a minimum of one-third of the teaching in the laboratory school be done by the supervising teachers?

19. Should a minimum of one-half of the teaching in the laboratory school be done by the supervising teachers?

20. Should the curricular pattern leading to teacher certification be determined by the state board of education?

21. Should the state through its board of education formulate standards for teacher education?

22. Should a baccalaureate degree in elementary education lead to a single certificate for teaching in the elementary school?

23. Should successful apprentice teaching after graduation constitute a prerequisite to certification?

24. Should the state program of teacher preparation meet such minimum requirements for training and certification as may be recommended by the Southern Association of Colleges and Secondary Schools?

25. Should the state department of education maintain a placement bureau as a service agency to teachers?

26. Should the state teachers' association maintain a placement bureau as a service agency to teachers?

27. Should apprentice teaching after graduation be administered and supervised under the joint control of the teacher-education institution and the employing school system?

28. Should the teacher-education institution assume definite responsibility for in-service follow-up?
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**TABLE XV**

**VALIDITY OF CRITERIA**

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<tr>
<td><strong>M</strong> = moderately helpful with some restrictions</td>
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<td><strong>V</strong> = very helpful as a safe guide</td>
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<td><strong>WT</strong> = sigma weight</td>
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**Key**

- **C** = criteria
- **O** = objectionable
- **Q** = of questionable value
- **M** = moderately helpful with some restrictions
- **V** = very helpful as a safe guide
- **E** = excellent as a guiding principle
- **1** = number checking
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- **3** = sigma value
- **4** = sigma value from -3
- **WT** = sigma weight
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| | 72 | 3 | 3 | 2.28 | 5.28 | 17 | 16 | 1.27 | 4.27 | 25 | 23 | .52 | 3.52 | 29 | 27 | - .14 | 2.86 | 35 | 31 | -1.14 | 1.86 | 179 |
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| | 74 | 5 | 5 | 2.10 | 5.10 | 17 | 16 | 1.21 | 4.21 | 26 | 24 | .45 | 3.45 | 34 | 31 | - .27 | 2.73 | 27 | 24 | -1.30 | 1.70 | 172 |
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| | 80 | 16 | 17 | 1.49 | 4.49 | 17 | 18 | .65 | 3.65 | 14 | 15 | .44 | 3.44 | 14 | 15 | - .19 | 2.81 | 34 | 35 | -1.06 | 1.94 | 168 |
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| | 82 | 3 | 3 | 2.28 | 5.28 | 3 | 3 | 1.70 | 4.70 | 17 | 16 | 1.11 | 4.11 | 32 | 29 | .36 | 3.36 | 54 | 49 | - .81 | 2.19 | 197 |
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| | 85 | 13 | 12 | 1.67 | 4.67 | 34 | 31 | .62 | 3.62 | 20 | 19 | .06 | 2.94 | 24 | 22 | - .62 | 2.38 | 17 | 16 | -1.52 | 1.48 | 151 |
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<td>-</td>
</tr>
<tr>
<td></td>
<td>160</td>
<td>188</td>
<td>193</td>
<td>186</td>
<td>208</td>
<td></td>
</tr>
</tbody>
</table>
Determining the Degree of Application

A five-point scale described in the introductory chapter was used by those educators who cooperated in applying the valid criteria to Louisiana's program of elementary-teacher preparation. The responses are tabulated in Table IX on pages sixty-six to seventy-three. Total judgment weights indicative of the extent of application of the standards were computed in accordance with a procedure recommended by Garrett. A description of the procedure was given earlier in this chapter.

The 114 valid criteria tabulated in Table IX are listed in the order given in the questionnaire relating to the application of the criteria. (See Appendix X, page 296.)

The relative judgment weights of the 114 criteria submitted to educators for application to Louisiana's program of elementary-teacher education are shown in Table V.

| TABLE V |
|------------------|------------------|
| Sigma weight     | Frequency        |
| 220-24           | 1                |
| 215-19           | 2                |
| 210-14           | 3                |
| 205-09           | 3                |
| 200-04           | 9                |
| 195-99           | 0                |
| 190-94           | 3                |
| 185-89           | 3                |
| 180-84           | 5                |
| 175-79           | 2                |
| 170-74           | 8                |

TABLE V (continued)

RANGE OF SIGMA WEIGHTS SHOWING APPLICATION OF CRITERIA TO LOUISIANA'S PROGRAM OF ELEMENTARY-TEACHER PREPARATION

<table>
<thead>
<tr>
<th>Sigma weight</th>
<th>frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>165-69</td>
<td>5</td>
</tr>
<tr>
<td>160-64</td>
<td>11</td>
</tr>
<tr>
<td>155-59</td>
<td>17</td>
</tr>
<tr>
<td>150-54</td>
<td>8</td>
</tr>
<tr>
<td>145-49</td>
<td>3</td>
</tr>
<tr>
<td>140-44</td>
<td>6</td>
</tr>
<tr>
<td>135-39</td>
<td>1</td>
</tr>
<tr>
<td>130-34</td>
<td>2</td>
</tr>
<tr>
<td>125-29</td>
<td>6</td>
</tr>
<tr>
<td>120-24</td>
<td>6</td>
</tr>
<tr>
<td>115-19</td>
<td>3</td>
</tr>
<tr>
<td>110-14</td>
<td>3</td>
</tr>
<tr>
<td>105-09</td>
<td>2</td>
</tr>
<tr>
<td>100-04</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>114</strong></td>
</tr>
</tbody>
</table>

It will be observed that the total weights were grouped in intervals of five ranging from 100 through 224. The following explanation will facilitate an interpretation of Table V. Judgment weights are listed in the left column beginning with the grouping, "220-24." In the right column appears the number of the criteria receiving the judgment weights indicated in each grouping. Thus one standard received a judgment weight of 224. Therefore, the number "one" appears opposite the first grouping. Two standards received judgment weights of 218. Since 216 lies in the grouping, "215-19," the number "two" constitutes the frequency opposite that grouping.

It should be pointed out that the frequency of the "150-54" grouping is eight, and that reference to Table IX, page sixty-six, discloses
that seven of the criteria in that grouping received judgment weights greater than 150. The explanation is made to substantiate the division which is made later to show which standards are being applied to Louisiana's program of elementary-teacher preparation.

Standards whose judgment weights equal 150 or less cannot be considered as being observed in the program of elementary-teacher preparation in Louisiana. The derivation of this divisional point was explained earlier in this chapter. Those criteria whose judgment weights equal 150 or less are listed below.

Criteria not Observed in Louisiana's Program of Elementary-Teacher Preparation

1. Is admission to teacher education planned and controlled to insure selection of worthy students?

2. Is admission to teacher education guided by teacher demand?

3. Is a guidance program organized and administered to eliminate those students who do not have the proper aptitudes or abilities?

4. Is recruiting of candidates for teacher education begun in high school?

5. Is a minimum average of "C" in previous high school or college courses required for admission to teacher education?

6. Is a program designed to select only those candidates who are physically fit organized and administered by the teacher-education institution?

7. Does the institution administer a program that will insure selection of only those candidates who possess personal qualities basic to good teaching or who show promise of achieving them?

8. Is proficiency in those subjects related directly to the elementary curriculum given consideration in the matter of entrance requirements?
9. Does the teacher-education institution have a program for the guidance of prospective teachers into suitable fields or levels of teaching?

10. Are cumulative data covering the previous school record of the candidate used as a basis for selective admission?

11. Does the process of teacher selection continue throughout the period of pre-service training?

12. Does the process of teacher selection continue through the first few years of teaching?

13. Does a close working relationship exist between the subject-matter departments and the college of education?

14. Is differentiation in course requirements made for students preparing to teach in rural schools?

15. Are individual needs seriously considered in the total program of teacher education?

16. Does the teacher-education institution assume responsibility for assisting its students to correct such deficiencies as weakness in spelling, arithmetic, handwriting, English, speech, and reading?

17. Does the training of prospective elementary teachers include insights and understanding of southern conditions?

18. Does the curriculum develop an understanding of the contributions of the various stages of civilization to society?

19. Does the curriculum provide for thorough teacher preparation for life outside the classroom?

20. Is the curriculum designed to develop versatility in the numerous broad fields of learning?

21. Is opportunity provided by the institution for students to spend some time in the field to observe, study, and participate in school and community activities?

22. Is opportunity afforded the prospective elementary teacher for participation in curriculum building?

23. Are public schools, in addition to the laboratory school, used for directed observations?

24. Do the needs and abilities of the individual student teacher constitute a determining factor in the time spent in practice teaching?
25. Are candidates for practice teaching required to pass a comprehensive examination in content generally taught by elementary teachers?

26. Does student teaching include practice in both the laboratory school and the public school?

27. Is certification of entrants into the profession probationary?

28. Is a certificate renewed only upon evidence that the individual has kept abreast with modern school practices?

29. Are local school districts authorized and encouraged to exceed minimum state certification regulations?

30. Does successful apprentice teaching after graduation constitute a prerequisite to certification?

31. Does the state teachers' association maintain a placement bureau as a service agency to teachers?

32. Is apprentice teaching after graduation administered and supervised under the joint control of the teacher-education institution and the employing school system?

33. Does the institution, in cooperation with state and local school authorities, assume responsibility in guiding inservice teachers during their period of probation?

34. Does the teacher-education institution assume definite responsibility for in-service follow-up?

35. Are work schedules for faculty members of the teacher-education institution so arranged as to enable them to render follow-up service?

**Comparative Degree of Application**

1. **Criteria Applied**

The comparative degree of application of the seventy-nine criteria observed is shown below in Table VI. This table shows the same weights and frequencies as given in Table V minus the thirty-five standards whose total weights indicated that they are not being observed in Louisiana's program of elementary-teacher preparation.
It should be observed that the last entry in column "one" shows a total weight grouping of 150-54. The frequency opposite that grouping is seven. Reference to Table IX, pages sixty-six to seventy-three, discloses eight standards in that grouping. However, seven of those eight criteria have total judgment weights exceeding 150. The observation is made to indicate the application of the standards, since those criteria whose total judgment weights equalled 150 or less were considered as not being observed.

TABLE VI

RANGE OF SIGMA WEIGHTS OF CRITERIA OBSERVED

<table>
<thead>
<tr>
<th>Sigma weight</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>220-224</td>
<td>1</td>
</tr>
<tr>
<td>215-219</td>
<td>2</td>
</tr>
<tr>
<td>210-214</td>
<td>3</td>
</tr>
<tr>
<td>205-209</td>
<td>3</td>
</tr>
<tr>
<td>200-204</td>
<td>9</td>
</tr>
<tr>
<td>195-199</td>
<td>0</td>
</tr>
<tr>
<td>190-194</td>
<td>5</td>
</tr>
<tr>
<td>185-189</td>
<td>5</td>
</tr>
<tr>
<td>180-184</td>
<td>5</td>
</tr>
<tr>
<td>175-179</td>
<td>2</td>
</tr>
<tr>
<td>170-174</td>
<td>8</td>
</tr>
<tr>
<td>165-169</td>
<td>5</td>
</tr>
<tr>
<td>160-164</td>
<td>11</td>
</tr>
<tr>
<td>155-159</td>
<td>17</td>
</tr>
<tr>
<td>150-154</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
</tr>
</tbody>
</table>

2. Calculation of Quartiles in the Frequency Distribution of Judgment Weights

Reference to Table VI discloses that while seventy-nine criteria are observed in Louisiana's program of elementary-teacher preparation,
the degree of application as indicated by judgment weights varies considerably with the different standards. In order to effect a grouping of standards according to degree of application, Table VII, showing the total weights, frequencies, and cumulative frequencies was constructed.

### Table VII

**Range of Sigma Weights of Criteria Observed Showing Cumulative Frequencies**

<table>
<thead>
<tr>
<th>Total weight</th>
<th>Frequency</th>
<th>Cumulative frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>220-224</td>
<td>1</td>
<td>79</td>
</tr>
<tr>
<td>215-219</td>
<td>2</td>
<td>78</td>
</tr>
<tr>
<td>210-214</td>
<td>3</td>
<td>76</td>
</tr>
<tr>
<td>205-209</td>
<td>3</td>
<td>73</td>
</tr>
<tr>
<td>200-204</td>
<td>9</td>
<td>70</td>
</tr>
<tr>
<td>195-199</td>
<td>0</td>
<td>61</td>
</tr>
<tr>
<td>190-194</td>
<td>3</td>
<td>61</td>
</tr>
<tr>
<td>185-189</td>
<td>3</td>
<td>58</td>
</tr>
<tr>
<td>180-184</td>
<td>5</td>
<td>55</td>
</tr>
<tr>
<td>175-179</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>170-174</td>
<td>8</td>
<td>48</td>
</tr>
<tr>
<td>165-169</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>160-164</td>
<td>11</td>
<td>35</td>
</tr>
<tr>
<td>155-159</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>150-154</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>79</strong></td>
<td></td>
</tr>
</tbody>
</table>

All judgment weights ranging from 151 to 158.25, which is the twenty-fifth percentile, are in the first quartile. The second quartile consists of those judgment weights ranging between the twenty-fifth and the fiftieth percentiles, which were computed as 158.25 and 168.5 respectively. Judgment weights included in the range between the fiftieth and seventy-fifth percentiles form the third quartile. The seventy-fifth percentile was computed as 191.58. All weights exceeding 191.58 are, therefore, in the fourth quartile.
With the range of quartiles determined, quartile grouping of criteria was affected by reference to Table IX, pages sixty-six to seventy-three. Such grouping indicates relative degrees of application. The application of standards whose judgment weights place them in the fourth quartile may be considered excellent. The degrees of application of the criteria whose judgment weights placed them in the third, second, and first quartiles are regarded respectively as superior, good, and acceptable. The four groups of criteria are listed below:

Criteria Whose Degree of Application Is Excellent

1. Does the teacher-education institution require a minimum average of "C" for graduation?

2. Do the accredited teacher-education institutions meet state certification regulations?

3. Is the grade plan of organization rather than departmentalization used in the laboratory school?

4. Is practice teaching required for the baccalaureate degree in elementary education?

5. Is a minimum of forty-five clock hours of student teaching exclusive of observation and participation required?

6. Is a minimum of ninety clock hours of practice teaching including observation and participation required?

7. Does student teaching include observation and participation?

8. Is practice teaching done under the supervision of expert teachers?

9. Is a minimum of one-third of the teaching in the laboratory school done by the supervising teachers?

10. Is practice teaching done at grade levels rather than in specific subject divisions?

11. Does the state board of education accredit institutions for preparing teachers?

12. Are minimum requirements in academic fields and in professional education defined in state certification regulations?
13. Are teachers' certificates issued only through a central state agency operating under the direction of the state board of education?

14. Is the curricular pattern leading to teacher certification determined by the state board of education?

15. Does the state through its board of education formulate standards for teacher education?

16. Is graduation from a teacher—education institution recognized by the state department of education as a prerequisite to certification?

17. Is the certification of beginning teachers done only upon the recommendation of institutions recognized by the state as accredited?

18. Does the state program of teacher preparation meet such minimum requirements for training and certification as are recommended by the Southern Association of Colleges and Secondary Schools?

19. Does the teacher—education institution maintain a placement bureau as a service agency for its graduates?

Criteria Whose Degree of Application is Superior

1. Does the teacher—education institution assume the responsibility for determining that part of the curricular pattern not stipulated as minimum requirements for certification by the state department of education?

2. Are courses in music, art, and health and physical education designed to meet the teaching needs of elementary teachers required?

3. Is the major emphasis given to general content courses during the first two years of preparatory period and to specialized content and the professional elements during the later years?

4. Does the curriculum develop an understanding of physical and mental health activities and materials?

5. Does the education of prospective elementary teachers include experiences in planning and evaluating with others?

6. Is provision made in the institutional program to train specialists in given phases of elementary school instruction such as art, music, and shop?

7. Is the major part, probably five-sixths, of the four-year curriculum prescribed?
9. Is progression in prescribed sequence of courses considered essential?

9. Are sequential prerequisites to practice teaching adhered to closely?

10. Is a laboratory school sufficiently large to enable student teachers to do their practice in classes of average size maintained?

11. Are professional courses taught in close relationship to the laboratory school?

12. Does the curriculum provide the student opportunities to observe and apply theories of teaching, and to evaluate their effectiveness?

13. Are such specialized branches as music, art, and physical education taught in the laboratory school by specialists under the direction and with the cooperation of the regular supervising teacher?

14. Does the institution exercise complete administrative control of the laboratory school?

15. Is the period of practice teaching of such duration as to insure familiarity with the activities, duties, and responsibilities of teaching?

16. Is practice teaching provided under conditions which are nearly ideal?

17. Do student teachers participate in the professional meetings of the laboratory school staff and in the meetings of the parent-teacher association?

18. Is the student encouraged to select materials of instruction?

19. Is the student teacher encouraged to experiment and to modify methods to meet local or individual needs?

20. Is a minimum of one-half of the teaching in the laboratory school done by the supervising teachers?

21. Does the state department of education maintain a placement bureau as a service agency in placing experienced teachers no longer in close contact with their institutions?

Criteria Whose Degree of Application Is Good

1. Are content courses designed to meet the actual teaching needs of elementary teachers included in the curriculum?
2. Is the selection of faculty members of teacher-education institutions based on successful experience in public school systems, and on adequate academic and professional training?

3. Are education requirements organized in large interrelated areas rather than in series of special methods courses?

4. Are duplications of educational topics and activities avoided?

5. Is professional education so organized and administered as to lead prospective elementary teachers to a genuine appreciation of the child as an integral part of society?

6. Does the total program of elementary-teacher education lead students to a recognition of the imperative need for adaptation and for continuous growth?

7. Does the curriculum lead the student to formulate a sound philosophy of life and education?

8. Does the curriculum equip prospective teachers with an understanding of the pupils to be taught?

9. Does the curriculum develop an appreciation of such aesthetic interests and activities as may be found in literature, music, and other arts?

10. Does the curriculum lead to a thorough understanding of the purposes, the administration, and the organization of the American school system?

11. Is the curriculum conducive to developing teachers who can deal with personal, school, and community health problems?

12. Does the institution meet the responsibility for inculcating professional ethics?

13. Are experiences relating to all significant phases of teacher education provided?

14. Are certification regulations conducive to the professional improvement of the teachers?

15. Does a baccalaureate degree in elementary education lead to a single certificate for teaching in the elementary school?

16. Is certification for teaching in the elementary grades limited to those students who have followed a curriculum for elementary-teacher preparation?

Criteria Whose Degree of Application Is Acceptable

1. Are periodical appraisals of the student made by the institution?
2. Is the state program of teacher education and certification developed cooperatively by representatives from the state department of education, teacher-education institutions, and public school systems?

3. Are the teacher-education curricula planned, administered, and evaluated cooperatively by the faculty members of the institution?

4. Does the institution have a sympathetic working relationship with a small number of well-equipped public schools?

5. Is differentiation, other than that in practice teaching, in the professional requirements of lower- and upper-elementary majors slight?

6. Is a course designed to meet the actual teaching needs of elementary teachers in library school service required?

7. Does the curriculum impart knowledge pertinent to the specific teaching needs of the elementary teacher?

8. Is superior methodology reflected in the teacher-education institution's own classrooms?

9. Does the student in elementary-teacher education develop greater competence in one field of interest through elective courses?

10. Do the experiences provided in the various fields of knowledge contribute primarily to an understanding of concepts, principles and generalizations rather than to the acquisition of facts?

11. Does the curriculum develop an understanding of educational tests and measurements and of the essential statistical means of evaluation?

12. Does the curriculum impart an understanding of the aims, organization, and community relations of a modern elementary school?

13. Does the curriculum lead prospective teachers to understand principles and methods of teaching under various situations in the elementary school?

14. Does the curriculum develop an understanding of science in modern life?

15. Does the curriculum develop an understanding of the significant current, social, economic, and political problems?

16. Does the curriculum develop a comprehensive acquaintance with the cultural heritage of the vast body of established knowledge?

17. Does the curriculum lead prospective teachers to a recognition of the need for self-analysis?
18. Does the curriculum lead to an understanding of the importance of each of the various phases of school service?

19. Is the curriculum so organized and administered as to develop a thorough understanding of and sympathy for democracy and the ways of democratic living?

20. Is emphasis placed in the teacher-education program on the development of skill in relationships with others — the community, the general public, and associates in the profession?

21. Is the laboratory school used for controlled experimentation?

22. Are the services of the laboratory school used frequently by public school officials?

23. Is practice teaching provided under conditions typical of those which the prospective teacher is likely to get her first teaching experience?

Comparative Degrees in Tendency toward Application

Thirty-five of the valid criteria submitted to Louisiana educators for application to their state program of elementary-teacher preparation received such ratings as to indicate that they are not being applied satisfactorily. In order to determine the tendency toward application of these standards, quartile groupings of their sigma weights were effected. Table VIII and the formula, \( P_p = 1 - \left( \frac{P_a - F}{F} \right) x_i \), were used to compute the twenty-fifth, fiftieth, and seventy-fifth percentiles which mark the divisional points needed to determine in which quartile a given judgment weight occurs.

TABLE VIII

COMPARATIVE DEGREES IN TENDENCY TOWARD APPLICATION

OF THE 35 CRITERIA NOT SATISFACTORILY OBSERVED

<table>
<thead>
<tr>
<th>Sigma weight</th>
<th>Frequency</th>
<th>Cumulative frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>146-50</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>141-45</td>
<td>5</td>
<td>32</td>
</tr>
</tbody>
</table>

TABLE VIII (continued)

COMPARATIVE DEGREES IN TENDENCY TOWARD APPLICATION

OF THE 35 CRITERIA NOT SATISFACTORILY OBSERVED

<table>
<thead>
<tr>
<th>Sigma weight</th>
<th>Frequency</th>
<th>Cumulative frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>136-40</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>131-35</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>126-30</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>121-25</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>116-20</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>111-15</td>
<td>3</td>
<td>7</td>
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<tr>
<td>106-10</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>101-05</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

Obviously the degree in tendency toward application of a standard varies directly with the size of its sigma weight. It is safe to assume that: (1) those standards whose sigma weights are in the highest quartile show a definite tendency toward application; (2) those criteria whose sigma weights are in the middle quartiles show a lesser tendency toward application; and (3) those standards whose sigma weights are in the lowest quartile show no tendency toward application. To indicate the tendency toward application more clearly, the criteria are divided into four groups according to the quartile in which their sigma weights occur. The tendencies toward application of the standards whose sigma weights are in the highest or fourth quartile, the third quartile, the second quartile, and the lowest quartile are listed respectively as "definite," "observable," "indicated," and "negative." The four groups are listed below.
Divisions Showing Degrees in Tendency toward Application of the Valid Criteria not Satisfactorily Applied to Louisiana's Program of Elementary-Teacher Education

<table>
<thead>
<tr>
<th>Tendency</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does the teacher-education institution have a program for the guidance of prospective teachers into suitable fields or levels of teaching?</td>
</tr>
<tr>
<td></td>
<td>Does a close working relationship exist between the subject-matter departments and the college of education?</td>
</tr>
<tr>
<td></td>
<td>Are individual needs seriously considered in the total program of teacher education?</td>
</tr>
<tr>
<td></td>
<td>Does the teacher-education institution assume responsibility for assisting its students to correct such deficiencies as weakness in spelling, arithmetic, handwriting, English, speech, and reading?</td>
</tr>
<tr>
<td>Definite</td>
<td>Does the curriculum develop an understanding of the contributions of the various stages of civilization to society?</td>
</tr>
<tr>
<td></td>
<td>Does the curriculum provide for thorough teacher preparation for life outside the classrooms?</td>
</tr>
<tr>
<td></td>
<td>Is the curriculum designed to develop versatility in the numerous broad fields of learning?</td>
</tr>
<tr>
<td></td>
<td>Is opportunity provided by the institution for students to spend some time in the field to observe, study, and participate in school and community activities?</td>
</tr>
<tr>
<td></td>
<td>Is certification of entrance into the profession probationary?</td>
</tr>
<tr>
<td></td>
<td>Are local school districts authorized and encouraged to exceed minimum state certification regulations?</td>
</tr>
<tr>
<td>Observable</td>
<td>Are cumulative data covering the previous school record of the candidate used as a basis for selective admission?</td>
</tr>
<tr>
<td></td>
<td>Does the program of teacher selection continue throughout the period of pre-service training?</td>
</tr>
<tr>
<td></td>
<td>Does the training of prospective elementary teachers include insights and understandings of southern conditions?</td>
</tr>
<tr>
<td>Tendency</td>
<td>Criterion</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Observable</strong></td>
<td>Is opportunity afforded the prospective elementary teacher for participation in curriculum building?</td>
</tr>
<tr>
<td></td>
<td>Are public schools, in addition to the laboratory school, used for directed observations?</td>
</tr>
<tr>
<td></td>
<td>Do the needs and abilities of the individual student teacher constitute a determining factor in the time spent in practice teaching?</td>
</tr>
<tr>
<td></td>
<td>Is a certificate renewed only upon evidence that the individual has kept abreast with modern school practices?</td>
</tr>
<tr>
<td></td>
<td>Are work schedules for faculty members of the teacher-education institution so arranged as to enable them to render follow-up service?</td>
</tr>
<tr>
<td><strong>Indicated</strong></td>
<td>Is recruiting of candidates for teacher education begun in high school?</td>
</tr>
<tr>
<td></td>
<td>Is a minimum average of &quot;C&quot; in previous high school or college courses required for admission to teacher education?</td>
</tr>
<tr>
<td></td>
<td>Is a program designed to select only those candidates who are physically fit organized and administered by the teacher-education institution?</td>
</tr>
<tr>
<td></td>
<td>Is proficiency in those subjects related directly to the elementary curriculum given consideration in the matter of entrance requirements?</td>
</tr>
<tr>
<td></td>
<td>Does the process of teacher selection continue through the first few years of teaching?</td>
</tr>
<tr>
<td></td>
<td>Does student teaching include practice in both the laboratory school and the public school?</td>
</tr>
<tr>
<td></td>
<td>Does the institution in cooperation with state and local school authorities assume responsibility in guiding in-service teachers during their period of probation?</td>
</tr>
<tr>
<td></td>
<td>Does the teacher-education institution assume definite responsibility for in-service follow-up?</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>Is admission to teacher education planned and controlled to insure selection of worthy students?</td>
</tr>
<tr>
<td></td>
<td>Is admission to teacher education guided by teacher demand?</td>
</tr>
<tr>
<td>Tendency</td>
<td>Criterion</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>Is a guidance program organized and administered to eliminate those students who do not have the proper aptitudes or abilities?</td>
</tr>
<tr>
<td></td>
<td>Does the institution administer a program that will insure selection of only those candidates who possess personal qualities basic to good teaching or who show promise of achieving them?</td>
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<tr>
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<td>Is differentiation in course requirements made for students preparing to teach in rural schools?</td>
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<tr>
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<td>Are candidates for practice teaching required to pass a comprehensive examination in content generally taught by elementary teachers?</td>
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<tr>
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<td>Does successful apprentice teaching after graduation constitute a prerequisite to certification?</td>
</tr>
<tr>
<td></td>
<td>Does the state teachers' association maintain a placement bureau as a service agency to teachers?</td>
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<tr>
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<td>Is apprentice teaching after graduation administered and supervised under the joint control of the teacher-education institution and the employing school system?</td>
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TABLE II
APPLICATION OF CRITERIA TO THE PROGRAM OF ELEMENTARY-TEACHER PREPARATION IN LOUISIANA

Key
- C = number of criteria
- V = violated or opposite observed
- I = ignored or not observed
- M = moderately observed with some restrictions
- W = well observed
- N = excellently observed
- 1 = number of responses
- 2 = per cent checking
- 3 = sigma value
- 4 = sigma value from minus 3
- WT = sigma weight

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**Application of Criteria to the Program of Elementary-Teacher Preparation in Louisiana**

**Table 2** (continued)
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*Application of Criteria to the Program of Elementary-Secondary Pedagogy in LOGISMAC*

*Sample (Continued)*
TABLE IX (continued)

APPLICATION OF CRITERIA TO THE PROGRAM OF ELEMENTARY-TEACHER PREPARATION IN LOUISIANA

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TABLE IX (continued)

APPLICATION OF CRITERIA TO THE PROGRAM OF ELEMENTARY-TEACHER PREPARATION IN LOUISIANA

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| 72 | 1 | 2 | 2.44 | 5.44 | 5 | 9 | 1.55 | 4.55 | 18 | 33 | .63 | 3.63 | 16 | 30 | - .20 | 2.80 | 14 | 26 | -1.25 | 1.75 | 182 |
| 73 | 0 | 0 | 2.70 | 5.70 | 0 | 0 | 2.18 | 5.18 | 8 | 14 | 1.45 | 4.45 | 21 | 38 | .46 | 3.46 | 27 | 48 | - .83 | 2.17 | 211 |
| 74 | 1 | 2 | 2.44 | 5.44 | 17 | 30 | 1.03 | 4.03 | 19 | 33 | .04 | 3.04 | 14 | 25 | - .73 | 2.22 | 6 | 10 | -1.76 | 1.24 | 158 |
| 75 | 1 | 2 | 2.44 | 5.44 | 6 | 11 | 1.48 | 4.48 | 16 | 30 | .60 | 3.60 | 16 | 30 | - .21 | 2.79 | 15 | 27 | -1.23 | 1.77 | 181 |
| 76 | 0 | 0 | 2.70 | 5.70 | 0 | 0 | 2.18 | 5.18 | 4 | 6 | 1.77 | 4.77 | 25 | 39 | .73 | 3.73 | 36 | 55 | - .73 | 2.27 | 218 |
| 77 | 2 | 3 | 2.28 | 5.28 | 8 | 13 | 1.35 | 4.35 | 23 | 36 | .43 | 3.43 | 15 | 24 | - .36 | 2.64 | 15 | 24 | -1.30 | 1.70 | 174 |
| 78 | 0 | 0 | 2.70 | 5.70 | 1 | 2 | 2.18 | 5.18 | 6 | 15 | 1.36 | 4.36 | 9 | 23 | .58 | 3.58 | 24 | 60 | - .64 | 2.36 | 213 |
| 79 | 0 | 0 | 2.70 | 5.70 | 2 | 5 | 1.91 | 4.91 | 7 | 18 | 1.11 | 4.11 | 9 | 24 | .39 | 3.39 | 20 | 53 | - .75 | 2.25 | 204 |
| 80 | 4 | 7 | 1.92 | 4.92 | 32 | 56 | .44 | 3.44 | 13 | 23 | - .67 | 2.33 | 2 | 3 | -1.15 | 1.85 | 6 | 11 | -1.71 | 1.29 | 138 |
| 81 | 0 | 0 | 2.70 | 5.70 | 0 | 0 | 2.18 | 5.18 | 11 | 17 | 1.36 | 4.36 | 29 | 45 | .28 | 3.28 | 24 | 38 | -1.00 | 2.00 | 206 |
| 82 | 2 | 3 | 2.28 | 5.28 | 19 | 29 | 1.00 | 4.00 | 23 | 35 | .01 | 3.01 | 14 | 21 | - .77 | 2.23 | 8 | 12 | -1.67 | 1.33 | 158 |
| 83 | 0 | 0 | 2.70 | 5.70 | 6 | 10 | 1.65 | 4.65 | 20 | 32 | .64 | 3.67 | 23 | 45 | - .40 | 2.60 | 8 | 13 | -1.63 | 1.37 | 181 |
| 84 | 3 | 6 | 1.99 | 4.99 | 41 | 88 | 0 | 3.00 | 3 | 6 | -1.77 | 1.33 | 0 | 0 | -2.18 | .82 | 0 | 0 | -2.70 | .30 | 103 |
| 85 | 0 | 0 | 2.70 | 5.70 | 3 | 5 | 1.91 | 4.91 | 15 | 24 | 1.00 | 4.00 | 27 | 43 | - .01 | 2.99 | 18 | 28 | -1.20 | 1.80 | 194 |</p>
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TABLE IX (continued)

APPLICATION OF CRITERIA TO THE PROGRAM OF ELEMENTARY-TEACHER PREPARATION IN LOUISIANA

| X | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| C | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 101 | 2 | 4 | 2.16 | 5.16 | 8 | 15 | 2.97 | 2.97 | 3 | 7 | 1.13 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 |
| 102 | 5 | 10 | 1.76 | 4.76 | 9 | 19 | 2.57 | 2.57 | 3 | 7 | 1.13 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 |
| 103 | 4 | 6 | 1.99 | 4.99 | 8 | 15 | 3.22 | 3.22 | 3 | 7 | 1.13 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 |
| 104 | 0 | 0 | 2.70 | 5.70 | 9 | 14 | 4.05 | 4.05 | 3 | 7 | 1.13 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 |
| 105 | 0 | 0 | 2.70 | 5.70 | 8 | 15 | 3.95 | 3.95 | 3 | 7 | 1.13 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 |
| 106 | 8 | 14 | 1.59 | 4.59 | 5 | 8 | -1.13 | 1.87 | 3 | 7 | 1.13 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 |
| 107 | 0 | 0 | 2.70 | 5.70 | 7 | 16 | 4.34 | 4.34 | 3 | 7 | 1.13 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 |
| 108 | 0 | 0 | 2.70 | 5.70 | 9 | 14 | 4.39 | 4.39 | 3 | 7 | 1.13 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 |
| 109 | 1 | 2 | 2.44 | 5.44 | 9 | 21 | 3.46 | 3.46 | 3 | 7 | 1.13 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 | 1.87 |
| 110 | 6 | 18 | 1.46 | 4.46 | 3 | 9 | -1.26 | 1.74 | 2 | 6 | -1.85 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 |
| 111 | 4 | 7 | 1.92 | 4.92 | 3 | 9 | -1.26 | 1.74 | 2 | 6 | -1.85 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 |
| 112 | 3 | 5 | 2.10 | 5.10 | 2 | 6 | -1.85 | 1.15 | 2 | 6 | -1.85 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 |
| 113 | 3 | 5 | 2.10 | 5.10 | 2 | 6 | -1.85 | 1.15 | 2 | 6 | -1.85 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 |
| 114 | 3 | 6 | 1.99 | 4.99 | 2 | 6 | -1.85 | 1.15 | 2 | 6 | -1.85 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 |

Note: The table continues with similar entries for each row.
CHAPTER III

CRITERIA PERTAINING TO SELECTIVE ADMISSION TO TEACHER EDUCATION

A. Formulating the Criteria

Fifteen of the 120 criteria proposed for validation relate to selective admission of students to teacher education. These are shown in Appendix I, page 272, items one through fifteen. In formulating these standards the writer resorted to professional literature, interviews, and personal conviction. Bases for the formulation of the particular criteria and sources from which they were derived are presented in the discussion which follows. The complete list of references is contained in the bibliography, pages 266-71. Citations from professional literature are made to illustrate opinions and viewpoints held by experts on the subject. For the purpose of development, the standards are organized in relation to the following topics: (1) admission planned and controlled; (2) personality basic to successful teaching; (3) teacher supply and demand; (4) admission, a selective process; and (5) physical fitness of selectees.

1. Admission Planned and Controlled

The extent of the need for vocational guidance in a society varies with the degree of complexity of the society. Simple societies have little need for much division of labor. Such need as does exist is met largely by tradition. Millers' sons become millers, and sons of medicine men continue the work of their fathers. Occupational choice is largely a matter of hereditary pre-determination. Conversely, the complexity of a modern
society demands such division of labor. A society is complex because it uses many goods and services. To produce these goods and to render these services require such division of labor. Therefore, occupational guidance assumes a role of importance in modern society — much too important to be left to chance or tradition.

Teacher-education institutions increasingly are accepting the belief that their objectives can be realized more adequately if workable systems of selective admission are established. Such a belief is a departure from the philosophy of free admission of all students desiring to enroll and to follow courses leading to teacher certification. The philosophy of liberal admission of candidates is a by-product of our American system of free enterprise in which a choice of vocational pursuit is regarded as the individual's right. It has been strengthened by circumstances necessitating teacher-education institutions to struggle for their own support. State appropriations to teacher-education institutions generally are made on the basis of size of enrollment. In consequence, these institutions have entered to number. Their doors have been open to individuals seeking higher education without due regard to the qualifications possessed by the enrollees. Thus teacher-education institutions have emphasized their obligation to the individual rather than to society.

As the nation's social and economic conditions become more complex, it is evident that the school as well as other institutions must assume a larger share of responsibility for the social good than was accepted in the past. Emphasis on the welfare of society does not denote a negative policy regarding teacher education's obligation to the individual. It implies rather that the capacities of the individual should be evaluated
and developed in relation to their contribution to a socialized society.\(^1\)

In determining whether an individual should be educated in a given profession, society should take into account the individual's capacities for promoting social good.

When a state system of teacher education realizes that its primary obligation is to society, it will naturally follow that a planned program of selective admission is both justifiable and advisable. In commenting on the subject, Baker says:

> When this socialized attitude becomes general, the teachers colleges of America will admit only those people who have the demonstrated capacities to become good teachers. These institutions will no longer be supported in proportion to the number of inmates, or in proportion to the breadth of opportunity offered; rather they will be supported in proportion to the number of excellent teachers turned out for service in the public schools.\(^2\)

Setting up requirements for entrants into an occupation or a profession constitutes a means of controlling selection and insuring capable selectees. In discussing teacher selection, Hillings writes:

> Society has not only the right but also the duty to set up qualifications which must be met by the entrants into its occupations in order that the total welfare of all may be served.\(^3\)

The Committee on Problems of Teacher Personnel of the Southern Work-Conference on School Administrative Problems, reporting on teacher selection in the South, emphasizes the need for a planned program of controlling admission to teacher-education institutions. It states:


\(^2\) Ibid., p. 23.

If the matter of enlisting and recruiting teacher personnel is left entirely to chance, it is obvious that little improvement can be expected in coming years. If, however, we face the issues and develop definite plans for raising the standards of ability of those who are to enter the teaching profession, material improvement should be expected.  

Baker concurs with the view that effective programs of selective admission to teacher education should be planned. He states:

The first step in securing better teaching in our public schools is the selection of better candidates to be educated for teachers. The raising of in-service education and the elimination of the unfit through higher certification standards are all important, but they are not fundamental. The fundamental remedy is to begin at the source, and it is to be found in a better selection of candidates for admission to our teacher-educating institutions.

Commenting further on the need for developing a program of selective admission to teacher education, the Committee on Problems of Teacher Personnel of the Southern States Work-Conference on School Administrative Problems says:

The process of enlisting or recruiting teachers should become one aspect of a guidance procedure which is operative in the life of every individual citizen of the nation. However, there is no procedure which is fully organized and effectively functioning in all communities at the present time. Enlisting and recruiting teachers, therefore, is still a more or less haphazard procedure. Many a person enters teaching largely by chance. Others deliberately choose to teach perhaps partly as a result of effective guidance procedures. Many persons get into teaching who should not have even prepared to teach, while others who could have become excellent teachers prepare for other types of work.

While it is recognized that effective programs of selective admission to teacher education are not widely in operation, it is agreed that admission to teacher education should be planned and controlled to insure the selection


5 Baker, op. cit., p. 17.

of worthy students. Welte reports that a high percentage of institutions canvassed in the eastern states was committed to the principle of selective admission. Seventy per cent of the institutions canvassed had adopted quota plans, thus indicating a definite trend toward limiting enrollment in professional schools for teachers. Interest in upgrading the personnel of teacher-education institutions and in securing a better selection of teachers is evident in the South as witnessed by teacher-education work-shops, seminars, and conferences.

2. Personality Basic to Successful Teaching

Lack of accord as to traits accompanying teaching success is responsible in part for the failure of teacher-education institutions to organize programs of selective admission. Ratings given the same teacher by different supervisors in many instances vary widely. An effective program of selective admission must be predicated on the assumption that teaching success can be defined and that those traits essential for successful teaching can be identified.

Educational writers are in agreement that certain personality traits make for teaching success; and that, conversely, certain traits of character militate against success. It is generally accepted that the following characteristics are conducive to successful teaching: (1) good health, (2) average or higher than average intelligence and scholarship; (3) well adjusted personality, (4) industrious habits of work and study, and (5) love of people.

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In a study of emotional differences between superior and inferior teachers, La Rue\(^8\) isolated certain emotional traits, and he discovered that superior teachers possessed certain traits in a more marked degree than inferior teachers. He also found that certain other traits were possessed in a more marked degree by inferior teachers. The following traits were more predominant with the superior group: (1) emotional stability, (2) creativeness, (3) sympathy, (4) curiosity, and (5) power of enjoyment. Contrarily, such traits as anger, fear, distress, and emotional instability were possessed in a more marked degree by the inferior group.

Studies of the type made by La Rue point hopefully to the time when qualities of teaching success will be identified scientifically. However, the results of numerous other studies are not so encouraging. A review of them reveals slight agreement and poor correlations. To determine correlations, obviously it is necessary to identify traits and to define teaching success. The term "personality" is largely intangible. As yet no test sufficiently accurate has been devised to identify qualities possessed by the individual. The same is likewise true with reference to teaching success. What constitutes success to some observers may not be regarded as such by others. Educators are guided by different bases of measurement. A large group, says Baker\(^9\), is still confined by the externals of teaching, while a smaller number uses standards of pupil growth in evaluating the results of teaching. Dearborn\(^10\) reports on the use of a

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personality score card, but he ventures the opinion that the results obtainable are so unreliable as to make its use impractical.

Confronted with the alternative of inaction or attempts to employ devices not tested, authorities propose that experimentation and study to identify personality traits and to measure teaching success be continued. It is recommended that significant consideration be given to personality and its development in planning the selective process.

An effective program of restrictive admission to teacher education not only must be predicated on the assumption that the qualities accompanying teaching success can be identified, but also that those qualities are measurable. Assuming some degree of identification of traits insuring teaching success, can teacher-education institutions measure the extent to which those traits are possessed by prospective teacher candidates? Can they predict also the extent to which those traits can be developed by prospective teachers? Conclusive and scientific answers to these questions are lacking too. Authorities suggest that data such as may be gathered from standard tests, composite judgment, and cumulative records be used.

Lacking adequate means of detecting and measuring traits conducive to success in teaching should not prevent teacher-education institutions from facing the problem realistically and with some degree of success. McConnell says:

...there are certain personality factors such as emotional stability, integrity, adaptability, and sympathy highly significant in teaching success, which are difficult if not impossible for an examination to reveal but which are inevitably discovered in the multifarious contacts between staff and students in four years of college life.11

From a yearbook of the John Dewey Society, the following logical summary is quoted:

From the data available at the present time we are driven inevitably to the conclusion that pre-service prediction of teaching ability is largely a question of opinion. Even so if the opinions are expressed by students of teachers and teaching, and if they are based upon a complete accumulation of data on the individual concerned, they are likely to be much better than mere chance. This seems to be the only common-sense conclusion justifiable under present circumstances.12

3. **Teacher Supply and Demand**

Throughout the South and the nation as a whole today there exists such a dire shortage of qualified teachers as to impair critically the operation of schools. In Louisiana alone conservative estimates from the state department of education indicate a need in excess of two thousand additional teachers for the 1946-47 school session. The situation is reminiscent of conditions during and immediately following World War I, when school administrators found it necessary to recruit from"boys and girls part way through their high school courses."13 During such periods of shortage little attention can be given to maintaining standards; major efforts must be directed toward maintaining schools.14 A large number of qualified teachers was unable to secure employment during the period of the last depression. The National Survey estimated a substantial surplus throughout the nation.15 To this oversupply were added approximately fifty

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14 Ibid., p. 74.

15 Ibid., pp. 74-101.
thousand additional qualified teachers in 1930.16

Within the relatively short period since 1918, the schools of the South as well as those of the nation as a whole have experienced three distinct periods of acute disproportion of teacher supply and demand. The National Survey points out that such periods are recurrent.17 Intermittently periods of prosperity and of depression have been accompanied by serious lacks and disturbing over-supplies of teachers. Such disproportionate ratios of teacher supply and demand constitute a grave indictment of our system of education. They represent "fundamental difficulties in making teaching a profession."18

Numerous reports have been made by educational groups in efforts to recognize the dangers of the problem, and to effect necessary cooperative action directed toward its solution. The National Education Association lists the following evils resulting from disproportionate ratios of teacher supply and demand:

Trends Resulting from a Surplus of Teachers

1. Lowering of salary levels.
2. Less favorable working conditions for teachers.
3. Fall of the profession in public esteem.
4. Shorter average tenure for teachers.
5. Feeling of insecurity and lowered morale among those already in service.
6. Favor of the most competent high school graduates entering the teachers' colleges, leaving the field to the less competent and the drifters.

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17 Ibid., p. 74.

18 Ibid., p. 74.
7. Competition for jobs so keen as to invite unethical practices, employment of only local recruits, and other barriers and restrictions foreign to the principle of merit in teaching.

8. Teachers accepting jobs for which they are not specifically prepared rather than face the hazard of unemployment.

9. Teachers forsaking the profession at the earliest opportunity — often the most competent relocating first.

10. Disappointment of teachers' college graduates who have spent their time and money preparing for non-existent jobs, and some measure of waste of state funds in giving them this preparation.

Trends Resulting from a Shortage of Teachers

1. Lowered standards for entrance into the profession.

2. Actual encouragement of poorly prepared persons to enter or re-enter teaching.

3. Laxity in professional in-service education.

4. Tolerance of unsatisfactory instruction and service.

5. Speeding up of teacher education programs perhaps to the point of superficiality.

6. Retention of aged teachers in active service after they should be retired. 19

The committee responsible for the preparation of the Fourth Yearbook of the John Dewey Society makes the following statement regarding an impending oversupply of teachers:

There . . . will be occasions . . . when it will become apparent that a considerably larger number of youths is entering training for teaching than the estimates indicate will be needed. Under these circumstances it would be wasteful both of society's resources and of the time and energy of the individuals concerned to allow an excessive number of these

youths to continue in teacher preparation. It would also be demoralizing
to the spirit and personality of many who would be later forced to
change occupations.20

The committee further expresses the belief that when there exists
a disproportionally high ratio of supply to demand, only the most promising
prospective teacher candidates should be encouraged to continue preparation.
On the other hand, the committee believes that when the number of qualified
candidates is less than the number needed by society, additional incentives
for teacher preparation should be offered. Maintaining a proper balance
between supply and demand will inure to the good of both society and the
individual teacher.

That state programs of teacher education be thoroughly organised
with provision for the gathering and use of data relative to supply and
demand of teachers is the belief held by many educators. The following
citation from a regional association of professional schools is illustrative:

. . . that there can never be a satisfactory situation with
respect to the matter of supply and demand until each state formu-
lates a state-wide program of teacher preparation. Without
cooperation ruthless competition among the teacher-preparation
institutions results and chaos follows. Every state needs a
state wide program for the preparation of teachers, which shall
include both public and private institutions.21

4. Admission, a Selective Process

The process of selecting candidates for teacher education should
not be terminated with admission to the college of education. Admission

20 Billings, op. cit., p. 195.

21 Henry Klonower, "How Can The State Departments Secure and Make
Readily Available Complete and Accurate Information Relative to Teacher
Demand and Supply?" Proceedings of the 1924 Spring Conference of the
Eastern States Association of Professional Schools for Teachers, Vol. 9,
1931, p. 96.
to the teacher-education institution constitutes but one step in the total process of selection. Periodical appraisals of the selectee should be made with the view of ascertaining his progress and his possibility for future development. Those students showing evidence of potential development as successful teachers should be encouraged, assisted, and guided. Guidance should include directing students into fields or levels of instruction in which they are most likely to be successful. Those students not likely to succeed as teachers should be guided and diverted into such fields of endeavor as their aptitudes and abilities warrant. In the National Survey of the Education of Teachers, it is proposed that:

A progressive program of selection, admission, elimination, and final recommendation for teaching should begin with matriculation and carry through to certification. The functioning of selective agencies may actually occur at any one of a number of stages of pre-college progress. 22

Many educators advocate that the selective process be started before matriculation in the teacher-education institution. These educators are of the opinion that recruitment for teacher education should begin in high school. Some professional organizations such as Phi Delta Kappa have sponsored publications designed to encourage potentially successful male students to enter the field of education. In other instances, such organizations as the Future Teachers of America have been formed for the recruitment of superior candidates for teacher education.

That recruitment for teacher education should begin in high school is recommended by the American Association of Teachers' Colleges in its nineteenth yearbook from which the following excerpt is taken:

Studies show that the more intelligent students do not as a rule go into teaching. To overcome this handicap, it is recommended that secondary principals, teachers, and guidance workers give more attention to the interpretation of the teaching profession to the most promising high school students.23

If properly organized and administered, a guidance program of teacher selection will not only develop potentially successful teachers, but it will also eliminate those students not likely to succeed as teachers. Viewpoints such as the one quoted below are held by a large number of educators interested in better teacher selection:

Probably selection ought to be regarded as a process rather than as an event. The career in the teachers' college itself involving mastery of fields of knowledge, contact with varying types of communities, life with children, and democratic participation in student affairs should be selective. At any time when it appears that a certain student, with the best help which the college can give, is unlikely to meet a high standard of success in teaching, that student should be encouraged to consider other vocations.24

McConnell expresses the viewpoint as follows:

Selective admission to institutions engaged in the preparation of teachers and continuous elimination of the unfit when their lack of fitness is revealed while they remain in such institutions are fields where as yet our activities can count for most.25

5. Physical Fitness of Selectees

An important factor to be considered in the selective admission of teacher candidates is that of physical fitness. Marked defect in physique or lack of normal physical stamina militates against teaching success.

23 McConnell, op. cit., p. 9.


Rigid physical examinations will reveal existing serious health handicaps.
Adequate provision for health service should be made by the institution.

Baker warns against superficiality in the presentation of health certificates by candidates for admission to teacher education. He says:

"Requiring a certificate of good health means little. Candidates for admission can easily secure such a certificate from the family or other physician. Experience has shown that these certificates have little value, that doctors often will give candidates possessing serious heart lesions or other equally serious physical defects, a clean bill of health. It is generally agreed that the only effective means of determining physical fitness is through a rigid medical examination conducted by the admitting institution." 26

6. Summary and Deduction

It has been pointed out in the foregoing discussion that authorities agree that the selection of teacher candidates should be planned and controlled for the recruitment, guidance, and development of potentially successful teachers and for the elimination and divergence of selectees not likely to be successful in the field of education. It has been shown further that authorities agree that a program for the selection of teacher candidates should be continuous and that it should involve a number of factors. Based on the factors developed in the discussion, the following criteria relating to the selective admission of candidates to teacher education are deduced:

1. Admission to teacher education should be planned and controlled to insure the selection of worthy students.

2. Admission to teacher education should be guided by teacher demand.

3. Teacher quotas for each institution should be determined by the state board of education.

4. A guidance program should be organized and administered to eliminate those students who do not have the proper aptitudes or abilities.

5. Recruiting of candidates for teacher education should begin in high school.

6. A minimum average of "C" in previous high school or college courses should be required for admission to teacher education.

7. The teacher-education institution should require a minimum average of "C" for graduation.

8. A program designed to select only those candidates who are physically fit should be organized and administered by the teacher-education institution.

9. The institution should administer a program that will insure the selection of those candidates who possess personal qualities basic to good teaching or who show promise of achieving them.

10. Proficiency in those subjects related directly to the elementary curriculum should be given consideration in the matter of entrance requirements.

11. Periodical appraisals of the student should be made by the institution.

12. The teacher-education institution should have a program for the guidance of prospective teachers into suitable fields or levels of teaching.

13. Cumulative data covering the previous school record of the candidate should be used as a basis for selective admission.

14. The process of teacher selection should continue throughout the period of pre-service training.

15. The process of teacher selection should continue throughout the first few years of teaching.

B. Validity of Criteria

The responses of the jury indicate conclusive commitment to an organized program of selective admission to teacher education. Of the
fifteen standards relating to the subject of selection of candidates, fourteen were considered valid. They are listed in Table X with their judgment weights arranged in descending order. The comparative rank of validity of each criterion is given in column "3."

**TABLE X**

**COMPARATIVE RANKS OF VALIDITY OF CRITERIA RELATING TO THE SELECTIVE ADMISSION OF CANDIDATES TO TEACHER EDUCATION**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Judgment weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher-education institution should have a program for the guidance of prospective teachers into suitable fields or levels of teaching.</td>
<td>223</td>
<td>1</td>
</tr>
<tr>
<td>A guidance program should be organized and administered to eliminate those students who do not have the proper aptitudes or abilities.</td>
<td>222</td>
<td>2</td>
</tr>
<tr>
<td>The process of teacher selection should continue throughout the period of pre-service training.</td>
<td>222</td>
<td>2</td>
</tr>
<tr>
<td>Periodical appraisals of the student should be made by the institution.</td>
<td>220</td>
<td>4</td>
</tr>
<tr>
<td>The institution should administer a program that will insure the selection of those candidates who possess personal qualities basic to good teaching or who show promise of achieving them.</td>
<td>212</td>
<td>5</td>
</tr>
<tr>
<td>Admission to teacher education should be planned and controlled to insure the selection of worthy students.</td>
<td>199</td>
<td>6</td>
</tr>
<tr>
<td>A program designed to select only those candidates who are physically fit should be organized and administered by the teacher-education institution.</td>
<td>198</td>
<td>7</td>
</tr>
<tr>
<td>Recruiting of candidates for teacher education should begin in high school.</td>
<td>197</td>
<td>8</td>
</tr>
<tr>
<td>The process of teacher selection should continue throughout the first few years of teaching.</td>
<td>193</td>
<td>9</td>
</tr>
<tr>
<td>The teacher-education institution should require a minimum average of &quot;C&quot; for graduation.</td>
<td>190</td>
<td>10</td>
</tr>
<tr>
<td>Cumulative data covering the previous school record of the candidate should be used as a basis for selective admission.</td>
<td>190</td>
<td>10</td>
</tr>
</tbody>
</table>
TABLE X (continued)

COMPARATIVE RANKS OF VALIDITY OF CRITERIA RELATING TO THE
SELECTIVE ADMISSION OF CANDIDATES TO TEACHER EDUCATION

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Judgment weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum average of &quot;C&quot; in previous high school or college courses should be required for admission to teacher education.</td>
<td>169</td>
<td>12</td>
</tr>
<tr>
<td>Proficiency in those subjects related directly to the elementary curriculum should be given consideration in the matter of entrance requirements.</td>
<td>164</td>
<td>13</td>
</tr>
<tr>
<td>Admission to teacher education should be guided by teacher demand.</td>
<td>160</td>
<td>14</td>
</tr>
</tbody>
</table>

Based on the quartile groupings of their sigma weights, (See discussion, pages 31 and 32,) one standard may be classified as "excellent," three as "superior," seven as "good," and two as "acceptable." The classification of the criteria is given below.

Classification of Criteria Relating to the Selective
Admission of Candidates to Teacher Education

<table>
<thead>
<tr>
<th>Classification</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>The teacher-education institution should have a program for the guidance of prospective teachers into suitable fields or levels of teaching.</td>
</tr>
<tr>
<td>Superior</td>
<td>A guidance program should be organized and administered to eliminate those students who do not have the proper aptitudes or abilities.</td>
</tr>
<tr>
<td>Classification</td>
<td>Criteria</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>The institution should administer a program that will insure the selection of those candidates who possess personal qualities basic to good teaching or who show promise of achieving them.</td>
</tr>
<tr>
<td>Superior</td>
<td>Periodical appraisals of the student should be made by the institution. The process of teacher selection should continue throughout the period of pre-service training.</td>
</tr>
<tr>
<td></td>
<td>Admission to teacher education should be planned and controlled to insure the selection of worthy students. Recruiting of candidates for teacher education should begin in high school. A minimum average of &quot;C&quot; in previous high school or college courses should be required for admission to teacher education.</td>
</tr>
<tr>
<td>Good</td>
<td>The teacher-education institution should require a minimum average of &quot;C&quot; for graduation. A program designed to select only those candidates who are physically fit should be organized and administered by the teacher-education institution. Cumulative data covering the previous school record of the candidate should be used as a basis for selective admission. The process of teacher selection should continue throughout the first few years of teaching.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>Admission to teacher education should be guided by teacher demand. Proficiency in those subjects related directly to elementary curriculum should be given consideration in the matter of entrance requirements.</td>
</tr>
</tbody>
</table>

An examination of the data presented in Table X warrants the observation that a number of factors should be considered in organizing or
administering a program of selective admission to teacher education. A
discussion of the factors in relation to the data presented follows.

1. Selective Admission of Candidates to Teacher Education

    Should Be Planned and Controlled

The jury returned an affirmative answer to the question, "Should
admission to teacher education be planned and controlled to insure the
selection of worthy students?" The sigma weight indicating validity of
the standard is 199. Reference to page twenty-seven will show that a sigma
weight of 151 is sufficient to establish validity. The criterion is sixth
in rank, and it is classified in the group which is designated "good." To
the question, "Should a guidance program be organized and administered to
eliminate those students who do not have the proper aptitudes or abilities?",
the jury responded with a sigma weight of 222. This weight appears in the
third quartile indicating high validity. The standard ranks second in the
list of criteria relating to selective admission, and it is designated as
"superior." (See page 91.) Quantitative designations of responses of the
jurors regarding, "Should the teacher-education institution have a program
for the guidance of prospective teachers into suitable fields or levels of
teaching?", indicate extremely high validity for the standard. The sigma
weight is 223 which ranks first. The criterion is listed as "excellent."
(See page 90.)

It is logical to deduce that the extremely high sigma weight assigned
to the criterion arises from a consideration on the part of the jury of the
broadening of services in elementary education. Such divisions as the
principalship of a large urban or consolidated elementary school, kinder-
garten-primary or upper-elementary grade level, the rural school, and
specialized instruction offer opportunities for the employment of varying interests and talents.

The weight of the proposed criterion, "Should teacher quotas for each institution be determined by the state board of education?" is too low to establish validity. The question cannot be considered a guide, and it is therefore eliminated from the list of standards relating to restrictive admission.

In summarizing the responses of the jury it may be stated that a state program of elementary-teacher preparation in the South should include definite provision for a system of selective admission of candidates. The system should be planned and controlled, and it should contain such features of guidance as will operate to insure the selection of worthy students and the elimination of those whose aptitudes and abilities are not conducive to successful teaching. Guidance should include assistance to selectees in determining the levels or fields most suitable for them.

It is not deemed advisable that quotas be established to limit the number of students enrolled in elementary-teacher education in the various institutions within a southern state.

2. **Personal Qualities Are Important in Determining Admission**

There may be certain state systems of elementary-teacher education or certain institutions in the South that regard personal qualities as too intangible and defying of measurement and prediction for consideration in the program of selective admission. It is probable that the jury was cognizant of the bewilderment involved in discovering personal qualities bearing positive correlation to successful teaching and in measuring and predicting the development of these qualities. Despite the consideration
of such difficulties, however, the jury responded with unmistakable affirmation to the question, "Should the institution administer a program that will insure the selection of those candidates who possess personal qualities basic to successful teaching or who show promise of achieving them?"

The composite weight of the ratings assigned by the jurors is 212, and its rank is fifth. It is reasonable to conclude that in the opinion of the jury a teacher-education institution should employ such means as may be administered to assist its enrollees to acquire and develop personalities most conducive to teaching success.

3. Teacher Supply and Demand Should Guide Selection

In the opinion of the jury a valid consideration in administering a program of selective admission is the demand for teachers. It is significant to observe that although the jury opposed the establishment of quotas to limit enrollment in the teacher-education institutions of the South, it favored the restriction of enrollment in accordance with teacher demand. A careful study of the data assembled will resolve the seeming inconsistency. On the question, "Should admission to teacher education be guided by teacher demand?", the responses received a judgment weight of 160, which ranks last in the fourteen standards pertaining to selection. While the judgment weight is sufficiently high to establish validity, it lies in the lower bracket of valid sigma weights. Thus, it is apparent that the proposal met with some degree of objection on the part of a considerable number of the jurors. Furthermore, a state system of elementary-teacher education or a teacher-preparation institution may base its enrollment partially on teacher demand without establishing quotas. During periods of teacher shortage incentives can be provided to increase enrollment.
Contrarily, during periods of over-supply of teachers, more acute restrictive measures of admission may be applied. It is evident from the jurors' ratings that teacher demand is regarded as a genuine factor in a program of selective admission of candidates to elementary-teacher education in the South.

4. **Selection Should Be a Continuous Process**

That selective admission to teacher education should be continuous is amply evidenced by the data presented. The jury indicated that the program of selection should: (1) begin prior to college entrance; (2) include several requirements; and (3) extend beyond the period of probationary certification.

On the question, "Should recruiting of candidates to teacher education begin in high school?", the jury indicated approval. The sigma weight is 197, which ranks eighth in degree of validity, thus placing the standard in the group labeled "good."

Average or higher than average scholarship is considered necessary for enrollees in teacher education. Affirmative answers to three questions relating to proficiency of prospective teachers in academic subjects were given by the jurors. The standard, "Should a minimum average of 'C' in previous high school or college courses be required for admission to teacher education?", received a sigma value of 189. Responses to the question, "Should the teacher-education institution require a minimum average of 'C' for graduation?" indicate a composite judgment weight of 190. A smaller sigma weight was assigned to the criterion, "Should proficiency in those subjects related directly to the elementary curriculum be given consideration in the matter of entrance requirements?" In this instance the judgment
weight is 164, which is sufficiently large to establish validity. The three criteria are listed on pages 90 and 91; the two first mentioned, under the designation, "good," and the third one under the designation, "acceptable."

The jury advocates periodical evaluations of students and the recording of cumulative data for use in determining student progress and in administering proper guidance. The standard, "Should periodical appraisals of the student be made by the institution?" received a sigma weight of 220, which indicates extremely high validity. It is listed with the group of criteria classified as "superior." Approval of the guide, "Should cumulative data covering the previous school record of the candidate be used as a basis for selective admission?", was given by the assignment of a composite judgement weight equalling 190. The standard is classified in the group designated "good."

Stressing the continuity of the process of selection, the jury indicated very favorable approval for extending the process of selection throughout the period of preparation and including the first few years of teaching. Particular stress was placed on the advisability of continuing the process of selection throughout the pre-service period. The standard, "Should the process of teacher selection continue throughout the period of pre-service training?", received a sigma weight of 222, thus indicating extremely high validity. The criterion is listed in the group labeled "superior." Responses to the question, "Should the process of teacher selection continue throughout the first few years of teaching?", signify affirmation with a composite judgment weight of 193. The guide constitutes part of the list classified as "good."
An interpretation of the data submitted cannot escape the inclusion of the observation that the program of selective admission to elementary-teacher education should be regarded as a process. This process should begin before the student enters college, and it should not terminate until the end of the probationary period of teaching. Adequate scholarship of selectees should be regarded significantly. Cumulative data showing the student's progress should be kept for use in the guidance program, and between intervals of time, evaluations of selectees should be made by the institution.

5. **Selectees Should Be Physically Fit**

Health is considered an important factor in determining who should be permitted to enroll in a teachers' college and follow curricula leading to certification. To the question, "Should a program designed to select only those candidates who are physically fit be organized and administered by the teacher-education institution?", the jury gave an affirmative answer. A composite judgment weight of 198 was tabulated from the responses, thus placing the criterion in the group designated "good."

6. **Summary**

The responses of the jury who assisted in validating the criteria indicate definite commitment to an organized program of selective admission to elementary-teacher education. The program should be planned and controlled, and it should contain stipulated requirements for initial admission and for continuance of study leading to certification. The teacher-education institution should organize and administer a guidance program to aid the
The table below indicates the degree of application may be

determined by schemes within the degree of application may be

<table>
<thead>
<tr>
<th>Rank</th>
<th>Weight</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1.5</td>
<td>The teacher-education institution should</td>
</tr>
<tr>
<td></td>
<td></td>
<td>require a minimum average of &quot;C&quot; for grades-</td>
</tr>
</tbody>
</table>

The table indicates that the program of observation and study

*where weighted and ranked.

The two criteria accepted by the Louisiana JSE, as being studied

*Certain tendencies that are worthy of observation and study

*the Louisiana JSE on the application of the rated standards indicate

*that only the were accepted as being applied. However, the response of

*standards of the teacher-education program to restrict the degree of

*to the program described by the July of supervisors and to validate the

*secured in Louisiana do not believe that the state's program of

*Teacher-teacher education

*Application of the criteria to Louisiana's program of

*those candidates not likely to be successful as teachers.

development of potential successful teachers and to eliminate or divert

96
the other. (See discussion, pages 49 to 51.) The classification is given below.

**Classification of Degree of Application to Louisiana's Program of Elementary-Teacher Education of Criteria Relating to the Selective Admission of Candidates**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Criterion</th>
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</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>The teacher-education institution should require a minimum average of &quot;C&quot; for graduation.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>Periodical appraisals of the student should be made by the institution.</td>
</tr>
</tbody>
</table>

The twelve criteria whose ratings by the Louisiana jury of educators indicated that they are not being observed satisfactorily in the state program of elementary-teacher preparation are listed in Table XII with their sigma weights and ranks.

**TABLE XIII**

**COMPARATIVE RANKS IN TENDENCY TOWARD APPLICATION TO LOUISIANA'S PROGRAM OF ELEMENTARY-TEACHER EDUCATION OF CRITERIA RELATING TO THE SELECTIVE ADMISSION OF CANDIDATES**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Sigma weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher-education institution should have a program for the guidance of prospective teachers into suitable fields or levels of teaching.</td>
<td>140</td>
<td>1</td>
</tr>
<tr>
<td>Cumulative data covering the previous school record of the candidate should be used as a basis for selective admission.</td>
<td>126</td>
<td>2</td>
</tr>
<tr>
<td>The process of teacher selection should continue throughout the period of pre-service training.</td>
<td>126</td>
<td>2</td>
</tr>
<tr>
<td>A program designed to select only those candidates who are physically fit should be organized and administered by the teacher-education institution.</td>
<td>124</td>
<td>4</td>
</tr>
</tbody>
</table>


### TABLE XII (continued)

**COMPARATIVE RANKS IN TENDENCY TOWARD APPLICATION TO LOUISIANA’S PROGRAM OF ELEMENTARY-TEACHER EDUCATION OF CRITERIA RELATING TO THE SELECTIVE ADMISSION OF CANDIDATES**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Sigma weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting of candidates for teacher education should begin in high school</td>
<td>124</td>
<td>4</td>
</tr>
<tr>
<td>A minimum average of &quot;C&quot; in previous high school or college courses should be required for admission to teacher education.</td>
<td>123</td>
<td>6</td>
</tr>
<tr>
<td>The process of teacher selection should continue through the first few years of teaching.</td>
<td>122</td>
<td>7</td>
</tr>
<tr>
<td>Proficiency in these subjects related directly to the elementary curriculum should be given consideration in the matter of entrance requirements.</td>
<td>119</td>
<td>8</td>
</tr>
<tr>
<td>A guidance program should be organized and administered to eliminate those students who do not have the proper aptitudes or abilities.</td>
<td>116</td>
<td>9</td>
</tr>
<tr>
<td>Admission to teacher education should be planned and controlled to insure selection of worthy students.</td>
<td>114</td>
<td>10</td>
</tr>
<tr>
<td>The institution should administer a program that will insure selection of only those candidates who possess personal qualities basic to good teaching or who show promise of achieving them.</td>
<td>114</td>
<td>10</td>
</tr>
<tr>
<td>Admission to teacher education should be guided by teacher demand.</td>
<td>104</td>
<td>12</td>
</tr>
</tbody>
</table>

Based on the quartile groupings of sigma weights, the degrees in tendency toward application of the criteria are classified as "definite," "observable," "indicated," and "negative." (See the discussion on pages 61–62.) The classifications are listed below.
Classification of Tendencies toward Application to Louisiana's Program of Elementary-teacher Education of Criteria Relating to the Selective Admission of Candidates

<table>
<thead>
<tr>
<th>Tendency</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definite</strong></td>
<td>The teacher-education institution should have a program for the guidance of prospective teachers into suitable fields or levels of teaching.</td>
</tr>
<tr>
<td><strong>Observable</strong></td>
<td>Cumulative data covering the previous school record of the candidate should be used as a basis for selective admission.</td>
</tr>
<tr>
<td><strong>Indicated</strong></td>
<td>The program of teacher selection should continue throughout the period of pre-service training.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>Recruiting of candidates for teacher education should begin in high school.</td>
</tr>
<tr>
<td></td>
<td>A minimum average of &quot;C&quot; in previous high school or college courses should be required for admission to teacher education.</td>
</tr>
<tr>
<td></td>
<td>A program designed to select only those candidates who are physically fit should be organized and administered by the teacher-education institution.</td>
</tr>
<tr>
<td></td>
<td>Proficiency in those subjects related directly to the elementary curriculum should be given consideration in the matter of entrance requirements.</td>
</tr>
<tr>
<td></td>
<td>The process of teacher selection should continue through the first few years of teaching.</td>
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<tr>
<td></td>
<td>Admission to teacher education should be planned and controlled to insure selection of worthy students.</td>
</tr>
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<td></td>
<td>Admission to teacher education should be guided by teacher demand.</td>
</tr>
<tr>
<td></td>
<td>A guidance program should be organized and administered to eliminate those students who do not have the proper aptitudes or abilities.</td>
</tr>
<tr>
<td></td>
<td>The institution should administer a program that will insure selection of only those candidates who possess personal qualities basic to good teaching or who show promise of achieving them.</td>
</tr>
</tbody>
</table>
1. Evidence of a Planned Program of Admission

The responses of the jury to the questionnaire on the application of elementary-teacher education criteria justifies the conclusion that a definite policy to plan and control the admission of students is not in operation in Louisiana's program of elementary-teacher preparation. However, a tendency toward guiding students into suitable fields or levels of teaching is apparent.

Reference to Table XII and page 101 discloses low sigma weights and "negative" tendencies in application for the following standards: (1) "Admission to teacher education should be planned and controlled to insure the selection of worthy students." (116²); (2) "Admission to teacher education should be guided by teacher demand." (106.²); and (3) "A guidance program should be organised and administered to eliminate those students who do not have the proper aptitudes or abilities." (116²) The responses of the jury of Louisiana educators to the question, "Does the teacher-education institution have a program for the guidance of prospective teachers into suitable fields or levels or teaching?", gave the standard a sigma weight of 140, which indicates a "definite" tendency toward application. (See Table XIII and page 101.)

2. Selective Requirements

Adequate scholarship is considered important in Louisiana's program of elementary-teacher preparation. Teacher-education institutions apply the standard of a minimum average of "C" for graduation. A sigma weight of 200, as determined by the responses of the jury, classifies the degree of

* Sigma weight of the criterion.
application of the criterion as "excellent." (See Table XI and page 101.)

Although a minimum scholastic achievement in previous high school or
college courses is not stipulated as a requirement for admission, a ten-
dency toward such a requirement is apparent. Reference to Table XII and
page 101 reveals "indicated" tendencies toward the application of the
following criteria: (1) A minimum average of "C" in previous high school
or college courses should be required for admission to teacher education." (123*)
(2) "Proficiency in those subjects related directly to the elemen-
tary curriculum should be given consideration in the matter of entrance
requirements." (119*)

No specific requirements regarding physical fitness are exacted
of enrollees. A tendency toward such a requirement is indicated. (124*)

In the opinion of the jury personal qualities of prospective
teachers are not regarded significantly in Louisiana's program of element-
teacher preparation. The responses to the question, "Does the institution
administer a program that will insure selection of only those candidates
who possess personal qualities basic to good teaching or who show promise
of achieving them?", indicate the low sigma weight of 114 and a "negative"
tendency toward application.

3. Continuity of the Selective Process

The responses of the jury disclose the observation of one standard
and tendency toward the observation of other criteria relating to continuity
of the selective process. The application of the guide, "Periodical
appraisals of the student should be made by the institution," is estab-
lished with a sigma weight of 200. "Observable" tendencies toward

* Sigma weight of the criterion.
application are apparent in the following criteria: (See page 101)
(1) "Cumulative data covering the previous school record of the candidate should be used as a basis for selective admission" (128*); and (2) "The program of teacher selection should continue throughout the period of pre-service training." (129*) Indicated tendencies toward application of the following criteria are apparent: (See page 101.) (1) "Recruiting of candidates for teacher education should begin in high school" (124*); and (2) "The process of teacher selection should continue through the first few years of teaching." (122*)

4. Summary

It cannot be concluded from the responses of the jury on the application of the valid criteria to Louisiana's program of elementary-teacher education that a planned and controlled system of selection is administered. However, adequate scholarship is regarded significantly in the program of selection and periodical appraisals of the student are made by the institution. Requirements of health and personality are not exacted, although a tendency toward selecting only those applicants who are physically fit is "indicated."

No definite program designed to eliminate students who do not possess proper abilities and aptitudes is administered; however, tendencies toward the development of a guidance program of selection beginning with recruitment and carrying through the first few years of teaching are in evidence.

* Sigma weight of the criterion.
CHAPTER IV

CRITERIA PERTAINING TO

THE TEACHER-EDUCATION CURRICULUM AND ITS ADMINISTRATION

A. Formulating the Criteria

The first fifteen criteria listed in Appendix I were treated in Chapter III entitled CRITERIA PERTAINING TO SELECTIVE ADMISSION TO TEACHER EDUCATION. Following these criteria are listed the standards relating to the curriculum and its administration. They are numbered in the appendix from sixteen to sixty-eight inclusive.

A careful review of professional literature, an informal canvass of the opinions of leaders in the field of elementary-teacher education, and an expression of personal conviction contributed toward the formulation of these guides. The purpose of the discussion which follows is to indicate bases for formulating the particular standards. In numerous instances citations are made to illustrate viewpoints held by educators. The complete list of references is contained in the bibliography on pages 266 to 271. To facilitate organizational treatment the discussion is divided into the following sections: (1) cooperative efforts in planning, organizing, and administering the teacher-education curriculum; (2) differentiation in course requirements; (3) provision for total needs of elementary teachers; (4) superior methodology in the teacher-education institution's own classrooms; (5) period of emphasis on professional education; (6) organization of professional elements in large interrelated areas; (7) specialized instruction in southern conditions; (8) field of special
interest for prospective elementary teachers; (9) duplication of professional topics and activities; (10) training of specialists; and (11) sequence and prescription.

1. Cooperative Efforts in Planning, Organising, and Administering the Teacher-Education Curriculum

Institutions and agencies are designed to serve the social will. Their organizations and processes assume characteristics which are reflected by society's order and the common faith. The authoritarian faith is relatively simple and clearly defined. It consists primarily of allegiance to the state which is personified by the ruler. Bigelow¹ believes that the authoritarian state is regarded as an object of idolatry, and that the doctrine of individual obligation to others is practiced and carried to the extent of denying all personal worth. In the authoritarian state, says Bigelow, " Blind obedience and self-abnegation are preached as major virtues; and the exercise of simple freedom is denounced as an intolerable vice."²

In such a society the administration of political and institutional functions also must be relatively simple and clearly defined. It consists mainly of swift execution of orders.

In America's free society the common faith is more intangible, and the administration of political and institutional functions is more complex.


² Ibid., p. 7.
Bigelow explains that in a democracy there is no "... obvious object of allegiance such as a half-god leader whose reality is readily grasped because he may be seen and heard by all." He says, 

... it must always be difficult to be a democratic man; to feel at one with neighbors who differ widely from one's self; to control one's selfish impulses in situations where external compulsion is restrained; to hold steadfastly to principles that are truly general in character.

The intricacies of the democratic faith reflect themselves in the administration of democratic institutions. The end of administration is not mere performance. Administration is regarded as a way of doing which, because of its social interaction, yields invaluable educative benefits. The function of the administrator is not simply that of ordering or transmitting commands of higher authorities. Administration in a democracy must be intelligent and deliberate. Blair says that the authoritarian administrator orders, while the democratic administrator resolves popular will. He interprets the purpose of the administrative process as follows:

Under the democratic conception of social organization, the emphasis is not on getting things done quickly but in getting them done most nearly to ultimate mutual advantage by a process of deliberate consideration, compromise, and adjustment of the various interests involved.

In discussing the administration of the teacher-education institution, Baker says, "An administrative control imbued with the ideals and aims of democracy is not sufficient; it must be a framework based on democratic principles." Baker also warns against mere consultation by the administrator.

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3 Bigelow, op. cit., p. 10.
4 Ibid., p. 10.
6 Ibid., p. 181.
He suggests that common agreement is needed. "No institution," he says, "can claim to have achieved a truly democratic procedure until it shall have accepted the common agreement as the sole standard of progress."  

Huxford stresses the need for cooperation and wide participation in planning and administering programs affecting society. He reasons that unrelaxing participation is the "sole alternative to repressive regimentation, whether by a personal despot or whether by an impersonal but equally tyrannical and irresponsible system."  

Educators in the field of teacher preparation concur in the belief that the program of teacher education should be planned first on a statewide basis in which all of the colleges concerned with teacher education together with the state department of education and public school officials are represented. Probably the first material outcome of such cooperative planning should be a definition of the minimum requirements for the certification of teachers for the various fields or levels of teaching. This part of the state program should be planned under the leadership of the teacher-education and certification personnel of the state department of education. The requirements should represent the "minimum quantitative bases for the issuance of certificates." No institution should be accredited unless it is equipped and staffed adequately to meet the level of preparation defined. It should be the responsibility of the state board of education through its state department to cooperate in administering the

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8 Baker, op. cit., p. 169.


state program of teacher education by issuing to the candidate the kind of certificate that his preparation indicates. Responsibility for leadership in planning that part of the elementary teacher-education curricula not specifically defined in the certification regulations of the state department of education rests with the teacher-education institutions.

Educators recommend that planning and developing the teacher-education curricula likewise should be a cooperative enterprise on the part of all who participate in the institution’s program of teacher education. The following viewpoint expressed by the committee on Problems of Teacher Personnel of the Southern Work-Conference is illustrative:

Within each college the planning should include instructors in the field of academic studies, professional studies, and special studies as well as the supervisors, deans, presidents, and some graduates of the college who are successful teachers.\(^{11}\)

The committee\(^ {12}\) argues that inestimable values in creating unity of purpose are attained by the inclusion of members of the academic faculty and representatives of the state’s public school system, as well as administrative officials in planning the state program of teacher education. The committee believes that a good deal of criticism of professional education for teachers arises because such representatives are not included among those who share the responsibility of planning the teacher-education program. It is the opinion of the committee that teacher education in the South would be improved materially if the professional education of prospective teachers were more closely related to the problems of the teachers in the field. It is charged that professors of education plan, organize, and administer their curricula and courses too much in isolation. Enlarging the

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\(^{12}\) Ibid., p. 22.
Such cooperative enterprise necessitates, on the part of the teacher-education institution, a close working relationship with the members of the academic faculty and with the public school systems. A close relationship between the subject-matter departments and the college of education does not always exist, nor is it easily secured. In many universities it is evident that there are widely divergent points of view concerning the type of education prospective teachers should have. As a rule the teacher-education faculty tends to emphasize the study of children and methods of teaching. Emphasis on the subject-matter content of the program is usually recommended by members of the academic staff. Such dualistic viewpoints often result in conflict.

Judd accounts for the dualism represented by the academic and professional approach to teacher education on an historical basis. He says:

From the earliest beginnings of teacher preparation in the United States there has been a sharp line drawn between liberal education and professional education of teachers . . .

When the first public normal schools were established, the separation between colleges and institutions for the preparation of teachers was crystallized into a fixed pattern which persists even down to the present day. When universities and colleges organized departments or schools for the preparation of teachers the traditions of separation of normal education dominated the situation. One may say with truth that the original attitude of the colleges that they were not concerned with teacher preparation has been perpetuated and in recent times in many institutions even emphasized. It is not regarded by departments in mathematics or departments of physics or history as their function to prepare teachers for their duties. Teaching is thought of by academic people either as a transient occupation for which one is endowed by nature, into which one enters because of personal tastes, and in which one is able to succeed without any special preparation. 13

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13 Charles H. Judd, "Raising the Level of the Education of Teachers," Fifteenth Yearbook of the American Association of Teachers Colleges, 1936, p. 126.
The administrative officials of the teachers college are directly responsible for the institution's program of teacher preparation. It is their duty to initiate necessary cooperative action for its organization and implementation. Such control as is needed to give direction and unity to the program should be exercised by them.

Endicott\textsuperscript{14} observes that in many universities the college of education exercises little or no control over the program of teacher education. The student can qualify as a teacher by registering in the liberal arts college and by taking necessary professional courses for certification. A well-planned and unified program of teacher education within the institution cannot operate under these circumstances.

Numerous studies concerning the planning and organization of teacher-education curricula have been sponsored by the Commission on Teacher Education of the American Council on Education. These studies have resulted in a better understanding of the program of teacher education and in greater cooperation from all faculty members, professional and academic, who share responsibility for the program. They have demonstrated the possibility of cooperative action directed toward the improvement of teacher education, and they have provided means for stimulating and implementing administrative procedures consonant with practice held desirable in our American social order.

Bigelow describes this cooperative procedure as follows:

The increasing willingness of all varieties of educational specialists to work together to common ends has been accompanied by a notable readiness to employ new procedures tentatively and

to check their effectiveness carefully. Programs of continuous self-evaluation have resulted. Objectives are cooperatively identified; means for their attainment are shrewdly selected; and consequences of the employment of such means are then carefully weighed. Next, purposes are re-formulated in the light of experience; procedures are similarly modified; outcomes are evaluated anew; and so the cycle continues endlessly.15

2. Differentiation in Course Requirements

Practice provides no evidence of common accord regarding the extent of differentiation desirable in the course requirements of prospective teachers. In 1942 the writer made a catalog survey16 of the professional requirements in the curricula of elementary-teacher candidates in sixty-seven institutions. He found that slightly more than half of the institutions made no differentiation in their curricula for primary or upper-elementary majors except in the level at which observation and student teaching are done. The remaining institutions offered separate curricula in whole or in part. The differentiation ranged from one course in some institutions to a complete separation of curricula in others.

Educators generally accept the principle that differentiation should be made according to the major types of educational service. Aycock17 recognized three types of teaching service for which differentiation in curricula should be made: (1) Kindergarten-Primary, (2) Upper-Elementary, and (3) Administrative and Supervisory. Gray, Stratemyer, and Alexander18


recommended four types of function. They proposed minor differentiation in curricula for teachers of (1) Kindergarten–Primary Grades, (2) Intermediate Grades; (3) Specialized Subjects, and (4) Rural Schools. They reasoned as do other educators that specialized preparation is necessary for rural teachers if they are to cope intelligently with the problems inherent in their communities.

However, the danger of too much differentiation is recognised. Specialists in the field of elementary-teacher education are of the opinion that differentiation has often been carried much further than can be justified, and that it has tended to narrow the scope of teacher preparation.

3. Provision for Total Needs of Elementary Teachers

The preparation of elementary teachers as generally conceived by authorities includes three basic needs: (1) adequate general education; (2) specialised preparation; and (3) professional education. The total curriculum for prospective teachers in southern institutions should recognize the three-fold function and make provision necessary for its attainment.

The National Survey of the Education of Teachers\(^2\) revealed a wide difference in emphasis on basic needs of elementary teachers made in the curricula of the various institutions. Provision for meeting the three-fold objective ranged from extreme emphasis on cultural interests to equally extreme attention to the strictly professional elements.

\(^{19}\) Gray, Strattemayer, and Alexander, \textit{op. cit.}, p. 86.

Authorities propose that the curricula for elementary-teacher candidates include adequate provision for each of the basic needs in its proper relationship.

Adequate general education is regarded as a primary requisite in the preparation of elementary teachers. Bigelow says:

It would hardly seem necessary to argue that teachers should have as extensive and as excellent a general education as any other elements in the community. They share the same general needs of other individuals who are members of a society. 21

A primary consideration in the program of prospective elementary teachers is that of continuing their academic preparation with the view of extending their experiences, enlarging their knowledge, and deepening their insights in matters of social progress. 22

One of the important aspects of general education is an understanding and appreciation of the social heritage. Such understanding and appreciation are essential elements in the process of acculturation. If society is to persist, its members must possess certain fundamental qualities that will insure its continuance. Bigelow 23 says that it is the primary function of general education to provide social permanence. He submits that a dominant end of general education is to produce "good specimen of culture." 24

To provide the desired understandings and insights, "general education should be directed toward sound scholarship and cultural background in the major areas of human experience." 25 It is recommended in the


24 Ibid., p. 6.

25 Gray, Stratemeyer, and Alexander, op. cit., p. 79.
National Survey that, "A considerable proportion, at least one-fourth of a total curriculum pattern, should consist of general non-specialized courses in the major fields of experience."\textsuperscript{26} Gray, Stratemyer, and Alexander say:

An adequate program of general education acquaints students with the various institutions and forces that affect modern life and with the contributions which the major fields of learning have made and are making today to the progress of civilization.\textsuperscript{27} It is recommended that the following major fields of experience be included in the general education curriculum: "(1) health and science, (2) civic-social responsibilities and adjustments, (3) recreation and appreciation activities, (4) home and family relations, and (5) philosophy and values."\textsuperscript{28}

Educators express the belief that the increasing complexities of modern life have brought new meaning and significance to specialization in fields of learning. They interpret specialization not only as "depth of penetration in a given field" but also as "breadth of understanding in related fields."\textsuperscript{29} It is argued that only through an understanding of the interrelationships within the various fields of learning can a student grasp the significance of the various social forces and their contributions to present civilization. Watson expresses the value of related understandings as follows:

The prospective teacher should understand the interrelationship of economic life, political institutions, family mores, artistic


\textsuperscript{27} Gray, Stratemyer, and Alexander, \textit{op. cit.}, p. 79.


\textsuperscript{29} Gray, Stratemyer, and Alexander, \textit{op. cit.}, p. 88.
products, and religious philosophies within a given culture epoch.
He should come to look upon history not as a record of halter-
skirt happenings, but as the product of great dynamic trends
which continue to operate today.\textsuperscript{30}

A valid outcome to be expected from the program of general education
is the ability on the part of the recipient to understand "present day
modes of living and problems"\textsuperscript{31} and to participate intelligently in the
contemporary affairs of society. If general education is adequate it will
prepare the student to "think intelligently about major modern problems in
such areas as industry, politics, family life, crime prevention, housing,
race relations, and international peace."\textsuperscript{32} The citizen should understand
"each of the issues not in isolation but in relation to the situation
which produced it and the social forces which drive toward various con-
fllicting solutions."\textsuperscript{33}

It is commonly held by specialists that academic learning has partic-
ular significance to prospective teachers. Bigelow says:

\ldots the very fact that they are to become teachers makes it
important that they should be helped to attain those ends for
which general education is intended. They are, for example,
destined to play a major role in the general education of the
successing generation. They will as teachers, exercise a pecu-
liarily intensive and extensive influence on young persons while
at the same time they will be acting as the deputees of society.
For all these reasons it is particularly important that their
needs in basic aspects of living should be met in such ways as
to promote their fullest possible realization of personal poten-
tialities and their most effective participation in a democratic
society.\textsuperscript{34}

\begin{flushright}
\textsuperscript{30} Watson, \textit{op. cit.}, p. 312. \\
\textsuperscript{31} National Survey of the Education of Teachers, 1933 (Teacher Educa-
ing Office, 1935), p. 108. \\
\textsuperscript{32} \textit{Ibid.}, p. 312. \\
\textsuperscript{33} \textit{Ibid.}, p. 312. \\
\textsuperscript{34} Karl W. Bigelow, "General Education and Teacher Education," Thirty-
\end{flushright}
In discussing the social responsibilities of teachers, Mumford also indicates the particular significance of general education to prospective teachers.

He says:

This is the world that, ultimately, must inform every aspect of his teaching; and this is the world that his teaching will help to form anew, to reform, to transform. On one hand he must be capable of responding to the social environment as a whole, understanding and feeling all men's social dilemmas and social purposes; on the other hand he must help to create balanced personalities capable of handling life more or less deftly at any point, capable of giving an integrated—and therefore fully energized—response to the challenge of any particular situation.  

It is perhaps this aspect of teacher preparation that prompted Bigelow to remark that "the general education of teachers appears simultaneously to partake of the nature of professional education."  

In order appropriately to equip teacher candidates with the functional tool of academic learning it is essential that institutions include in their curricula content and experiences bearing close relationship to actual teaching needs. In outlining effective conditions of teacher education Ashbaugh says:

The staff selects its materials of instruction from the standpoint of most effective materials in the achievement of its purpose. The staff recognizes that the materials of instruction during the teacher-training period must be conceived of largely, if not wholly, as the materials or tools with which these teachers in training will shortly be endeavoring to instruct youth.

Teacher-education institutions are seeking means of evolving

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curricula more closely related to the problems with which the teacher is confronted in actual practice. In some instances curricular revisions depart radically from traditional practice. In other instances a different approach and a broadened and enriched curriculum have resulted in a closer relation between pre-service experience and in-service problems. Educators recommend that continuous effort be directed toward a solution of the problem.

Brown describes the attempts of an institution to effect a more functional curriculum for its prospective teachers. He says:

The teaching subjects are organized into compact programs of work, each of which deals with the content considered to be necessary as a basis for teaching some grade or subject combination in the public school system of the state. Every such group of courses in subject matter has been organized with special reference to some known teaching field. These courses constitute the background for the culture-materials of pupil-education, but they are studied by college students on an advanced level appropriate to college work. Out of such advanced study come, at a later point, the actual curriculum materials of pupil-education. The teaching fields existing in the public schools of the state have been carefully surveyed as a basis for the organization of the various programs which provide specific and definite preparation for teaching in the fields.38

Some faculties of teacher-education institutions recommend the professional treatment of subject matter on the basis that such treatment meets better the actual needs of teachers.

The manner in which the problem is approached depends to some extent on the institution's administrative organization. The important consideration is that the problem be recognized and that efforts be directed toward its solution.

Meeting the individual needs of prospective elementary teachers is an important means of preparing them for the actual task of teaching. Educators recommend that the program of teacher education make provision for assisting the individual student to recognize and remedy his peculiar handicaps in personality and his deficiencies in knowledge and skills. This part of the teacher-education institution's program may be referred to as counseling or guidance. Endicott says:

It is that function of education, which is primarily concerned with individual students, as persons, in contradistinction to educational effort put forth to serve students as groups.  

Educators concerned with elementary-teacher preparation do not believe that the institution's counseling function can be accomplished satisfactorily in a curriculum entirely designed for the group. They propose a definite program in which members of the faculty are allowed certain periods for conferences dealing with individual problems of students.

DeBoer says that the objectives of teacher education should take the form of well-defined changes in personality and that since the nature of these changes depends largely upon the different abilities of the students, the teacher-education institution's program should be flexible enough to make adequate provision for individual differences.

Some educators consider the problem of meeting individual needs to be so important as to prompt them to recommend curricula based solely on individual needs. The following excerpt is illustrative:

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A personal approach to the education of teachers would begin, not with procedures for the mastery of professional knowledge, but with a study of the problems, needs, interests, and capacities of each individual student. . . . Those who seem acceptable as prospective teachers would be dealt with as individuals each with peculiar needs, special interests and abilities, and each with potentialities which when discovered and developed would make possible distinctive contributions to the profession.\textsuperscript{41}

As generally conceived, however, group needs and problems are sufficient in scope to warrant planned curricula. Of course the institution's administrative machinery should not be so dominant and cumbersome as to eliminate the possibility of effective counseling. Adequate provision for personal guidance should be made in the institution's program of elementary-teacher preparation to insure desirable student changes in personality, knowledge, and skills.

Educational writers point out the particular implication of method of learning to teacher preparation. In America the concept of social relations implies not only an understanding of democratic processes but also a way of living. Therefore, "Education for democracy must be education in democracy."\textsuperscript{42} McSwain describes the importance of the democratic method as follows:

Education can best serve democracy by incorporating into the educational program the ideals and principles of the democratic way of life. Only as children live in a democratic environment will the meaning and value of democracy be built into their emergent patterns of thinking and acting. Schools and institutions of higher learning become effective in a democracy when the democratic concept of learning and teaching is employed.\textsuperscript{43}

\textsuperscript{41} Endisott, \textit{op. cit.}, p. 3.
\textsuperscript{42} Bigelow, \textit{op. cit.}, p. 14.
Bigelow lists three requirements for democratic living, the first of which is a "belief in the unique worth of the individual." This quality infers confidence and faith in one's own worth and in the worth of the individual person. His second requirement counter-balances the first. It is the recognition that human living is interrelated, and that self-realization is possible only in relation to others. The third requirement is faith in man's ability to resolve differences by reason. "Free men," says Bigelow, "must study things together, agree on purposes, select among alternatively proposed programs, and act in common."45

The method of learning should be such as to enable the student to develop these qualities. Experiences should contribute to the glorification of human worth and to the individual's feeling of security in his social group. Through interaction within his social group the student should learn that his own welfare is interwoven with that of society. Ample opportunity for reflective thinking, for the exchange of opinion, and for the selection of alternative courses should be provided.

It is particularly important for students who will later become teachers to have those experiences in order that they, in turn, may employ procedures that will help develop basic qualities for democratic living.

In its broad interpretation all of the prospective teacher's education, including his general and specialized preparation, may be termed professional.46 However, the term "professional education" is frequently employed to designate those elements of study included in courses in

education, educational psychology, educational sociology, and student teaching.

Educators generally agree on the primary objectives of these strictly professional elements. One of the basic functions is to develop an understanding of the child and his maturation. It is of the utmost importance that the teacher candidate become thoroughly familiar with the mental, health, and emotional activities of children—particularly those of the age group to be taught. To attain the objective, the institution should impart "intimate knowledge of the psychological and sociological factors which influence their growth."47 DeBoer says:

The understanding of children involves the study of their emotional problems, of their personal ideals and ambitions, and of their attitudes toward other members of their families, their associates in school, and the adult world in general. Aggressiveness and timidity, insecurity because of poverty, a broken home, or poor social adjustment, problems arising from rivalries or loss of status, fears, identifications, escape mechanisms, compensations—all of these must be taken into account in the interpretation of characteristic responses of children in their efforts to achieve maturity.48

Prospective teachers should learn workable principles, methods, and materials of teaching. While not minimizing the value of facts, authorities recommend the organization of content and activities designed to emphasize proper relationships. Gray, Stratemyer, and Alexander say:

The contacts provided in the various fields studied should promote an understanding of basic concepts, principles, relationships and generalizations rather than the mere acquisition of facts or information, however well organized.49


48 Ibid., pp. 265-6.

49 Gray, Stratemyer, and Alexander, *op. cit.*, p. 89.
It is the institution's responsibility to plan and administer curricula that will insure the student's command of the fundamental principles of teaching. While they should remain alert for the employment of new ways, teacher-education institutions should guard against whole-hearted and premature embracement of pet theories. Cross recommends, "We must teach in the most effective and economical ways, using old techniques that work, as well as new techniques that work." 50

The possession of a sound philosophy of life and of education should constitute an important part of the teacher's equipment. Educators point out the stabilizing effect of a clear and solid viewpoint which gives proper direction to one's teaching. Because of the complexities inherent in a democratic social order, it is particularly important that prospective teachers develop a sound philosophy regarding education and life in the society.

Observers have remarked that education lacks the professional ethics exemplified by the medical profession. Obviously, the tremendous turnover of the teaching personnel in our schools has hindered its development. Authorities recommend the development of professional ethics as a genuine objective of teacher education.

Evaluating pupil growth is a necessary function of the school. The ability to employ effective means of measuring the outcomes of school experiences constitutes a fundamental part of the teacher's equipment. Leading educators recommend the employment of evaluative means consistent with objectives. The need for employing methods of evaluation that will indicate progress made in all worthy aspects of the growth of students is

The evaluative function should be regarded as a cooperative responsibility, the assumption of which constitutes an essential phase of one's education. Students should learn to select objectives, plan for their attainment, and appraise outcomes. It is the responsibility of the teacher-education institution to prepare its student to employ effective evaluative procedures including the necessary statistical means.

Closely related to the measurement and evaluation of pupil growth is self-analysis for continuous professional development and adaptation to new or different conditions. Authorities recognize that, irrespective of how broad and inclusive the teacher-education program may be, the new teacher will be confronted with situations somewhat different from those experienced in training. For that reason the teacher-education institution should strive to develop the power and habit of self-analysis, and the attitude for professional growth.

 Authorities agree in recommending that it is the function of the teacher-education institution to acquaint its students with the organization and development of systems of education in the United States, and with the various phases of school service. An essential element of the objective for prospective elementary teachers is an understanding of the relation of the school to the community.

As a basis for establishing proper school and community relationship, and for interpreting the needs of the child, it is necessary that the teacher's preparation include an understanding of the community in which the child lives. The teacher needs to be aware of the various community agencies that influence children's growth and the various resources that

51 DeBoer, pp. cit., pp. 274-75.
52 Ibid., pp. 268-270.
may be used to advantage in attaining the aims of the school. The teacher-
education institution should provide its students sufficient experience
to insure intelligent understanding of the community — its agencies, its
resources, its conflicting forces, and its needs.

4. Superior Methodology in the Teacher-Education

Institution's Own Classrooms

Specialists defend the logic of adequate academic and professional
preparation for teachers of teachers. Martin and Smith say:

In selecting a faculty for the teachers college the most unusual
care should be taken. Not only must the members be specialists in
a field or area of knowledge, but they must be effective teachers.
This involves knowing the needs, drives, and problems of the college
student. It means also that they must enjoy being with young adults
and must know how to communicate with them. On the surface, this
appears to be very obvious, but one is amazed at how few faculty
members really know how to talk with students, no matter how skilled
they may be in talking to them. Students are inclined to be sur-
prised when they meet a faculty member who seems human and are
suspicious that perhaps he does not know much.53

Gray, Stratemyer, and Alexander express the need for an adequately
prepared staff as follows:

Every curriculum for the education of teachers rises or falls
with the teachers engaged in its administration. . . . No amount
of curriculum organization in our teachers colleges and other
institutions engaged in the education of teachers will compensate
for weak teaching personalities.54

Educators submit that since one learns much through example, it is
extremely important that superior methodology be exemplified in the teacher-
education institution's own classrooms. If prospective teachers should

53 Frances Martin and Mila Banton Smith, "Life and Program of the
Teacher-Educating Institution," Fourth Yearbook of the John Dewey Society,
1940, pp. 134-5.

54 Gray, Stratemyer, and Alexander, op. cit., p. 95.
learn to understand pupils, to set up objectives and plan for their attainment, and to evaluate outcomes cooperatively, then "we should be prepared to lead the way by studying our own students and building an instructional program upon objectives based upon our understanding of the student and the requirements of the profession of teaching in democracy's schools." There can be no place in the prospective teacher's program of preparation for continuous lectures on the evils of the lecture method of teaching.

5. Period of Emphasis on Professional Education

Educators agree that there are some values in an early recognition and use of the vocational urge in the prospective teacher's period of preparation. However, it is generally accepted that education advances from a broad base toward the apex of specialization and that "Admission to professional curricula for teachers should presuppose satisfactory attainments in the fields of general education." In a four-year curriculum for the preparation of elementary teachers the consensus of expert opinion indicates that as a rule the strictly professional elements in the curriculum should be deferred to the junior and senior years.

The Southern States Work-Conference on School Administrative Problems made the following recommendation:

This practice of delaying professional preparation until the beginning of the junior year has many advantageous aspects, especially from an administrative point of view. It facilitates the acceptance of junior college graduates, brings the candidate's practice teaching and professional study into close relationship, and concentrates professional studies in the two upper years when the vocational urge should be stronger and where desirable relationship between professional studies can be better worked out.

55 DeBoer, op. cit., p. 261.

56 Gray, Stratemeyer, and Alexander, op. cit., p. 61.

6. Organization of Professional Elements in Large Interrelated Areas

The popularizing of the organic method of learning has subjected the practice of intensive compartmentalization to close examination. No acceptable criterion regarding the propriety of organizing the professional elements in the prospective elementary teacher's curriculum in narrow or in broad areas can be derived from practice. From the catalog survey previously referred to, the writer discovered that the professional elements, excepting student teaching, in sixty-seven representative institutions were organized in courses ranging in number from one to seventeen.

It is generally accepted by educators that extreme compartmentalization should be avoided and that the professional elements should be organized in larger interrelated areas. The following expressions gathered from the National Survey of the Education of Teachers are illustrative:

1. Too much concern has been given to analysis — breaking things up into parts on the assumption that the totality is too complex . . . .
2. . . . curricula in a score or more of different subjects operate to prevent integration even in departments where obvious relationships are apparent . . . .
3. . . . the fact that students take during a four-year program on an average of 40-50 different courses each but a term in length results too frequently in a hodge-podge of scattered unrelated work.

7. Specialized Instruction in Southern Conditions

Public school curricula should be determined in part by local

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conditions and local needs. Curricular programs in southern teacher-
education institutions should take into account the distinctive needs of the South. The Committee on the Administration of State Curriculum Programs of the Southern States Work-Conference on School Administrative Problems enumerates several of these distinctive needs. One of them relates to health. "Nowhere," says the committee, "is there more need for increased emphasis upon the essential of healthful living than in the South . . . ." The prospective teacher should become familiar with health conditions in southern areas, and with the characteristic diseases or infestations. He should know the daily activities, the eating habits, the recreational facilities, and the common health deficiencies of the people.

The committee believes that although "industry is becoming increasingly important in southern life," the building of curricula should "still take into account rural conditions." By virtue of its physical structure a rural area has unique problems in school administration and classroom management. The problems inherent in the consolidation of schools and in the effective organization for instruction in small communities where one teacher may teach several grades or age groups should be understood by rural teachers.

Because of the sparsity of population in rural districts and the consequent lack of opportunity for social interaction, educators believe

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60 Administration of State Curriculum Programs, Improving Education in the Southern States, Bulletin #5, Southern States Work-Conference on School Administrative Problems, Tallahassee, Florida, 1941, pp. 4-5.

61 Ibid., pp. 4-5.

62 Ibid., p. 2.

63 Ibid., p. 2.
that emphasis should be placed on developing social efficiency in the
schools serving rural areas.

A recognition of the distinctive educational problems of the South
is witnessed by the fact that:

Virtually every southern state has produced within the past ten
or fifteen years a complete series of curriculum bulletins covering
the basic purposes of education, the social and economic problems
confronting the region or the local situation, and has prepared
suggestive aids to teachers designed to assist them to relate the
work of the pupils to their democratic social objectives. 64

8. Field of Special Interest for Prospective Elementary Teachers

In addition to an adequate broad general education in the major
areas of learning, educators recommend that prospective elementary teachers
develop special interest in a particular field. This recommendation is
prompted by the broadening of elementary school functions and the increased
phases of service rendered by elementary schools. The following quotation
is illustrative of current viewpoints held by specialists:

It is recommended also that the elementary teacher carry on
intensive study in at least one area of specific interest while
continuing advanced work in each of the fields represented in
general education. This suggestion looks to the time when the
elementary school will be staffed by persons with special interests
in varied fields. Each member of the staff may serve thus as a
specialist in a given area for other members of a given school
group, a factor of very real importance in integrating the work
of the school as well as in providing that type of help from the
specialist so often needed by the elementary teacher-generalist. 65

9. Duplication of Professional Topics and Activities

It is recognized that, in organizing curricular topics and activities
for prospective elementary teachers, a certain amount of duplication is

64 Administration of State Curriculum Programs, Improving Education in
the Southern States, Bulletin #5, Southern States Work-Conference on School

65 Gray, Stratemyer, and Alexander, op. cit., pp. 87-8.
An effective organization of topics and activities requires a proper apperceptive approach. Furthermore, exercise is a fundamental law of learning. However, educators warn against the possibility of objectionable overlapping in teacher-education curricula where individual courses are planned without due consideration for the content treated in other courses. It is recommended that courses be planned through the cooperative efforts and joint understanding of those who are responsible for the program of teacher education in order that proper duplication may be insured.66

10. Training of Specialists

Educational writers accept that there is need for the preparation of elementary teachers for special services such as are required in art, music, shop, and with handicapped groups. It is recommended, however, that:

Curricula for administrative, supervisory, and special service positions should probably be organized in only a few centers where enough students can be secured to justify such special courses. These curricula should extend to the graduate level.67

11. Sequence and Prescription

It is recognized that the teacher-education institution's program for the preparation of elementary teachers should be flexible enough to provide for individual interests and the development of special talent through elective courses. However, educators favor definite prescription


The following principles are made in the National Survey of the Education of the concept of the educational system, should be continuous in thought and organization and interpreted sequentially. The following recommendations made the work possible. 

1. University should be highly recommended at least 75 to
organizing, and administering the teacher-education curriculum; (2) differentiation in course requirements; (3) provision for total needs of elementary teachers; (4) superior methodology in the teacher-education institution's own classrooms; (5) period of emphasis on professional education; (6) organization of professional elements in large interrelated areas; (7) specialized instruction in southern conditions; (8) field of special interest for prospective elementary teachers; (9) duplication of professional topics and activities; (10) training of specialists; and (11) sequence and prescription.

Based on the development of these topics, the following criteria pertaining to the teacher-education curriculum and its administration are deduced:

1. The state program of teacher education and certification should be developed cooperatively by representatives from the state department of education, teacher-education institutions, and public school systems.

2. The teacher-education curricula should be planned, administered, and evaluated cooperatively by the faculty members of the institution.

3. The teacher-education institution should meet state certification regulations if it is to be retained as accredited.

4. The teacher-education institution should be responsible for determining that part of the curricular pattern not stipulated as minimum requirements for certification by the state department of education.

5. A close working relationship between the subject-matter departments and the college of education should exist.
6. The institution should have a sympathetic working relationship with a small number of well-equipped public schools.

7. Differentiation in course requirements should be made for students preparing to teach in rural schools.

8. Differentiation other than that in practice teaching in the professional requirements of lower- and upper-elementary majors should be slight.

9. A course designed to meet the actual teaching needs of elementary teachers in library school service should be required.

10. Content courses designed to meet the actual teaching needs of elementary teachers should be included in the curriculum.

11. Individual needs should be seriously considered in the total program of teacher education.

12. The teacher-education institution should assume responsibility for assisting its students to correct such deficiencies as weakness in spelling, arithmetic, handwriting, English, speech, and reading.

13. The curriculum should impart knowledge pertinent to the specific teaching needs of the elementary teacher.

14. Courses in music, art, and health and physical education designed to meet the teaching needs of elementary teachers should be required.

15. Superior methodology should be reflected in the teacher-education institution's own classrooms.

16. The selection of faculty members of teacher-education institutions should be based on successful experience in public school systems, and on adequate academic and professional training.
17. Major emphasis should be given to general content courses during the first two years of the preparatory period and to specialized content and the professional elements during the later years.

18. Education requirements should be organized in large interrelated areas rather than in a series of special methods courses.

19. The training of prospective elementary teachers should include insights and understanding of southern conditions.

20. A separate course in education for southern teachers should be required of prospective elementary teachers.

21. The student in elementary-teacher education should develop greater competence in one field of interest through elective courses.

22. Duplications of professional topics and activities should be avoided.

23. Professional education should be so organized and administered as to lead prospective elementary teachers to a genuine appreciation of the child as an integral part of society.

24. Experiences provided in the various fields of knowledge should contribute primarily to an understanding of concepts, principles, and generalizations rather than to the acquisition of facts.

25. The total program of elementary-teacher education should lead students to a recognition of the imperative need for adaptation and for continuous growth.

THE CURRICULUM SHOULD:

26. lead the student to formulate a sound philosophy of life and education.
27. develop an understanding of educational tests and measurements and of the essential statistical means of evaluation.

28. impart an understanding of the aims, organization, and community relations of a modern elementary school.

29. lead prospective teachers to understand principles and methods of teaching under various situations in the elementary school.

30. equip prospective teachers with an understanding of the pupils to be taught.

31. develop an understanding of the contributions of the various stages of civilization to society.

32. develop an understanding of physical and mental health activities and materials.

33. develop an appreciation of such aesthetic interests and activities as may be found in literature, music, and other arts.

34. develop an understanding of science in modern life.

35. develop an understanding of the significant current, social, economic, and political problems.

36. develop a comprehensive acquaintance with the cultural heritage of the vast body of established knowledge.

37. lead prospective elementary teachers to a recognition of the need for self-analysis.

38. provide for thorough teacher preparation for life outside the classroom.

39. lead to a thorough understanding of the purposes, the administration, and the organization of the American school system.

40. lead to an understanding of the importance of each of the various phases of school service.
be conducive to developing teachers who can deal with personal, school, and community health problems.

be designed to develop versatility in the numerous broad fields of learning.

be so organized and administered as to develop a thorough understanding of and sympathy for democracy and the ways of democratic living.

Emphasis should be placed in the teacher-education program on the development of skill in relationships with others — the community, the general public, and associates in the profession.

The institution should be responsible for inculcating professional ethics.

Experiences relating to all significant phases of teacher education should be provided.

Opportunity should be provided by the institution for students to spend some time in the field to observe, study, and participate in school and community activities.

The education of prospective elementary teachers should include experiences in planning and evaluating with others.

Opportunity should be afforded the prospective elementary teacher for participation in curriculum building.

Provision should be made in the institutional program to train specialists in given phases of elementary school instruction such as art, music, and shop.

The major part, probably five-sixths, of the four-year curriculum should be prescribed.
### TABLE XIII

<table>
<thead>
<tr>
<th>Rank</th>
<th>Criterion</th>
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<tbody>
<tr>
<td>1</td>
<td>Criterion 1</td>
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<tr>
<td>2</td>
<td>Criterion 2</td>
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<tr>
<td>3</td>
<td>Criterion 3</td>
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</tbody>
</table>

The table above provides the comparative ranks of various criteria relating to the education curriculum. The criteria are listed in descending order of importance, with the most important at the top. The table is part of a larger report discussing the evaluation of educational programs and the criteria used to assess them.
TABLE XIII (continued)

COMPARATIVE RANKS OF VALIDITY OF CRITERIA RELATING TO THE TEACHER-EDUCATION CURRICULUM AND ITS ADMINISTRATION

<table>
<thead>
<tr>
<th>1</th>
<th>Criteria</th>
<th>2</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Judgment weight</td>
<td>Rank</td>
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<tr>
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<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>226</td>
<td>The state program of teacher education and certification should be developed cooperatively by representatives from the state department of education, teacher-education institutions, and public school systems.</td>
<td>229</td>
<td>7</td>
</tr>
<tr>
<td>229</td>
<td>Superior methodology should be reflected in the teacher-education institution's own classroom.</td>
<td>229</td>
<td>7</td>
</tr>
<tr>
<td>229</td>
<td>The curriculum should impart an understanding of the aims, organization, and community relations of a modern elementary school.</td>
<td>229</td>
<td>7</td>
</tr>
<tr>
<td>228</td>
<td>The curriculum should develop an understanding of the significant current, social, economic, and political problems.</td>
<td>228</td>
<td>10</td>
</tr>
<tr>
<td>227</td>
<td>Courses in music, art, and health and physical education designed to meet the teaching needs of elementary teachers should be required.</td>
<td>227</td>
<td>11</td>
</tr>
<tr>
<td>226</td>
<td>The curriculum should develop an appreciation of such aesthetic interests and activities as may be found in literature, music, and other arts.</td>
<td>226</td>
<td>12</td>
</tr>
<tr>
<td>226</td>
<td>The education of prospective elementary teachers should include experiences in planning and evaluating with others.</td>
<td>226</td>
<td>12</td>
</tr>
<tr>
<td>225</td>
<td>The curriculum should develop an understanding of physical and mental health activities and materials.</td>
<td>225</td>
<td>14</td>
</tr>
<tr>
<td>225</td>
<td>Emphasis should be placed in the teacher-education program on the development of skill in relationships with others — the community, the general public, and associates in the profession.</td>
<td>225</td>
<td>14</td>
</tr>
<tr>
<td>224</td>
<td>Opportunity should be provided by the institution for students to spend some time in the field to observe, study, and participate in school and community activities.</td>
<td>224</td>
<td>16</td>
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<tr>
<td>223</td>
<td>The curriculum should develop an understanding of science in modern life.</td>
<td>223</td>
<td>17</td>
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<tr>
<td>222</td>
<td>The institution should have a sympathetic working relationship with a small number of well-equipped public schools.</td>
<td>222</td>
<td>18</td>
</tr>
<tr>
<td>222</td>
<td>Individual needs should be considered seriously in the total program of teacher education.</td>
<td>222</td>
<td>18</td>
</tr>
</tbody>
</table>
### TABLE XIII (continued)

COMPARATIVE RANKS OF VALIDITY OF CRITERIA RELATING TO THE

TEACHER-EDUCATION CURRICULUM AND ITS ADMINISTRATION

<table>
<thead>
<tr>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td><strong>1</strong> Criteria</td>
</tr>
<tr>
<td><strong>2</strong> Judgment weight</td>
</tr>
<tr>
<td><strong>3</strong> Rank</td>
</tr>
<tr>
<td>----------------</td>
</tr>
</tbody>
</table>

The selection of faculty members of teacher-education institutions should be based on successful experience in public school systems, and on adequate academic and professional training. | 221 | 20 |

The teacher-education institution should meet state certification regulations if it is to be retained as accredited. | 220 | 21 |

The curriculum should lead prospective elementary teachers to a recognition of the need for self-analysis. | 220 | 21 |

The institution should be responsible for inculcating professional ethics. | 220 | 21 |

The teacher-education institution should assume responsibility for assisting its students to correct such deficiencies as weakness in spelling, arithmetic, handwriting, English, speech, and reading. | 218 | 24 |

The curriculum should impart knowledge pertinent to the specific teaching needs of the elementary teacher. | 218 | 24 |

The curriculum should be conducive to developing teachers who can deal with personal school, and community health problems. | 213 | 24 |

The curriculum should lead prospective teachers to understand principles and methods of teaching under various situations in the elementary school. | 216 | 27 |

Experiences relating to all significant phases of teacher education should be provided. | 215 | 28 |

Content courses designed to meet the actual teaching needs of elementary teachers should be included in the curriculum. | 214 | 29 |

The curriculum should provide for thorough teacher preparation for life outside the classroom. | 214 | 29 |

The teacher-education institution should be responsible for determining that part of the curricular pattern not stipulated as minimum requirements for certification by the state department of education. | 213 | 31 |

Experiences provided in the various fields of knowledge should contribute primarily to an understanding of concepts, principles, and generalizations rather than to the acquisition of facts. | 212 | 32 |
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Judgment</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher-education curricula should be planned, administered, and evaluated cooperatively by the faculty members of the institution.</td>
<td>210</td>
<td>33</td>
</tr>
<tr>
<td>The training of prospective elementary teachers should include insights and understandings of southern conditions.</td>
<td>210</td>
<td>33</td>
</tr>
<tr>
<td>The curriculum should lead to an understanding of the importance of each of the various phases of school service.</td>
<td>209</td>
<td>35</td>
</tr>
<tr>
<td>The curriculum should lead to a thorough understanding of the purposes, the administration, and the organization of the American school system.</td>
<td>207</td>
<td>36</td>
</tr>
<tr>
<td>Opportunity should be afforded the prospective elementary teacher for participation in curriculum building.</td>
<td>207</td>
<td>36</td>
</tr>
<tr>
<td>The curriculum should develop a comprehensive acquaintance with the cultural heritage of the vast body of established knowledge.</td>
<td>206</td>
<td>38</td>
</tr>
<tr>
<td>The curriculum should be designed to develop versatility in the numerous broad fields of learning.</td>
<td>203</td>
<td>39</td>
</tr>
<tr>
<td>The curriculum should develop an understanding of the contributions of the various stages of civilization to society.</td>
<td>201</td>
<td>40</td>
</tr>
<tr>
<td>Education requirements should be organized in large interrelated areas rather than in a series of special methods courses.</td>
<td>198</td>
<td>41</td>
</tr>
<tr>
<td>The curriculum should develop an understanding of educational tests and measurements and of the essential statistical means of evaluation.</td>
<td>197</td>
<td>42</td>
</tr>
<tr>
<td>Provision should be made in the institutional program to train specialists in given phases of elementary school instruction such as art, music, and such.</td>
<td>191</td>
<td>43</td>
</tr>
<tr>
<td>Duplications of professional topics and activities should be avoided.</td>
<td>190</td>
<td>44</td>
</tr>
<tr>
<td>Differentiation other than that in practice teaching in the professional requirements of lower- and upper-elementary majors should be slight.</td>
<td>186</td>
<td>45</td>
</tr>
</tbody>
</table>
TABLE XIII (continued)

COMPARATIVE RANKS OF VALIDITY OF CRITERIA RELATING TO THE TEACHER-EDUCATION CURRICULUM AND ITS ADMINISTRATION

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Judgment weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major emphasis should be given to general content courses during the first two years of the preparatory period and to specialized content and the professional elements during the later years.</td>
<td>134</td>
<td>46</td>
</tr>
<tr>
<td>Sequential prerequisites to practice teaching should be adhered to carefully.</td>
<td>134</td>
<td>46</td>
</tr>
<tr>
<td>A course designed to meet the actual teaching needs of elementary teachers in library school service should be required.</td>
<td>174</td>
<td>48</td>
</tr>
<tr>
<td>The student in elementary-teacher education should develop greater competence in one field of interest through elective courses.</td>
<td>171</td>
<td>49</td>
</tr>
<tr>
<td>Progression in a prescribed sequence of courses should be considered essential.</td>
<td>169</td>
<td>50</td>
</tr>
<tr>
<td>Differentiation in course requirements should be made for students preparing to teach in rural schools.</td>
<td>159</td>
<td>51</td>
</tr>
<tr>
<td>The major part, probably five-sixths, of the four-year curriculum should be required.</td>
<td>159</td>
<td>51</td>
</tr>
</tbody>
</table>

Based on the quartile groupings of their sigma weights, fifteen criteria may be classified as "excellent," twenty as "superior," nine as "good," and eight as "acceptable." (See the discussion on pages 31 and 32.)

The classification of the criteria is given below.

Classification of Criteria Relating to the Teacher-Education Curriculum and Its Administration

<table>
<thead>
<tr>
<th>Classification</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>The state program of teacher education and certification should be developed cooperatively by representatives from the state department of education, teacher-education institutions, and public school systems.</td>
</tr>
</tbody>
</table>
A close working relationship between the subject-matter departments and the college of education should exist.

Courses in music, art, and health and physical education designed to meet the teaching needs of elementary teachers should be required.

Superior methodology should be reflected in the teacher-education institution's own classrooms.

Professional education should be so organized and administered as to lead prospective elementary teachers to a genuine appreciation of the child as an integral part of society.

The total program of elementary-teacher education should lead students to a recognition of the imperative need for adaptation and for continuous growth.

The curriculum should lead the student to formulate a sound philosophy of life and education.

Excellent

The curriculum should equip prospective teachers with an understanding of the pupils to be taught.

The curriculum should develop an appreciation of such aesthetic interests and activities as may be found in literature, music, and other arts.

The curriculum should develop an understanding of science in modern life.

The curriculum should develop an understanding of the significant current, social, economic, and political problems.

The curriculum should be so organized and administered as to develop a thorough understanding of and sympathy for democracy and the ways of democratic living.

Emphasis should be placed in the teacher-education program on the development of skill in relationships with others — the community, the general public, and associates in the profession.
<table>
<thead>
<tr>
<th>Classification</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Opportunity should be provided by the institution for students to spend some time in the field to observe, study, and participate in school and community activities. The education of prospective elementary teachers should include experience in planning and evaluating with others.</td>
</tr>
<tr>
<td>Superior</td>
<td>The teacher-education curricula should be planned, administered, and evaluated cooperatively by the faculty members of the institution. The teacher-education institution should meet state certification regulations if it is to be retained as accredited. The teacher-education institution should be responsible for determining that part of the curricula pattern not stipulated as minimum requirements for certification by the state department of education. The institution should have a sympathetic working relationship with a small number of well equipped public schools. Content courses designed to meet the actual teaching needs of elementary teachers should be included in the curriculum. Individual needs should be considered seriously in the total program of teacher education. The teacher-education institution should assume responsibility for assisting its students to correct such deficiencies as weakness in spelling, arithmetic, handwriting, English, speech, and reading. The curriculum should impart knowledge pertinent to the specific teaching needs of the elementary teacher. The selection of faculty members of teacher-education institutions should be based on successful experience in public school systems, and on adequate academic and professional training.</td>
</tr>
<tr>
<td>Classification</td>
<td>Criteria</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>Superior</td>
<td>The training of prospective elementary teachers should include insights and understanding of southern conditions. Experiences provided in the various fields of knowledge should contribute primarily to an understanding of concepts, principles, and generalizations rather than to the acquisition of facts. The curriculum should impart an understanding of the aims, organization, and community relations of a modern elementary school. The curriculum should lead prospective teachers to understand principles and methods of teaching under various situations in the elementary school. The curriculum should develop an understanding of physical and mental health activities and materials. The curriculum should lead prospective elementary teachers to a recognition of the need for self-analysis. The curriculum should provide for thorough teacher preparation for life outside the classroom. The curriculum should lead to an understanding of the importance of each of the various phases of school service. The curriculum should be conducive to developing teachers who can deal with personal, school, and community health problems. The institution should be responsible for inculcating professional ethics. Experiences relating to all significant phases of teacher education should be provided.</td>
</tr>
<tr>
<td>Good</td>
<td>Education requirements should be organized in large interrelated areas rather than in a series of special methods courses. Duplications of professional topics and activities should be avoided.</td>
</tr>
</tbody>
</table>
The curriculum should develop an understanding of educational tests and measurements and of the essential statistical means of evaluation.

The curriculum should develop an understanding of the contributions of the various stages of civilization to society.

The curriculum should develop a comprehensive acquaintance with the cultural heritage of the vast body of established knowledge.

The curriculum should lead to a thorough understanding of the purposes, the administration, and the organization of the American school system.

The curriculum should lead to an understanding of the importance of each of the various phases of school service.

Opportunity should be afforded the prospective elementary teacher for participation in curriculum building.

Provision should be made in the institutional program to train specialists in given phases of elementary school instruction such as art, music, and shop.

Differentiation in course requirements should be made for students preparing to teach in rural schools.

Differentiation other than that in practice teaching in the professional requirements of lower- and upper-elementary majors should be slight.

A course designed to meet the actual teaching needs of elementary teachers in library school service should be required.

Major emphasis should be given to general content courses during the first two years of the preparatory period and to specialized content and the professional elements during the later years.

The student in elementary-teacher education should develop greater competence in one field of interest through elective courses.
An analysis of the data presented in Table XIII indicates a number of major factors considered important by the jury in planning, organizing, and administering the teacher-education curriculum. These factors are discussed in relation to the data presented.

1. Cooperative Efforts Should Be Used in Planning, Organizing, and Administering the Teacher-Education Curriculum

Responses to the questions; (1) "Should the state program of teacher education and certification be developed cooperatively by representatives from the state department of education, the teacher-education institutions, and public school systems?", and (2) "Should the teacher-education curriculum be planned, administered, and evaluated cooperatively by the faculty members of the institution?", can be interpreted only as definite commitment to a plan of cooperative action in organizing the program of teacher education on a state-wide basis and in developing the program in the individual institution. Reference to page twenty-seven discloses that a sigma weight of 151 is sufficient to establish validity. The sigma weight of 151 assigned by the jury to the two questions are 229 and 210 respectively, thus placing the first criterion under the category labeled "excellent" and the second
under the classification "superior." (See classification of criteria, pages 141-146.) Supporting further a program of cooperative action, the jury established the validity of four other guides as follows: (1) "A close working relationship between the subject-matter departments and the college of education should exist." (212e); (2) "The teacher-education institution should meet state certification regulations if it is to be retained as accredited." (220e); (3) "The teacher-education institution should be responsible for determining that part of the curriculum pattern not stipulated as minimum requirements for certification by the state department of education." (215e); and (4) "The institution should have a close working relationship with a small number of well equipped public schools." (215e) The first criterion is classified as "excellent" and the three others as "superior." (See the classification of criteria, pages 141-146.)

2. **Slight Differentiation Should Be Made in the Course**

**Requirements of Elementary Majors**

Responses to questions relating to the differentiation of course requirements indicate that: (1) "Differentiation should be made for students preparing to teach in rural schools." (159e); and (2) "Differentiation other than that in practice teaching in the course requirements of lower- and upper-elementary majors should be slight." (186e) It should be observed that the sigma weights are sufficient to establish the validity of the two criteria, but that in both cases they appear in the lowest quartile. (See the discussion on page 56.) The two standards are classified as "acceptable."

---

* Sigma weight of the criterion.
3. Provision for Meeting the Total Needs of Elementary Teachers

Should Be Made

The total needs of elementary teachers include three primary phases of preparation, namely: (1) general education; (2) specialized preparation; and (3) professional elements.

Adequacy in general education is considered fundamental by the jury in a program of teacher preparation as attested by responses to the following questions: (1) "Should the curriculum develop an understanding of the significant current, social, economic, and political problems?" (228#); (2) "Should the curriculum develop an understanding of science in modern life?" (223#); (3) "Should the curriculum develop an appreciation of such aesthetic interests and activities as may be found in literature, music, and other arts?" (226#); (4) "Should the curriculum develop an understanding of the contributions of the various stages of civilization to society?" (201#); (5) "Should the curriculum develop a comprehensive acquaintance with the cultural heritage of the vast body of established knowledge?" (203#); and (6) "Should the curriculum be designed to develop versatility in the numerous broad fields of learning?" (203#). The first three criteria were rated sufficiently high to classify them as "excellent" guides. The others were rated in the category labeled "good." (See the classification of criteria on pages 141-146.)

It is amply evidenced by the responses of the jury that general education is considered as having particular significance to teachers. The jury believes that the preparation of elementary teachers should be functional in that it should anticipate and make provision for experiences

* Sigma weight of the criterion.
expresses the need for the effective performance of actual teaching.

It is therefore important to assess the effectiveness of the teaching, and the students' needs to be considered in the overall

The authors also emphasize the importance of the teacher's role in the student's learning process.

In addition, they discuss the importance of ongoing assessment and feedback to the teacher, which should be considered in the overall evaluation of the teaching performance.
teacher education; (2) an understanding of the child, the home, and the community; (3) basic principles, methods, and skills needed for successful teaching; and (4) participation in planning the instructional program and in evaluating the outcomes of learning.

Quantitative designations of responses of the jury to the question "Should experiences relating to all significant phases of teacher education be provided?" indicate high validity for the criterion. The sigma weight is 215, and the standard is listed as "superior." (See the classification of criteria on pages 141-146).

Responses to six questions disclose the importance in the opinion of the jury of equipping the prospective teacher with an understanding of the child, the home, and the school. To the question, "Should the curriculum equip prospective teachers with an understanding of the pupils to be taught?" the jury responded with the extremely high sigma weight of 233 which ranks first in the validity of criteria relating to the teacher-education curriculum and its administration and which classifies the standard as "excellent." Designations assigned to the other five guides are such as to place four of them in the group of criteria labeled "superior" and the remaining one in the group classified "good." The criteria are: (1) "The curriculum should impart an understanding of the aims, organization, and community relations of a modern elementary school." (229*); (2) The curriculum should develop an understanding of physical and mental health activities and materials." (225*); (3) "The curriculum should lead to an understanding of the importance of each of the various phases of school service." (209*); (4) "The curriculum should be conducive to developing teachers who can deal with personal, school, and community problems." (234*).

* Sigma weight of the criterion.
The curriculum should provide for thorough teacher preparation for life.

The curriculum should promote for the need for self-analysis.

The curriculum should lead prospective teachers to a recognition of the need for self-analysis.
The jury recommends that student participation in school and community activities be considered essential in the program of elementary-teacher preparation. To the questions, "Should opportunity be provided by the institution for students to spend some time in the field to observe, study, and participate in school and community activities?" and "Should the education of prospective elementary teachers include experiences in planning and evaluating with others?," the jury responded with such ratings as to indicate extremely high validity. The composite judgement weights for the two criteria are 224 and 226 respectively, thus classifying them as "excellent" standards. The jury gave an affirmative answer to a third question relating to student participation, namely, "Should opportunity be afforded the prospective elementary teacher for participation in curriculum building?" The sigma weight assigned to this criterion is 207, thus classifying it as a "good" standard.

4. Superior Methodology Should Be Exemplified in the Teacher-Education Institution's Own Classrooms

The jury responded with accord to the question, "Should superior methodology be reflected in the teacher-education institution's own classrooms?" An assignment of the high sigma weight of 228 classified the criterion as "excellent." Quantitative designations assigned to the criterion, "The selection of faculty members of teacher-education institutions should be based on successful experience in public school systems, and on adequate academic and professional training" established a sigma weight of 221, thus classifying the standard as "superior."
5. The Strictly Professional Elements Should Be Emphasized during the Junior and Senior Years

The propriety of deferring formal professional teacher education to the latter two years is recommended with some dissension. It is reasonable to assume that an institution’s administrative organization determines in part the amount of emphasis on the professional elements possible or desirable during any given period of teacher preparation. In some colleges and universities the administrative organization is such as to stress general education for all students enrolled in the various departments and schools during the first two years, and to postpone admission of students to professional education to the junior and senior years. It is probable that the jury was cognizant of this consideration. The responses of the jury to the question, "Should major emphasis be given to general content courses during the first two years and the professional elements during the later years?" gave a sigma weight of 164, thus classifying the criterion as "acceptable."

6. The Professional Elements Should Be Organized in Large Interrelated Areas

Extensive compartmentalization of the professional elements in the education of prospective teachers is not considered advisable. The jury advocates an organization of professional courses in broad areas. Responses to the question, "Should education requirements be organized in large interrelated areas rather than in a series of special methods courses?" were such as to establish a sigma weight of 198, thus classifying the criterion as "acceptable."
7. **Southern Teachers Should Understand the South**

The jury believes that "The training of prospective elementary teachers should include insights and understanding of southern conditions." A sigma weight of 210 established high validity for the standard and classified it as "superior." However, specialized professional instruction in southern educational problems organized in isolation from the rest of the curriculum is not deemed advisable. The sigma weight of the proposed criterion, "Should a separate course in education for southern teachers be required of prospective elementary teachers?" is too low to establish validity. The question cannot be considered as a guide, and it is, therefore, eliminated from the list of criteria relating to the teacher-education curriculum and its administration.

8. **Prospective Elementary Teachers Should Develop a Field of Special Interest**

While it is recognized that an understanding of the broad areas of learning is a basic need of elementary teachers, developing a field of special interest is considered advisable. An affirmative answer was given by the jury to the question, "Should the student in elementary-teacher education develop greater competence in one field of interest through elective courses?" A sigma weight of 171 was assigned to the criterion, which is classified as "acceptable."

9. **Objectionable Duplications of Professional Topics and Activities Should Be Avoided**

An affirmative answer was given by the jury to the question, "Should
duplications of professional topics and activities be avoided?" The assign-
ment of a sigma weight of 190 classified the criterion as "good." The
standard does not imply that such duplications as are needed for thorough
learning are advisable, but that more unplanned overlapping of content
and activities is objectionable.

10. The State Program of Teacher Education Should Provide for
*the Training of Specialists in such Fields as Art, Music, and Shop

The responses of the jury to the question relating to the propriety
of institutional provision for the training of specialists in such fields
as art, music, and shop indicated approval. The sigma weight assigned to
the criterion is 190, thus classifying the standard as "good."

11. A Large Part of the Curriculum Should Be Prescribed in

Regular Sequence

Commitment to the policy of sequential prescription of courses in
the curriculum of prospective elementary teachers is evidenced by the jury's
responses to the following questions: (1) "Should the major part, probably
five-sixths, of the four-year curriculum be prescribed?" (159*); (2)
"Should progression in a prescribed sequence of courses be considered
essential?" (160*); and (3) "Should sequential prerequisites to practice
teaching be adhered to carefully?" (184*). Reference to pages 141-146
discloses that the criteria are regarded as "acceptable."

Summary

An analysis of the assembled data on the validity of the criteria

* Sigma weight of the criterion.
relating to the teacher-education curriculum and its administration warrants the following observations: (1) The state program of teacher education and certification and the institutional program of teacher preparation should be planned, organized, and administered cooperatively. (2) Slight differentiation in the course requirements of elementary majors should be made. (3) The total needs of elementary teachers include adequacy in: (a) general education, (b) specialized content, and (c) the professional elements. Provision should be made in southern teacher-education institutions for meeting these needs. (4) Superior methodology should be exemplified in the institution's own classrooms. (5) Major emphasis should be given to general content courses during the first two years of the preparatory period and to specialized content and the professional elements during the later years. (6) The professional elements should be organized in large interrelated areas. (7) The training of prospective teachers in the South should include insights and understandings of southern conditions, but such training should not require a separate professional course. (8) The prospective elementary teacher should develop a field of special interest. (9) Objectionable duplications of professional topics and activities should be avoided. (10) The state program of teacher education should provide for the training of specialists in such fields as art, music, and shop. (11) A large part of the curriculum should be prescribed in regular sequence.

C. Application of the Criteria to Louisiana's Program of Elementary-Teacher Education

Forty-two valid criteria relating to the teacher-education curriculum and its administration were accepted as being observed in Louisiana's program
of elementary-teacher education. Certain tendencies toward the observation of other criteria are indicated.

The criteria accepted by the jury as being applied to Louisiana's program of elementary-teacher education are listed in Table XIV with their sigma weights and ranks.

**TABLE XIV**

**COMPARATIVE RANKS IN DEGREE OF APPLICATION OF CRITERIA RELATING TO THE TEACHER-EDUCATION CURRICULUM AND ITS ADMINISTRATION**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Sigma Weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>The accredited teacher-education institutions meet state certification regulations.</td>
<td>210</td>
<td>1</td>
</tr>
<tr>
<td>The major part, probably five-sixths, of the four-year curriculum is prescribed.</td>
<td>191</td>
<td>2</td>
</tr>
<tr>
<td>Sequential prerequisites to practice teaching are adhered to closely.</td>
<td>191</td>
<td>2</td>
</tr>
<tr>
<td>Major emphasis is given to general content courses during the first two years of the preparatory period and to specialized content and the professional elements during the later years.</td>
<td>189</td>
<td>4</td>
</tr>
<tr>
<td>The teacher-education institution assumes the responsibility for determining that part of the curricular pattern not stipulated as minimum requirements for certification by the state department of education.</td>
<td>182</td>
<td>5</td>
</tr>
<tr>
<td>Progression in prescribed sequence of courses is considered essential.</td>
<td>181</td>
<td>6</td>
</tr>
<tr>
<td>Provision is made in the institutional program to train specialists in given phases of elementary school instruction such as art, music, and shop.</td>
<td>174</td>
<td>7</td>
</tr>
<tr>
<td>The curriculum develops an understanding of physical and mental health activities and materials.</td>
<td>173</td>
<td>8</td>
</tr>
<tr>
<td>Courses in music, art, and health and physical education designed to meet the teaching needs of elementary teachers are required.</td>
<td>170</td>
<td>9</td>
</tr>
<tr>
<td>The education of prospective elementary teachers includes experiences in planning and evaluating with others.</td>
<td>169</td>
<td>10</td>
</tr>
<tr>
<td>Content courses designed to meet the actual teaching needs of elementary teachers are included in the curriculum.</td>
<td>165</td>
<td>11</td>
</tr>
</tbody>
</table>
### TABLE XIV (continued)

**Comparative Ranks in Degree of Application of Criteria Relating to the Teacher-Education Curriculum and Its Administration**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Sigma weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum develops an appreciation of such aesthetic interests and activities as may be found in literature, music, and other arts.</td>
<td>165</td>
<td>11</td>
</tr>
<tr>
<td>The state program of teacher education and certification is developed cooperatively by representatives from the state department of education, teacher-education institutions, and public school systems.</td>
<td>164</td>
<td>13</td>
</tr>
<tr>
<td>The selection of faculty members of teacher-education institutions is based on successful experience in public school systems, and on adequate academic and professional training.</td>
<td>164</td>
<td>13</td>
</tr>
<tr>
<td>The curriculum equips prospective teachers with an understanding of the pupils to be taught.</td>
<td>165</td>
<td>15</td>
</tr>
<tr>
<td>Differentiation, other than that in practice teaching, is slight.</td>
<td>162</td>
<td>16</td>
</tr>
<tr>
<td>Professional education is so organised and administered as to lead prospective elementary teachers to a genuine appreciation of the child as an integral part of society.</td>
<td>162</td>
<td>16</td>
</tr>
<tr>
<td>The curriculum is conducive to developing teachers who can deal with personal, school, and community health problems.</td>
<td>162</td>
<td>16</td>
</tr>
<tr>
<td>Education requirements are organised in large interrelated areas rather than in series of special methods courses.</td>
<td>160</td>
<td>19</td>
</tr>
<tr>
<td>Duplications of educational topics and activities are avoided.</td>
<td>160</td>
<td>19</td>
</tr>
<tr>
<td>The curriculum leads the student to formulate a sound philosophy of life and education.</td>
<td>160</td>
<td>19</td>
</tr>
<tr>
<td>The curriculum leads to a thorough understanding of the purposes, the administration, and the organisation of the American school system.</td>
<td>160</td>
<td>19</td>
</tr>
<tr>
<td>Experiences relating to all significant phases of teacher education are provided.</td>
<td>160</td>
<td>19</td>
</tr>
<tr>
<td>The total program of elementary-teacher education leads students to a recognition of the imperative need for adaptation and for continuous growth.</td>
<td>159</td>
<td>24</td>
</tr>
<tr>
<td>The institution meets the responsibility for insculping professional ethics.</td>
<td>159</td>
<td>24</td>
</tr>
<tr>
<td>The teacher-education curriculum is planned, administered, and evaluated cooperatively by the faculty members of the institution.</td>
<td>158</td>
<td>25</td>
</tr>
</tbody>
</table>
## TO THE TEACHER EDUCATION CURRICULUM AND ITS ADMINISTRATION

### Comparative Study in Degrees of Preparation of Criteria Rating

<table>
<thead>
<tr>
<th>Rank</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>169</td>
</tr>
<tr>
<td>2</td>
<td>168</td>
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<tr>
<td>3</td>
<td>167</td>
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<td>4</td>
<td>166</td>
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<td>5</td>
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<td>7</td>
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<td>8</td>
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<td>19</td>
<td>151</td>
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<tr>
<td>20</td>
<td>150</td>
</tr>
</tbody>
</table>

**Notes:**
- The table above represents a comparative study in degrees of preparation for criteria rating in the context of teacher education and administration.
- The ranks (1 to 20) indicate the degree of preparation in various aspects, with higher ranks suggesting a greater degree of preparation.
- The table is designed to facilitate a structured comparison and analysis of different criteria in teacher education programs.
As determined by sigma weight the degree of application of a criterion is classified as "excellent," "superior," "good," or "acceptable." (See the discussion on page fifty-six.) The classification in degree of application of the criteria observed is given below.

**Classification of Degree of Application to Louisiana’s Program of Elementary Teacher Education of Criteria Relating to the Teacher-Education Curriculum and Its Administration**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>The accredited teacher-education institutions meet state certification requirements.</td>
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<tr>
<td></td>
<td>The teacher-education institution assumes the responsibility for determining that part of the curricular pattern not stipulated as minimum requirements for certification by the state department of education.</td>
</tr>
<tr>
<td></td>
<td>Courses in music, art, and health and physical education designed to meet the teaching needs of elementary teachers are required.</td>
</tr>
<tr>
<td></td>
<td>Major emphasis is given to general content courses during the first two years of the preparatory period and to specialized content and the professional elements during the later years.</td>
</tr>
<tr>
<td></td>
<td>The curriculum develops an understanding of physical and mental health activities and materials.</td>
</tr>
<tr>
<td><strong>Superior</strong></td>
<td>The education of prospective elementary teachers includes experiences in planning and evaluating with others.</td>
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<td></td>
<td>Provision is made in the institutional program to train specialists in given phases of elementary school instruction such as art, music, and shop.</td>
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<td>The major part, probably five-sixths, of the four-year curriculum is prescribed.</td>
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<td>Progression in prescribed sequence of courses is considered essential.</td>
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<td>Sequential prerequisites to practice teaching are adhered to closely.</td>
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<td>Classification</td>
<td>Criteria</td>
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<tr>
<td>----------------</td>
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</tr>
<tr>
<td>Content courses designed to meet the actual teaching needs of elementary teachers are included in the curriculum.</td>
<td></td>
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<tr>
<td>The selection of faculty members of teacher-education institutions is based on successful experience in public school systems, and on adequate academic and professional training.</td>
<td></td>
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<tr>
<td>Education requirements are organized in large interrelated areas rather than in series of special methods courses.</td>
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<td>Duplications of educational topics and activities are avoided.</td>
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<td>Professional education is so organized and administered as to lead prospective elementary teachers to a genuine appreciation of the child as an integral part of society.</td>
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<td>The total program of elementary-teacher education leads students to a recognition of the imperative need for adaptation and for continuous growth.</td>
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<td>The curriculum is conducive to developing teachers who can deal with personal, school, and community health problems.</td>
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<td>The institution meets the responsibility for insculpating professional ethics.</td>
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<td>Experiences relating to all significant phases of teacher education are provided.</td>
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<td>Classification</td>
<td>Criteria</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>The state program of teacher education and certification is developed cooperatively by representatives from the state department of education, teacher-education institutions, and public school systems.</td>
</tr>
<tr>
<td></td>
<td>The teacher-education curricula are planned, administered, and evaluated cooperatively by the faculty members of the institution.</td>
</tr>
<tr>
<td></td>
<td>The institution has a sympathetic working relationship with a small number of well equipped public schools.</td>
</tr>
<tr>
<td></td>
<td>Differentiation, other than that in practice teaching, in the professional requirements of lower- and upper-elementary majors is slight.</td>
</tr>
<tr>
<td></td>
<td>A course designed to meet the actual teaching needs of elementary teachers in library school service is required.</td>
</tr>
<tr>
<td></td>
<td>The curriculum imparts knowledge pertinent to the specific needs of the elementary teacher.</td>
</tr>
<tr>
<td></td>
<td>Superior methodology is reflected in the teacher-education institution's own classrooms.</td>
</tr>
<tr>
<td></td>
<td>The student in elementary-teacher education develops greater competence in one field of interest through elective courses.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>The experiences provided in the various fields of knowledge contribute primarily to an understanding of concepts, principles, and generalizations rather than to the acquisition of facts.</td>
</tr>
<tr>
<td></td>
<td>The curriculum develops an understanding of educational tests and measurements and of the essential statistical means of evaluation.</td>
</tr>
<tr>
<td></td>
<td>The curriculum imparts an understanding of the aims, organization, and community relations of a modern elementary school.</td>
</tr>
<tr>
<td></td>
<td>The curriculum leads prospective teachers to understand principles and methods of teaching under various situations in the elementary school.</td>
</tr>
<tr>
<td></td>
<td>The curriculum develops an understanding of science in modern life.</td>
</tr>
</tbody>
</table>
The curriculum develops an understanding of the significant current, social, economic, and political problems.

The curriculum develops a comprehensive acquaintance with the cultural heritage of the vast body of established knowledge.

The curriculum leads prospective teachers to a recognition of the need for self-analysis.

The curriculum leads to an understanding of the importance of each of the various phases of school service.

The curriculum is so organized and administered as to develop a thorough understanding of and sympathy for democracy and the ways of democratic living.

Emphasis is placed in the teacher-education program on the development of skill in relationships with others — the community, the general public, and associates in the profession.

Ten valid criteria relating to the teacher-education curriculum and its administration received such ratings from the Louisiana jury of educators as to indicate that they are not being observed satisfactorily in the state program of elementary-teacher preparation. They are listed in Table XV with their sigma weights and ranks.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Sigma Weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum should develop an understanding of the contributions of the various stages of civilization to society.</td>
<td>150</td>
<td>1</td>
</tr>
</tbody>
</table>
### Table XV (continued)

**Comparative Ranks in Tendency Toward Application to Louisiana's Program of Elementary-Teacher Education of Criteria Relating to the Teacher-Education Curriculum and Its Administration**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Sigma weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>A close working relationship should exist between the subject-matter departments and the college of education.</td>
<td>148</td>
<td>2</td>
</tr>
<tr>
<td>Individual needs should be considered seriously in the total program of teacher education.</td>
<td>148</td>
<td>2</td>
</tr>
<tr>
<td>The teacher-education institution should assume responsibility for assisting its students to correct such deficiencies as weakness in spelling, arithmetic, handwriting, English, speech, and reading.</td>
<td>145</td>
<td>4</td>
</tr>
<tr>
<td>The curriculum should provide for thorough teacher preparation for life outside the classroom.</td>
<td>144</td>
<td>5</td>
</tr>
<tr>
<td>The curriculum should be designed to develop versatility in the numerous broad fields of learning.</td>
<td>143</td>
<td>6</td>
</tr>
<tr>
<td>Opportunity should be provided by the institution for students to spend some time in the field to observe, study, and participate in school and community activities.</td>
<td>141</td>
<td>7</td>
</tr>
<tr>
<td>Opportunity should be afforded the prospective elementary teacher for participation in curriculum building.</td>
<td>129</td>
<td>8</td>
</tr>
<tr>
<td>The training of prospective elementary teachers should include insights and understandings of southern conditions.</td>
<td>127</td>
<td>9</td>
</tr>
<tr>
<td>Differentiation in course requirements should be made for students preparing to teach in rural schools.</td>
<td>105</td>
<td>10</td>
</tr>
</tbody>
</table>

Based on the quartile groupings of sigma weights, the degrees in tendency toward application of the criteria are classified as "definite," "observable," "indicated," and "negative." (See the discussion on pages 61 and 62.) The classifications are listed below.
<table>
<thead>
<tr>
<th>Classification</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definite</strong></td>
<td>The curriculum should develop an understanding of the contributions of the various stages of civilization to society.</td>
</tr>
<tr>
<td></td>
<td>A close working relationship should exist between the subject-matter departments and the college of education.</td>
</tr>
<tr>
<td></td>
<td>Individual needs should be considered seriously in the total program of teacher education.</td>
</tr>
<tr>
<td></td>
<td>The teacher-education institution should assume responsibility for assisting its students to correct such deficiencies as weakness in spelling, arithmetic, handwriting, English, speech, and reading.</td>
</tr>
<tr>
<td></td>
<td>The curriculum should provide for thorough teacher preparation for life outside the classroom.</td>
</tr>
<tr>
<td></td>
<td>The curriculum should be designed to develop versatility in the numerous broad fields of learning.</td>
</tr>
<tr>
<td></td>
<td>Opportunity should be given by the institution for students to spend some time in the field to observe, study, and participate in school and community activities.</td>
</tr>
<tr>
<td><strong>Observable</strong></td>
<td>Opportunity should be afforded the prospective elementary teacher for participation in curriculum building.</td>
</tr>
<tr>
<td></td>
<td>The training of prospective elementary teachers should include insights and understandings of southern conditions.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>Differentiation in course requirements should be made for students preparing to teach in rural schools.</td>
</tr>
</tbody>
</table>
Si^aa weight of the crl

The jury indebatable profoundress made for the part.

The responses of

who may be prepared to teach in rural schools. (1965)

The responses of

are made in the course requirements of lower- and upper-semester majors.

Albeit differentiation, other than that in practice teaching,

Differentiation in course requirements

(See pages 61 and 62)

toward acceptable requirements is indicated. A "test-like" tendency
college of education is not concerned with the subject-matter departments and the
the relationship existing between the subject-matter department and the

are recommended by the state department of education. (1965) However,

needed in providing desirable teacher education experiences not stipulated

and the institution turn in the leadership and assume the responsibility

meet and enhance by those institutions accredited for teacher education (2106)

State certiﬁcation requirements are

(1965) Teacher-education curricula are developed through the joint planning,

patterns and procedures affecting the education and certiﬁcation of teachers.

Schools and school systems work together in determining and administrative

the state department of education, teacher-education institution, and

Commission of Elementary-Teacher Education in Connecticut. Representative from

of cooperative efforts in planning, organizing, and adminstering the pro-
or cooperative efforts in planning, organizing, and adminstering the pro-

The responses of the jury to the questionnaire on the application

The Teacher-Education Program
and understandings relating to southern conditions. (127*)

Provision for Total Needs of Elementary Teachers

The program of elementary-teacher education in Louisiana is designed to provide for three basic needs: (1) general education, (2) specialized preparation, and (3) professional elements.

Satisfactory provision for imparting desired understandings and attitudes relating to the cultural heritage (156*), science in modern life (153*), current social, economic, and political problems (154*), and aesthetic interests (165*) is made. However, the responses of the jury indicate the need for greater emphasis on developing (1) an understanding of the contributions of the various stages of civilization to society (150*), and (2) versatility in the numerous broad fields of learning. (143*)

General education is regarded as having particular significance to teachers. Content courses are organized with the view of meeting teaching needs. (165*) Provision is made to meet such needs as are required by elementary teachers in music, art, health and physical education, (173*) and library service. (151*) In the opinion of the jury, individual differences among students preparing to teach in the elementary grades should be considered more seriously. (148*) The jury advocates more attention on the part of the institution to assisting prospective elementary teachers to correct such deficiencies as weakness in spelling, arithmetic, handwriting, English, speech, and reading. (145*)

It is the opinion of the jury that satisfactory provision is made in the curricula of institutions preparing elementary teachers in Louisiana to: (1) equip prospective teachers with an understanding of the pupils to

* Sigma weight of the criterion.
be taught (163*); (2) impart attitudes, knowledge, and skills needed by teachers in handling personal, school, and community health problems (162*); (3) develop a sound philosophy of life and education (160*), and necessary methods and principles of teaching (158*); (4) impart an understanding of evaluation and its use in directing child growth (157*); (5) develop the proper attitude toward self-analysis (155*), and professional growth (159*); (6) instillate professional ethics (159*); and (7) develop an understanding of the purposes, the administration, and the organization of the American school system (160*), and the importance of each of the various phases of school service (158*).

The instructional program is organized in large interrelated areas rather than in series of special methods courses (160*), and it emphasizes an understanding of concepts, principles, and generalizations rather than the mere acquisition of facts. (152*.)

An analysis of the data presented indicates doubt on the part of the jury regarding the adequacy of provision made for the broader social competencies needed by teachers in a democratic society. Responses to the question, "Is emphasis placed in the teacher-education program on the development of skill in relationship with others -- the community, the general public, and associates in the profession?" are not overwhelmingly in the affirmative. The low sigma weight of 151 assigned to the criterion indicates a considerable amount of objection from a large number of jurors regarding the acceptance of the application of the standard. The jury indicated also that the teacher-education curricula fail to provide for thorough teacher preparation for life outside the classroom. (144*.) Furthermore, while the jury accepted the application of the criterion, "The curriculum is so organized and administered as to develop a thorough understanding of and sympathy for the

* Sigma weight of the criterion.
ways of democratic living" (157*), it did so with a considerable amount of
disagreement.

The jury indicated that the education of prospective elementary
teachers in Louisiana includes experiences in planning and evaluating with
others (169*); however, it revealed the need for greater emphasis on stu-
dent participation in curriculum building (129*), and for the provision of
more opportunity on the part of the institution for observing, studying,
and participating in school and community activities. (141*).

Methodology in the Teacher-Education Institutions:

Own Classrooms

The responses of the jury indicate: (1) acceptable standards for
the selection of faculty members of teacher-education institutions (164*),
and (2) satisfactory methodology in the institutions' classrooms. (155*)

Period of Emphasis on Professional Education

The principle that education advances from a broad base toward the
 apex of specialization is accepted in the program of elementary-teacher
preparation in Louisiana. Major emphasis is given to general content
courses during the first two years of the preparatory period and to special-
ized content and the professional elements during the later years. (189*)

Field of Special Interest

The responses of the jury indicate that acceptable provision is
made for the prospective elementary teacher to develop greater competence
in one field of interest. (157*)

* Sigma weight of the criterion.
Duplication of Professional Topics and Activities

The problem of overlapping content and activities in the curricula of prospective elementary teachers in Louisiana is not regarded as a major one. The responses of the jury indicate that objectionable duplications are avoided satisfactorily. (160*)

Training of Specialists

Provision, sufficient to meet the needs of the public school systems for specialists in given phases of elementary school instruction such as art, music, and shop, is made in Louisiana's program of elementary-teacher education. (174*)

Sequence and Prescription

Progression in prescribed sequence of courses is considered essential (181*) in Louisiana's program of elementary-teacher education. Sequential prerequisites to practice teaching are adhered to. (191*) The major part, probably five-sixths, of the four-year curriculum is prescribed. (191*)

Summary

An analysis of the data assembled on the application of valid criteria to Louisiana's program of elementary-teacher education justifies the following conclusions:

1. Cooperative efforts are employed in determining the program of elementary-teacher education and certification on a statewide basis, and in developing teacher-education curricula in

* Sigma weight of the criterion.
the various institutions. Further cooperation with members of the academic staffs is needed.

2. Slight differentiation in course requirements for lower- and upper-elementary majors is made. Specialized training designed to prepare students to teach in rural areas is not offered.

3. The program of teacher education meets three basic needs: (a) general education, (b) specialized preparation, and (c) professional elements. Inadequacies are indicated in: (a) securing a breadth of understanding in the program of general education, (b) making provision for meeting individual differences, (c) providing experiences in curriculum building and in school and community activities.

4. Acceptable standards of preparation for faculty members of the teacher-education institutions are evident.

5. Emphasis is given to general content courses during the first two years of the preparatory period and to the professional elements during the later years.

6. The prospective elementary teacher is given the opportunity to develop greater competence in one field of interest.

7. Objectionable duplications of content and activities are avoided.

8. Sufficient provision is made to prepare specialists in various phases of the elementary school program.

9. The major part of the elementary teacher-education curriculum is prescribed in regular sequence.
CHAPTER V

CRITERIA PERTAINING TO THE LABORATORY SCHOOL AND

PRACTICE TEACHING

A. Formulating the Criteria

The twenty-seven criteria numbered from sixty-nine to ninety-five inclusive in Appendix I, pages 272 to 280 relate to the laboratory school and practice teaching. These standards were derived from (1) professional literature, (2) a canvass of opinions of leaders in the field of elementary-teacher education, and (3) expressions of personal conviction. Bases for the formulation of these criteria are given in the following discussion. In numerous instances quotations are supplied to illustrate viewpoints held by authorities. A complete list of references used to formulate the criteria is shown in the bibliography on pages 266 to 271. For the purpose of development, the standards are organized in relation to the following topics: (1) directed practice essential in teacher preparation, (2) uses of the laboratory school for directed teaching activities, (3) readiness of student teachers, (4) student teaching under ideal and typical situations, (5) amount of practice desirable, (6) protecting the interests of laboratory school children, (7) grade plan of organization, and (8) administrative control by the teacher-education institution.

1. Directed Practice Essential in Teacher Preparation

"The principle of practice in the acquisition of skill is firmly
From its inception teacher education accepted the principle as necessary for the effective preparation of teachers. During its early stages of development teacher education provided facilities for demonstration and practice. The teacher of pedagogy demonstrated the techniques and principles of teaching advocated in his lectures. Thus theory and practice were integrated. It is commonly agreed by educators that the preparation of teachers should be centered around actual teaching situations. Kinder\textsuperscript{2} refers to practice as the keystone in the education of prospective teachers. Brander\textsuperscript{3} says that it is the most significant factor in determining the prospective teacher's qualifications for teaching. It is recommended in the National Survey\textsuperscript{4} that all prospective teachers be required to have supervised practice teaching before certification. These viewpoints are illustrative of expert opinion warranting the propriety of directed teaching as a requirement in a program of teacher education.

2. Use of the Laboratory School for Directed Teaching Activities

With the expansion of public education and the rapid turnover in teaching personnel, there developed a need for the certification of a


\textsuperscript{4} Ibid., p. 122.
continuous stream of qualified teachers. To meet this need teacher education obviously had to expand. It became more complex and demanded more organization. Separate departments for theory and practice were established, and the tendency toward diversing student teaching from courses in methods and principles became evident.

In order to prevent the divergence of theory and practice and to provide means for coordinating the pre-service experiences of teachers, educators agree that facilities for demonstrating, testing, and applying principles of teaching are necessary in administering a program of teacher preparation. It is the function of the laboratory school to supply such facilities. The laboratory school provides opportunity for observation, participation, practice, and experimentation.\(^5\)

In discussing the use of the laboratory school for observation, DeBoer says:

The campus school is an observation school in the sense that only the students will have opportunity to conduct systematic observation of children in learning situations, and to study procedures in the various classrooms with a view of the immediate planning of some activity relative to the study of children or some aspect of their own work in the planning of instruction.\(^6\)

Morrison stresses the importance of observation in studying children.

He says:

The demonstration school functions in providing an opportunity for studying children. . . . The variations due to age, sex, temperament, background, and native ability may readily be seen in the demonstration school. Growth changes which are taking place and the way these changes affect behavior may be observed from week to week by students of education. The observation of the control of these children by master teachers provides an opportunity for comparison and contrast in guidance and direction of


\(^6\) Ibid., p. 281.
the educative process. Traits of timidity, over-aggressiveness, cooperation, fear, loyalty, dependability, good cheer, and their opposites are constantly manifesting themselves in the behavior of children. The demonstration school provides the opportunity for prospective teachers to study children, to recognize their behavior traits, and to see what experts do in providing for these trait differences.7

Educators believe that inexperienced teachers may be tempted merely to transplant subject-matter from the college to the schoolroom rather than to adapt content to the needs of children. The observation in the laboratory school should provide opportunity for "showing how subject-matter is used in helping children gain knowledge, skills, ideals, habits, and attitudes."8

Observation in the laboratory schools also affords the opportunity to exemplify better practice. "It is generally agreed in any craft," says Morrison, "that techniques used by the master may well be imitated by the apprentice. It seems reasonable to assume that this is likewise true of teaching."9 For that reason authorities believe that a model school, where sound principles and methods of teaching are employed, is indispensable in administering an effective program of teacher preparation.

Student teaching has come to be regarded as including observation and participation as well as actual practice.10 Murra says that the "particular details of participation plans are at variance with one another,

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8 Ibid., p. 117.

9 Ibid., p. 116.

10 Wilbur F. Murra, "Induction of Student-Teaching by Participation," Educational Administration and Supervision, 20:26, 1934.
but the general idea is now rather uniformly advocated.\textsuperscript{11} The inclusion of observation and participation as integral parts of practice teaching makes it possible for the student teacher to be inducted "gradually into the complex pattern of responsibility which he is called upon to assume as a full-time classroom teacher."\textsuperscript{12} Schorling suggests the following ways in which student teachers can participate:

1. Studying carefully the pupils in a class to see which needs special attention.
2. Administering achievement tests to see what remedial treatment should be given to special cases.
3. Giving assistance to students who have been absent.
4. Planning the larger units of a course.
5. Collecting supplementary materials.
6. Making up examinations.
7. Marking papers and summarizing the results, perhaps to find out what items have been well taught or what items have not been mastered by the individual students.
8. Posting the results by means of progress charts which show the advancement made by each pupil.
9. Serving as substitute teachers when regular teachers are ill.
10. Assisting in the supervision of extracurricular activities.
11. Coaching the plays that develop in some of the school subjects.\textsuperscript{13}

The process of gradual induction into the responsibilities of teaching is believed to be more effective in equipping prospective teachers with the skills, understandings, and attitudes requisite to teaching.

Educators generally agree that a function of the laboratory school is to provide means for testing and evaluating procedures. Obviously, the amount of experimentation should not be such as will result detrimentally

\textsuperscript{11} Murra, \textit{op. cit.}, p. 26.
\textsuperscript{12} \textit{Ibid.}, p. 27.
to the best interests of the children. Commenting on the experimental use of the laboratory school, DeBoer says:

The campus school should be an experimental school in the sense that students should be free to modify teaching experiences and to undertake projects with individual children or with groups for purposes of discovering solutions to problems or improved teaching procedures.\(^1\)

Henderson regards experimentation as being more scientific and technical. He says:

Certain groups of children might be set apart from time to time as experimental groups. When they are so designated they should be so treated and all other activities should be withdrawn. A few highly selected student teachers might be permitted to become thoroughly acquainted with the work in these experimental groups, because our schools need a few well-trained teachers who can do this type of work. The teacher-training institutions should recognize the fact that few teachers can qualify to do experimental work with children, and should set up their programs accordingly.\(^2\)

3. Readiness of Student Teachers

An interpretation of practice as well as expert opinion justifies the assumption that prospective teachers should be prepared thoroughly before they are assigned responsibilities of actual practice teaching.

Schorling says:

No student should be admitted to directed teaching until he has met established standards that tend to select the superior from the general college population.\(^3\)

Professional literature is replete with expressions favoring the teaching of education courses in close relation to the laboratory school.

\(^1\) DeBoer, op. cit., p. 222.


\(^3\) Schorling, op. cit., p. 161.
in order that students may become progressively familiar with children and
with methods of directing their experiences. It is recommended that the
prospective teacher be prepared for actual practice through a series of
graded experiences in observation and later in participation. Furthermore, practice teaching is scheduled as a rule during the advanced period
of the student's curriculum, thus providing time and opportunity for thorough
preparation. The fact that the prescription of courses in "definite
sequences" is suggested in the National Survey\(^1\) supports the conclusion
that the student teacher should be qualified when scheduled for student
teaching.

In discussing student-preparedness for practice teaching Nelson says:

Before attempting complete responsibility for teaching a whole
group of children, student teachers should acquire adequate command
of the subject-matter and the methods of instruction to be applied
and should obtain intelligent understanding of the children to be
taught. Well-organized induction of student-teachers into the
intricacies of teaching protects the pupils in the laboratory schools
and promotes systematic mastery of teaching techniques on the part
of the student-teacher.\(^2\)

A. Student Teaching under Ideal and Typical Situations

The type of situation under which student teaching should be done
can appear debatable. Some educators seem to favor a situation which
represents best practice while others believe that the student teacher
should be placed in an atmosphere which typifies the average school.

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\(^1\) Esther Marion Nelson, *An Analysis of Content of Student-Teaching
Courses for Education of Elementary Teachers in State Teachers Colleges*,
New York: Bureau of Publications, Teachers College, Columbia University,
1939, pp. 278 ff.

\(^2\) National Survey of the Education of Teachers, 1933 (Teacher Educa-

\(^3\) Nelson, op. cit., pp. 291-2.
Henderson says:

... at least parts of the campus schools should be so organized and equipped as to represent the best practices known to the teaching profession, in order that the student teachers may become familiar with these practices and carry them out to the people as the ideal toward which to strive in the education of children.  

Kinder believes that the school used for practice teaching "ought to rank above average in buildings, equipment, and teaching personnel."  

Gilland thinks that it is "extremely hazardous to attempt to show young and inexperienced students anything in the way of teaching procedures or curriculum content which is not thoroughly established by best practice or by scientific research."  

In the National Survey Rugg proposes that, "Teachers colleges should be certain that students obtain sufficient practice under conditions typical of those in schools in which students are likely to obtain their first teaching experience."  

Nelson advocates that the pupils enrolled in the laboratory school should be typical of those in the public schools. Henderson recommends average-size groups of children in the laboratory school. The number of pupils suggested per group is not "less than thirty nor more than forty." The following expression indicates a viewpoint held by Gilland:

20 Henderson, op. cit., p. 111.

21 Kinder, Baughner, and Reynolds, op. cit., p. 403.


"Students preparing for teaching are building an experimental background which will be expected to function in actual teaching situations."

In order to provide practice situations typical of those which obtain in the public schools some institutions use "the campus school for demonstration purposes and for initial participation and give the practice work in affiliated schools." The National Survey reports a program in one state "requiring a period of at least five weeks' practice teaching in some rural school because such a large percentage of all the graduates of the normal schools and teachers colleges are compelled to take their first positions in rural schools."28

There is common accord, however, on the advisability of a well qualified laboratory school staff. Nelson says that the members of the staff should be "superior teachers of children and competent supervisors of student-teachers." Schorling regards the quality and training of the campus school supervisors as the most significant index of the effectiveness of student teaching. Kinder recommends that the critic teachers in those affiliated or cooperating schools used for practice be master teachers. He suggests that they have at least a master's degree, a minimum

26 Gilland, op. cit., p. 483.
28 Ibid., p. 123.
29 Nelson, op. cit., p. 277.
31 Kinder, Baugher, and Reynolds, op. cit., p. 403.
of three year's experience, and, where possible, special training for supervising student teachers.

The conclusion that the best practices possible should be exemplified in the laboratory school seems warranted in the light of expert opinion. However, one is forced to the conclusion also that expert opinion recommends that student teachers be given some insights and experiences in conditions typical of those which obtain in the public schools. These viewpoints are not entirely at variance. While the institution should strive to maintain, in its laboratory or practice school, conditions approaching ideality, various opportunities for illustrating typical situations may be provided. The types of pupils and size of groups, for example, should be average. Through visitation of public schools and the use of affiliated or cooperating schools, insights and experiences in conditions which typify situations obtaining in the public schools may be given.

5. Amount of Practice Desirable

Evidence presented by the opinions of leaders in the field of elementary-teacher education justifies the submission of three basic policies regarding the amount of practice teaching to be required of students for graduation or certification. The first of these policies is that sufficient practice should be provided to insure satisfactory command of the necessary skills and methods needed for effective direction of the experiences of children. Rugg\(^{32}\) expresses the view that satisfactory performance on the part of the student teacher should be attained before certification. Feik believes in sufficient practice "to help a student

avoid the crude trail-and-error stage to a point where his initial perform-
ance in the first position will be characterized by satisfactory but
possibly not finished or perfected skill in the art of teaching.”
Henderson expresses a similar opinion in the following words:

Whatever the length of time required of any student teacher
his preparation should not be considered adequate until he has
carried a period of full responsibility for a grade or a large
group of children sufficiently long to satisfy those responsible
for his supervision that he is a reasonably well-trained class-
room teacher.

The second basic policy is that the length of practice should de-
pend upon the abilities and needs of the student teacher. This viewpoint
is suggested in the Twenty-Third Yearbook of the National Society of
College Teachers of Education as follows:

The course in directed teaching as regards kind, amount, and
rate of induction should be adjusted to the ability, experience,
and need of the individual student teacher.

The following quotation by Nelson illustrates opinions commonly
held by other educators:

It should be born in mind that not all students enrolled in
the same curriculum needs the same amounts of observation, partic-
ipation, and teaching; that not all are ready to begin to teach
at the same time; and that not all need an equal amount nor the
same kinds of experiences in the same types of activities. Con-
sideration must be given to the fact that some student-teachers
gain proficiency with less effort than do others; and that some
develop teaching skills much more rapidly than do others. The
more capable student-teachers should, therefore, be provided
opportunities to deal with broader problems relating to teaching
and to participate in wider fields of investigation.

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33 National Survey of the Education of Teachers, 1933 (Teacher Educa-

34 Henderson, op. cit., p. 117.

35 Alonzo F. Myers, "Teacher Demand, Supply and Certification," Twenty-

36 Nelson, op. cit., p. 287.
The third basis policy is that a minimum of ninety clock hours of observation and directed practice should be required. This requirement is recommended by the American Association of Teachers Colleges. The National Survey of the Education of Teachers reports general agreement on this policy. The survey expresses the view that the acceptance of the ninety-hour minimum standard "lies in a strong belief by many in the efficacy of the observation of good demonstrations as a major use of the time allotted to student teaching rather than to actual practice teaching."

6. Protecting the Interests of Laboratory School Children

By virtue of the fact that one of its major functions is to provide facilities for practice teaching, the laboratory school has been regarded with some concern lest its pupil-enrolles be subjected to experimentation and possibly suffer the results of the teaching of the tyro. The responsibility of teacher education for the intelligent guidance of laboratory school children is recognized. Schorling says that "Directed teaching should be so administered as to protect the best interests of the pupils." In Kindler's opinion "Communities are under moral obligation to accede to the use of public schools for student-teaching only if the pupils of the community do not suffer from such activity."


38 Ibid., p. 271 ff.

39 Ibid., p. 272.


41 Kindler, Baugher, and Reynolds, op. cit., p. 401.
By limiting the number of student teachers per supervisor and by progressively delegating to the student teachers such responsibilities as they can assume satisfactorily, it is believed that the laboratory school can give even "a far better type of instruction for pupils than can be provided in typical school systems." Progressive induction of students into practice teaching requires that a large part of the teaching in the laboratory school be done by the supervisors. The National Survey reveals that educators engaged in teacher education favor the allotment of the major portion of the period of practice teaching to observation and participation. Henderson recommends as a rule not "more than sixty per cent of the teaching of any group of children" by student teachers.

7. Grade Plan of Organization

A review of professional literature fails to reveal any single plan of organizing or grouping children for purposes of instruction that is established scientifically as superior. However, educators generally recognize the "striking individual differences among children," and the

42 Schorling, op. cit., p. 159.
43 Nelson, op. cit., p. 290 ff.
44 Schorling, op. cit., p. 158.
need for thoroughly knowing and understanding the whole child in order to
guide his efforts properly." The plan of organization, which provides
that a teacher is responsible for the various school experiences of a
particular group of children, has the merit of effecting a better under-
standing of the child by the teacher. The following remark on depart-
mentalism by Caswell illustrates viewpoints commonly held:

... the principal argument for departmental organization
is that it brings the services of more competent persons to the
school program and assures a more sequential and better ordered
curriculum. The principal objections center in the type of
curriculum which is fostered and the division of the child's
program into many parts. The plan obviously assumes a subject
curriculum in which the principal qualification for teaching
is competence in the subject. This is held by many to be an
inadequate and distorted view of the function of teaching ele-
mentary school children, and the plan is condemned because it
divides the child's day into many small, discrete parts, not
giving long, intimate contact and close association with a
single teacher."

6. Administrative Control by the Teacher-Education Institution

The teacher-education institution should exercise administrative
central control over the school used for practice teaching. In summarizing the
view of the National Society of College Teachers of Education, Schorling
says:

An institution should not give credit for directed teaching
unless that institution exercises adequate control over the
directed teaching situations.50

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48 Henry J. Otto, Elementary School Organization and Administration

49 Hollis L. Caswell, Education in the Elementary School (New York:

50 Schorling, op. cit., p. 184.
The National Survey\textsuperscript{51} recommends that the teacher-education institution exercise sufficient control over practice teaching facilities to insure successful operation. Kinder\textsuperscript{52} proposes that an institution using public schools for practice teaching, should secure a "definite written contract" which "will grant to the college department of education the privilege of using the best available teaching facilities."

**Summary and Deduction**

It has been pointed out in the foregoing discussion that: (1) directed practice is essential in teacher preparation; (2) the laboratory school provides facilities needed for observation, participation, practice, and experimentation; (3) student teachers should be inducted gradually into actual practice; (4) laboratory school procedures should approach ideal conditions; (5) students should be given insights and experiences in typical public school situations; (6) the amount of directed teaching should be sufficient to insure a satisfactory degree of skill; (7) practice teaching should be adjusted to the needs and abilities of the individual students; (8) a minimum number of ninety clock hours of practice including observation and participation should be required; (9) the interests of laboratory school children should be protected; (10) the grade plan of organization has the merit of effecting a thorough understanding of the child by the teacher; (11) the teacher-education institution


\textsuperscript{52} Kinder, Baugher, and Reynolds, op. cit., p. 403.
should exercise administrative control of the school used for practice teaching.

Based on the factors developed in the discussion, the following criteria relating to the laboratory school and practice teaching are deduced:

1. A laboratory school sufficiently large to enable student teachers to do their practice in classes of average size should be maintained.

2. Professional courses should be taught in close relationship to the laboratory school.

3. The curriculum should provide the student opportunities to observe and apply theories of teaching, and to evaluate their effectiveness.

4. The laboratory school should be used for controlled experimentation.

5. Public schools, in addition to the laboratory school, should be used for directed observation.

6. Such specialized branches as music, art, and physical education should be taught in the laboratory school by specialists under the direction and with the cooperation of the regular supervising teachers.

7. The grade plan of organization rather than departmentalization should be used in the laboratory school.

8. The services of the laboratory school should be used frequently by public school officials.

9. The institution should exercise complete administrative control of the laboratory school.
10. Practice teaching should be required for the baccalaureate degree in elementary education.

11. The period of practice teaching should be of such duration as to insure familiarity with the activities, duties, and responsibilities of teaching.

12. A minimum of forty-five clock hours of student teaching exclusive of observation and participation should be required.

13. A minimum of ninety clock hours of student teaching, including observation and participation, should be required.

14. The needs and abilities of the individual student teacher should constitute a determining factor in the time spent in practice teaching.

15. Student teaching includes observation and participation.

16. Practice teaching should be done under conditions typical of those under which the prospective teacher is likely to get her first teaching experience.

17. Practice teaching should be done in a situation in which nearly ideal conditions exist.

18. Candidates for practice teaching should be required to pass a comprehensive examination in content generally taught by elementary teachers.

19. Practice teaching should be done under the supervision of expert teachers.

20. Student teachers should participate in the professional meetings of the laboratory school staff and in the meetings of the parent-teacher association.
21. The student teacher should be encouraged to select materials of instruction.

22. The student teacher should be encouraged to experiment and to modify methods to meet local or individual needs.

23. A minimum of one-third of the teaching in the laboratory school should be done by the supervising teachers.

24. A minimum of one-half of the teaching in the laboratory school should be done by the supervising teachers.

25. A minimum of two-thirds of the teaching in the laboratory school should be done by the supervising teachers.

26. Practice teaching should be done at grade levels rather than in specific subject divisions.

27. Student teaching should include practice in both the laboratory school and the public school.

B. Validity of Criteria

Twenty-six criteria relating to the laboratory school and practice teaching were declared valid by the jury. They are listed in Table XVI with their judgment weights arranged in descending order. The comparative rank of validity of each criterion is given in column "3."

**TABLE XVI**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Judgment</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>The period of practice teaching should be of such duration as to insure familiarity with the activities, duties, and responsibilities of teaching.</td>
<td>230</td>
<td>1</td>
</tr>
</tbody>
</table>

* The three criteria were formulated to provide a wide range of expression by the jury who cooperated in determining validity.*
### TABLE XVI (continued)

**COMPARATIVE RANKS OF VALIDITY OF CRITERIA RELATING TO THE LABORATORY SCHOOL AND PRACTICE TEACHING**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Judgment weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum should provide the student opportunities to observe and apply theories of teaching, and to evaluate their effectiveness.</td>
<td>229</td>
<td>2</td>
</tr>
<tr>
<td>Practice teaching should be done under the supervision of expert teachers.</td>
<td>227</td>
<td>3</td>
</tr>
<tr>
<td>Professional courses should be taught in close relationship to the laboratory school.</td>
<td>225</td>
<td>4</td>
</tr>
<tr>
<td>Student teaching should include observation and participation.</td>
<td>225</td>
<td>4</td>
</tr>
<tr>
<td>Practice teaching should be required for the baccalaureate degree in elementary education.</td>
<td>223</td>
<td>6</td>
</tr>
<tr>
<td>The student teacher should be encouraged to select materials of instruction.</td>
<td>218</td>
<td>7</td>
</tr>
<tr>
<td>Student teachers should participate in the professional meetings of the laboratory school staff and in the meetings of the parent-teacher association.</td>
<td>215</td>
<td>8</td>
</tr>
<tr>
<td>Public schools, in addition to the laboratory school, should be used for directed observations.</td>
<td>210</td>
<td>9</td>
</tr>
<tr>
<td>A laboratory school sufficiently large to enable student teachers to do their practice in classes of average size should be maintained.</td>
<td>208</td>
<td>10</td>
</tr>
<tr>
<td>Practice teaching should be done at grade levels rather than in specific subject divisions.</td>
<td>206</td>
<td>11</td>
</tr>
<tr>
<td>The grade plan of organization rather than departmentalization should be used in the laboratory school.</td>
<td>204</td>
<td>12</td>
</tr>
<tr>
<td>The student teacher should be encouraged to experiment and to modify methods to meet local or individual needs.</td>
<td>204</td>
<td>12</td>
</tr>
<tr>
<td>Student teaching should include practice in both the laboratory school and the public school.</td>
<td>202</td>
<td>14</td>
</tr>
<tr>
<td>The services of the laboratory school should be used frequently by public school officials.</td>
<td>201</td>
<td>15</td>
</tr>
<tr>
<td>The needs and abilities of the individual student teacher constitute a determining factor in the time spent in practice teaching.</td>
<td>197</td>
<td>16</td>
</tr>
<tr>
<td>The institution should exercise complete control of the laboratory school.</td>
<td>195</td>
<td>17</td>
</tr>
<tr>
<td>The laboratory school should be used for controlled experimentation.</td>
<td>179</td>
<td>18</td>
</tr>
</tbody>
</table>
TABLE XVI (continued)

COMPARATIVE RANKS OF VALIDITY OF CRITERIA RELATING TO THE
LABORATORY SCHOOL AND PRACTICE TEACHING

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Judgment weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum of ninety clock hours of student teaching, including observation and participation, should be required.</td>
<td>178</td>
<td>19</td>
</tr>
<tr>
<td>Practice teaching should be done under conditions typical of those under which the prospective teacher is likely to get her first teaching experience.</td>
<td>175</td>
<td>20</td>
</tr>
<tr>
<td>Such specialized branches as music, art, and physical education should be taught in the laboratory school by specialists under the direction and with the cooperation of the regular supervising teachers.</td>
<td>172</td>
<td>21</td>
</tr>
<tr>
<td>A minimum of forty-five clock hours of student teaching, exclusive of observation and participation, should be required.</td>
<td>168</td>
<td>22</td>
</tr>
<tr>
<td>A minimum of one-half of the teaching in the laboratory school should be done by the supervising teachers.</td>
<td>158</td>
<td>23</td>
</tr>
<tr>
<td>A minimum of one-third of the teaching in the laboratory school should be done by the supervising teachers.</td>
<td>156</td>
<td>24</td>
</tr>
<tr>
<td>Candidates for practice teaching should be required to pass a comprehensive examination in content generally taught by elementary teachers.</td>
<td>154</td>
<td>25</td>
</tr>
<tr>
<td>Practice teaching should be done in a situation in which nearly ideal conditions exist.</td>
<td>151</td>
<td>26</td>
</tr>
</tbody>
</table>

Based on the quartile groupings of their sigma weights, six criteria may be classified as "excellent," four as "superior," seven as "good," and nine as "acceptable." (See the discussion on pages 30 to 32.) The classification of the criteria is given below.
Classification of Criteria Relating to the Laboratory School and Practice Teaching.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>The period of practice teaching should be of such duration as to insure familiarity with the activities, duties, and responsibilities of teaching. The curriculum should provide the student opportunities to observe and apply theories of teaching, and to evaluate their effectiveness. Practice teaching should be done under the supervision of expert teachers. Professional courses should be taught in close relationship to the laboratory school. Student teaching should include observation and participation. Practice teaching should be required for the baccalaureate degree in elementary education.</td>
</tr>
<tr>
<td>Superior</td>
<td>The student teacher should be encouraged to select materials of instruction. Student teachers should participate in the professional meetings of the laboratory school staff and in the meetings of the parent-teacher association. Public schools, in addition to the laboratory school, should be used for directed observations. A laboratory school sufficiently large to enable student teachers to do their practice in classes of average size should be maintained.</td>
</tr>
<tr>
<td>Good</td>
<td>Practice teaching should be done at grade levels rather than in specific subject divisions. The grade plan of organization rather than departmentalization should be used in the laboratory school. The student teacher should be encouraged to experiment and to modify methods to meet local or individual needs.</td>
</tr>
<tr>
<td>Classification</td>
<td>Criteria</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Student teaching</strong></td>
<td><strong>should include practice in both the laboratory school and the public school.</strong></td>
</tr>
<tr>
<td><strong>The services of the laboratory school</strong></td>
<td><strong>should be used frequently by public school officials.</strong></td>
</tr>
<tr>
<td><strong>The needs and abilities of the individual student teacher constitute a determining factor in the time spent in practice teaching.</strong></td>
<td><strong>The institution should exercise complete control of the laboratory school.</strong></td>
</tr>
<tr>
<td><strong>The laboratory school</strong></td>
<td><strong>should be used for controlled experimentation.</strong></td>
</tr>
<tr>
<td><strong>A minimum of ninety clock hours of student teaching, including observation and participation, should be required.</strong></td>
<td><strong>Practice teaching should be done under conditions typical of those under which the prospective teacher is likely to get her first teaching experience.</strong></td>
</tr>
<tr>
<td><strong>Such specialised branches as music, art, and physical education should be taught in the laboratory school by specialists under the direction and with the cooperation of the regular supervising teachers.</strong></td>
<td><strong>A minimum of forty-five clock of student teaching, exclusive of observation and participation, should be required.</strong></td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td><strong>A minimum of one-half of the teaching in the laboratory school should be done by the supervising teachers.</strong></td>
</tr>
<tr>
<td><strong>A minimum of one-third of the teaching in the laboratory school should be done by the supervising teachers.</strong></td>
<td><strong>Candidates for practice teaching should be required to pass a comprehensive examination in content generally taught by elementary teachers.</strong></td>
</tr>
<tr>
<td><strong>Practice teaching should be done in a situation in which nearly ideal conditions exist.</strong></td>
<td>**</td>
</tr>
</tbody>
</table>
An analysis of the data presented in Table XVI indicates a number of major factors considered important by the jury in providing facilities for demonstration and student teaching and in administering directed practice. These factors are discussed in relation to the data presented.

1. **A Period of Successful Student Teaching Should Be Required**

Agreement on the advisability of requiring a period of successful student teaching for graduation from a teacher-education institution is evident. To the question, "Should practice teaching be required for the baccalaureate degree in elementary education?" the jury responded emphatically in the affirmative. The composite judgment weight of the jurors is 223. The criterion is sixth in rank, and it is classified in the group which is designated "excellent."

2. **The Laboratory School Should Be Used for Observation, Participation, Experimentation, and Practice**

The provision of adequate facilities for observation and directed practice is considered fundamental in the teacher-education program. To the question, "Should the curriculum provide the student opportunities to observe and apply theories of teaching, and to evaluate their effectiveness?" the jury responded with accord. A high sigma weight of 229 which ranks second among the criteria relating to the laboratory school and practice teaching was assigned to the standard which is classified as "excellent." (See pages 188-191.)

The services of the laboratory school should not be restricted to meeting the needs of pre-service education; they should be extended also
to public education. To the question, "Should the services of the laboratory school be used frequently by public school officials?", the jury responded with a composite judgment weight of 201 thus classifying the criterion under the category labeled "good."

The term "student teaching" should denote progressive experiences in acquiring satisfactory command of basic methods, and skills needed for directing pupil growth. It should, therefore, include observation and participation as well as actual practice. The jury gave an affirmative answer to the question, "Should student teaching include observation and participation?" A sigma weight of 225, which ranks fourth, was assigned to the criterion thus classifying it as "excellent."

The use of the laboratory school for controlled experimentation was accepted as legitimate by the jury. A sigma weight of 179 assigned to the criterion classifies it as "acceptable," but it is considerably lower than the sigma weight assigned to designate the validity of the use of the laboratory school for observation, participation, and directed practice. It is reasonable to conclude that the facilities providing for observation, participation, and practice are considered fundamental in the program of teacher education and that those providing for experimentation are desired.

Practice teaching should be so organized and conducted as to encourage the development of initiative on the part of the student teacher. Affirmative answers were given by the jury to the following two questions: (1) "Should the student teacher be encouraged to experiment and modify methods to meet local or individual needs?" and (2) "Should the student teacher be encouraged to select materials of instruction?" A sigma weight of 204 was assigned to the first criterion classifying it in the category labeled "good." The second criterion was rated with a composite judgment
weight of 216, thus classifying it as "superior."

Student-teacher participation should not be confined to the classroom. It should include meetings with the staff and the parent-teacher association. A sigma weight of 215 was assigned by the jury to indicate the validity of the criterion, "Student teachers should participate in the professional meetings of the laboratory school staff and in the meetings of the parent-teacher association."

3. Students Should Be Prepared for Directed Practice

It is evident from the reaction of the jury that a teacher-education curriculum so organized as to insure the student maximum opportunity to prepare for the period of directed practice is advocated. Ratings assigned to the criterion, "Professional courses should be taught in close relation to the laboratory school" indicate extremely high validity. The criterion ranks fourth, with a sigma weight of 225 which gives it the classification of "excellent." The teaching of professional courses in close relation to the laboratory school obviously affords students the opportunity to become progressively familiar with the work of the teacher.

It was indicated also that observation and participation are considered as integral parts of practice teaching, (225*) thus providing the opportunity for gradual induction into actual practice.

The observation of a definite sequence in the professional course requirements of teacher candidates eliminates the possibility of scheduling practice teaching before the student has had the opportunity to familiarize himself with the basic principles and methods of teaching. Reference to the validity of criteria relating to sequence and prescription of courses

* Sigma weight of the criterion.
was made in Chapter IV, page 155.

The jury recommends further that a student be required to pass a comprehensive examination on content generally taught in the elementary grades before admission to the course in practice teaching. To the question, "Should candidates for practice teaching be required to pass a comprehensive examination in content generally taught by elementary teachers?" the jury responded with a composite judgment weight of 154 which classifies the criterion as "acceptable."

4. Student Teaching Should Be Done Under Ideal and Typical Situations

An examination of the data presented in Table XVI discloses the recommendation by the jury for practice teaching under typical situations as well as under situations approaching ideality. It is recommended that "Student teaching should include practice in both the laboratory school and the public school." A sigma weight of 202 classified the criterion with the group labeled "good." Ratings assigned by the jury indicate acceptance of the following criteria: (1) "Practice teaching should be done under conditions typical of those under which the prospective teacher is likely to get her first teaching experience" (175%), and (2) "Practice teaching should be done in a situation in which nearly ideal conditions exist." (151%)

High validity was assigned to the criterion "Practice teaching should be done under the supervision of expert teachers." The standards rank third with a sigma weight of 227 and a classification of "excellent."

The jury favored the maintenance of "A laboratory school sufficiently large to enable student teachers to do their practice in classes

* Sigma weight of the criterion.
of average size." A sigma weight of 208 classified the criterion as "superior." The use of specialists for teaching such subjects as music, art, and physical education in the laboratory school under the direction of the regular supervising teachers was also advocated by the jury. A sigma weight of 172 classified the criterion as "acceptable."

5. **Adequate Practice in Teaching Should Be Provided**

Three basic principles relating to the amount of practice teaching to be required were endorsed by the jury. The first of these is that "The period of practice teaching should be of such duration as to insure familiarity with the activities, duties, and responsibilities of teaching." The criterion ranks first among those pertaining to the laboratory school and practice teaching. The responses were such as to render a sigma weight of 250 and a classification of "excellent." The second principle endorsed by the jury is that "The needs and abilities of the student teacher constitute a determining factor in the time spent in practice teaching." A sigma weight of 197 established the validity of the criterion classifying it under the category "good." The third principle stipulates the minimum number of clock hours of actual practice and the number of clock hours of practice including observation and participation. The jury advocated "A minimum number of forty-five clock hours exclusive of observation and participation," (168*) and "A minimum number of ninety hours of student teaching including observation and participation." (178*)

6. **The Interests of the Laboratory School Children Should Be Protected**

Previous reference was made to the commitment on the part of the jury

* Sigma weight of the criterion.
for the gradual induction of students into actual practice teaching. Evidence was presented to support a program that will insure thorough student-teacher preparation for the period of directed practice. It is believed that such a program will not penalize the laboratory school children with inferior methods of teaching. Furthermore, the jury recommends that "A minimum of one-half of the teaching in the laboratory school should be done by the supervising teachers." (158*)

7. The Grade Plan of Organization Should Be Used in the Laboratory School

The jury recognized the merits of the grade plan of organization, (208*) and it recommended that "Practice teaching should be done at grade levels rather than in specific subject divisions." A sigma weight of 206 was assigned to the criterion, classifying it under the category labeled "good."

8. The Teacher-Education Institution Should Exercise Administrative Control over the School Used for Directed Practice

Administrative control of the laboratory school was accepted by the jury as essential for the effective administration of a program of teacher education. To the question, "Should the institution exercise complete administrative control of the laboratory school?," the jury gave an affirmative response with a composite judgment weight of 195. The criterion is classified under the category labeled "good."

* Sigma weight of the criterion.
Summary

The responses of the jury who assisted in validating the criteria indicate that adequate facilities for observation, demonstration, and directed practice are regarded as fundamental in administering a program of teacher education. A period of successful practice teaching should be required for the baccalaureate degree in elementary education. The laboratory school should be used primarily for observation, demonstration, and student teaching. Experimentation is a secondary function. The period of directed practice should be so organized as to encourage student teachers to develop initiative.

Student teaching should denote progressive experiences in acquiring satisfactory command of basic methods and skills needed in directing pupil growth. The teacher-education program should be so organized as to prepare students thoroughly for the period of directed practice.

Student teaching should be done in both the laboratory school and the public school in order to provide practice under conditions approaching ideality and under typical situations.

The amount of practice should depend upon the needs of the student; it should be sufficient to insure a satisfactory command of methods and skills needed for effective teaching. A minimum number of forty-five hours of actual practice or of ninety clock hours of student teaching including observation and participation should be required.

The interests of the laboratory school children should be protected.

The grade plan of organization should be used in the laboratory school and for directed practice.

The teacher-education institution should exercise administrative control of the laboratory school.
C. Application of the Criteria to Louisiana’s Program
of Elementary-Teacher Education

Twenty-two valid criteria relating to the laboratory school and
practice teaching were accepted as being observed in Louisiana’s program
of elementary-teacher education. Certain tendencies toward the observa-
tion of other criteria are indicated.

The criteria accepted by the jury as being applied are listed in
Table XVII with their sigma weights and ranks.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Sigma weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice teaching is required for the baccalaureate degree in elementary education.</td>
<td>218</td>
<td>1</td>
</tr>
<tr>
<td>A minimum of forty-five clock hours of student teaching exclusive of observation and participation is required.</td>
<td>213</td>
<td>2</td>
</tr>
<tr>
<td>The grade plan of organization rather than departmentalization is used in the laboratory school.</td>
<td>211</td>
<td>3</td>
</tr>
<tr>
<td>Student teaching includes observation and participation.</td>
<td>206</td>
<td>4</td>
</tr>
<tr>
<td>A minimum of ninety clock hours of student teaching including observation and participation is required.</td>
<td>204</td>
<td>5</td>
</tr>
<tr>
<td>Practice is done at grade levels rather than in specific subject divisions.</td>
<td>203</td>
<td>6</td>
</tr>
<tr>
<td>A minimum of one-third of the teaching in the laboratory school is done by the supervising teachers.</td>
<td>201</td>
<td>7</td>
</tr>
<tr>
<td>Practice teaching is done under the supervision of expert teachers.</td>
<td>194</td>
<td>8</td>
</tr>
<tr>
<td>The student teacher is encouraged to select materials of instruction.</td>
<td>187</td>
<td>9</td>
</tr>
<tr>
<td>A minimum of one-half of the teaching in the laboratory school is done by the supervising teachers.</td>
<td>186</td>
<td>10</td>
</tr>
</tbody>
</table>
TABLE XVII (continued)
COMPARATIVE RANKS IN DEGREE OF APPLICATION OF CRITERIA RELATING
TO THE LABORATORY SCHOOL AND PRACTICE TEACHING

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Sigma weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Such specialised branches as music, art, and physical education are taught in the laboratory school by specialists under the direction and with the cooperation of the regular supervising teacher.</td>
<td>182</td>
<td>11</td>
</tr>
<tr>
<td>The institution exercises complete administrative control of the laboratory school.</td>
<td>181</td>
<td>12</td>
</tr>
<tr>
<td>Practice teaching is provided under conditions which are nearly ideal.</td>
<td>181</td>
<td>12</td>
</tr>
<tr>
<td>Professional courses are taught in close relationship to the laboratory school.</td>
<td>177</td>
<td>14</td>
</tr>
<tr>
<td>A laboratory school sufficiently large to enable student teachers to do their practice in classes of average size is maintained.</td>
<td>174</td>
<td>15</td>
</tr>
<tr>
<td>The period of practice is of such duration as to insure familiarity with the activities, duties and responsibilities of teaching.</td>
<td>174</td>
<td>15</td>
</tr>
<tr>
<td>Student teachers participate in the professional meetings of the laboratory school staff and in the meetings of the parent-teacher association.</td>
<td>173</td>
<td>17</td>
</tr>
<tr>
<td>The curriculum provides the student opportunities to observe and apply theories of teaching, and to evaluate their effectiveness.</td>
<td>171</td>
<td>18</td>
</tr>
<tr>
<td>The student teacher is encouraged to experiment and to modify methods to meet local or individual needs.</td>
<td>171</td>
<td>18</td>
</tr>
<tr>
<td>Practice teaching is provided under conditions typical of those under which the prospective teacher is likely to get her first teaching experience.</td>
<td>158</td>
<td>20</td>
</tr>
<tr>
<td>The services of the laboratory school are used frequently by public school officials.</td>
<td>158</td>
<td>20</td>
</tr>
<tr>
<td>The laboratory school is used for controlled experimentation.</td>
<td>151</td>
<td>22</td>
</tr>
</tbody>
</table>

As determined by sigma weight the degree of application of a criterion is classified as "excellent," "superior," "good," or "acceptable." (See the discussion, page 56.) The classification in degree of application of the criteria observed is given below.
### Classification of Degree of Application to Louisiana's Program of Elementary-Teacher Education of Criteria Relating to the Laboratory School and Practice Teaching

<table>
<thead>
<tr>
<th>Classification</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The grade plan of organization rather than departmentalization is used in the laboratory school.</td>
</tr>
<tr>
<td></td>
<td>Practice teaching is required for the baccalaureate degree in elementary education.</td>
</tr>
<tr>
<td></td>
<td>A minimum of forty-five clock hours of student teaching exclusive of observation and participation is required.</td>
</tr>
<tr>
<td>Excellent</td>
<td>A minimum of ninety clock hours of practice teaching including observation and participation is required.</td>
</tr>
<tr>
<td></td>
<td>Student teaching includes observation and participation.</td>
</tr>
<tr>
<td></td>
<td>Practice teaching is done under the supervision of expert teachers.</td>
</tr>
<tr>
<td></td>
<td>A minimum of one-third of the teaching in the laboratory school is done by the supervising teachers.</td>
</tr>
<tr>
<td></td>
<td>Practice teaching is done at grade levels rather than in specific subject divisions.</td>
</tr>
<tr>
<td>Superior</td>
<td>A laboratory school sufficiently large to enable student teachers to do their practice in classes of average size is maintained.</td>
</tr>
<tr>
<td></td>
<td>Professional courses are taught in close relationship to the laboratory school.</td>
</tr>
<tr>
<td></td>
<td>The curriculum provides the student opportunities to observe and apply theories of teaching, and to evaluate their effectiveness.</td>
</tr>
<tr>
<td></td>
<td>Such specialized branches as music, art, and physical education are taught in the laboratory school by specialists under the direction and with the cooperation of the regular supervising teacher.</td>
</tr>
<tr>
<td></td>
<td>The institution exercises complete administrative control of the laboratory school.</td>
</tr>
<tr>
<td>Classification</td>
<td>Criteria</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>Superior</td>
<td>The period of practice teaching is of such duration as to insure familiarity with the activities, duties, and responsibilities of teaching. Practice teaching is provided under conditions which are nearly ideal. Student teachers participate in the professional meetings of the laboratory school staff and in the meetings of the parent-teacher association. The student teacher is encouraged to select materials of instruction. The student is encouraged to experiment and to modify methods to meet local or individual needs. A minimum of one-half of the teaching in the laboratory school is done by the supervising teachers.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>The laboratory school is used for controlled experimentation. The services of the laboratory school are used frequently by public school officials. Practice teaching is provided under conditions typical of those under which the prospective teacher is likely to get her first teaching experience.</td>
</tr>
</tbody>
</table>

Four valid criteria relating to the laboratory school and practice teaching received such ratings from the Louisiana jury of educators as to indicate that they are not being observed satisfactorily in the state program of elementary-teacher preparation. They are listed in Table XVIII with their sigma weights and ranks.
TABLE XVIII
COMPARATIVE RANKS IN TENDENCY TOWARD APPLICATION TO LOUISIANA'S PROGRAM OF ELEMENATION-TEACHER EDUCATION OF CRITERIA RELATING TO THE LABORATORY SCHOOL AND PRACTICE TEACHING

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Sigma weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>The needs and abilities of the individual student teacher should constitute a determining factor in the time spent in practice teaching.</td>
<td>138</td>
<td>1</td>
</tr>
<tr>
<td>Public schools, in addition to the laboratory school should be used for directed observations.</td>
<td>130</td>
<td>2</td>
</tr>
<tr>
<td>Student teaching includes practice in both the laboratory school and the public school.</td>
<td>120</td>
<td>3</td>
</tr>
<tr>
<td>Candidates for practice teaching should be required to pass a comprehensive examination in content generally taught by elementary teachers.</td>
<td>103</td>
<td>4</td>
</tr>
</tbody>
</table>

Based on the quartile groupings of sigma weights, the degrees in tendency toward application of the criteria are classified as "definite," "observable," "indicated," and "negative." (See the discussion on pages 61-63.) The classifications are listed below.

Classification of Tendency toward Application to Louisiana's Program of Elementary-Teacher Education of Criteria Relating to the Laboratory School and Practice Teaching

<table>
<thead>
<tr>
<th>Classification</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observable</td>
<td>Public schools, in addition to the laboratory school, should be used for directed observations.</td>
</tr>
<tr>
<td></td>
<td>The needs and abilities of the individual student teacher should constitute a determining factor in the time spent in practice teaching.</td>
</tr>
<tr>
<td>Indicated</td>
<td>Student teaching should include practice in both the laboratory school and the public school.</td>
</tr>
</tbody>
</table>
### Classification | Criteria
| Negative | Candidates for practice teaching should be required to pass a comprehensive examination in content generally taught by elementary teachers.

1. **Directed Practice Required**

   Student teaching is considered essential in the program of teacher education in Louisiana. Consistency of application of directed practice as a requirement in the curricula of prospective elementary teachers was established by the jury with the high sigma weight of 218. The criterion "Practice teaching is required for the baccalaureate degree in elementary education" ranks first in degree of application of criteria relating to the laboratory school and practice teaching.

2. **Uses of the Laboratory School for Directed Teaching Activities**

   The laboratory school contributes essentially to the program of teacher education in Louisiana. It provides the student opportunities to observe and apply theories of teaching and to evaluate their effectiveness. (171*) Observation and participation constitute a part of student teaching. (206*) The services of the laboratory school are extended also to public school officials. (158*) However, the responses of the jury suggest needed emphasis on service to public school systems. Although not used extensively for scientific studies, the laboratory school provides facilities for controlled experimentation. (151*)

   The development of initiative on the part of student teachers is considered important in Louisiana. Student teachers are encouraged to

   * Sigma weight of the criterion.
experiment and to modify methods to meet local or individual needs. Opportunity for the development of resourcefulness in selecting materials of instruction is afforded. Student teachers are also given the chance to participate in the staff meetings of the laboratory school faculty and in the meetings of the parent-teacher association.

3. **Readiness of Student Teachers**

The program of teacher education in Louisiana is so organized as to provide for thorough preparation of students for the duties of actual practice. Professional courses are taught in close relationship to the laboratory school, thus providing the opportunity for progressive familiarity with the pupils and with the learning process. The period of directed practice is delayed until the senior year, and adherence to sequential prerequisites to practice teaching is observed. Observation and participation constitute integral parts of student teaching. It is thus possible to induct students gradually into the actual practice of teaching.

Comprehensive examinations on content generally taught in the elementary grades are not required of students for admission to practice teaching.

4. **Student Teaching under Situations Approaching Ideality**

The responses of the jury indicate some disagreement regarding the type of situation under which student teaching is done. Certain factors are indicative of conditions approaching ideality, while others suggest typical situations. An analysis of the data gathered from the responses of

* Sigma weight of the criterion.
the jury justifies the conclusion that the conditions under which practice teaching is done in Louisiana tend toward being ideal rather than typical.

The jury agrees that practice teaching is done under the guidance of expert teachers. (19%) Obviously, the learning process under expert guidance tends toward a situation which resembles more closely the ideal. Generally, student teaching in Louisiana is done in the laboratory school; no provision is made for directed practice in both the laboratory school and the public school. Practically all observation of classroom activities is done also in the laboratory school, the public schools not being used extensively for that purpose. The employment of specialists to teach such subjects as music, art, and physical education under the direction and with the cooperation of the regular supervising teachers (182%) also suggests that situations better than those obtaining in the typical public classroom are maintained in the laboratory school. To the question, "Is practice teaching provided under conditions which are nearly ideal?" the jury assigned such designations as to render a composite judgment weight of 181.

The criterion ranks twelfth among those relating to the laboratory school and practice teaching, and it is classified in the category labeled "superior."

Certain other factors, however, indicate elements in the practice teaching period that are typical of public classroom situations. For example, the teacher-education institutions in Louisiana maintain classes of average size in the laboratory school. A substantial percentage of the jurors believe that a sufficient number of average factors obtain in the laboratory school as to render it a typical school. It is probable that these jurors consider the number of pupils per teacher, the intelligence of

* Sigma weight of the criterion.
the pupils, and the general curriculum of the laboratory school children. To the question, "Is practice teaching provided under conditions typical of those under which the prospective teacher is likely to get her first teaching experience?", the jury responded with a composite judgment weight of 158. While the sigma weight is sufficient to establish the application of the criterion, it approaches the 150 point representing responses on highly controversial issues.

5. Amount of Practice Teaching Required

The period of directed practice in Louisiana's program of elementary-teacher education is considered to be of sufficient length to insure familiarity with the activities, duties, and responsibilities of teaching. (174*) The responses of the jury indicate: (1) that a minimum of forty-five clock hours of student teaching exclusive of observation and participation is required; and (2) that a minimum of ninety clock hours of student teaching including observation and participation is required. The application of the first stipulation was established by a composite judgment weight of 213 which ranks second in degree of application of factors relating to the laboratory school and practice teaching. The degree of application is classified as "excellent." (See page 203.) The application of the second stipulation was established by a composite judgment weight of 204 which ranks fourth and which classified the degree of application as "excellent."

No provision is made in Louisiana's program of elementary-teacher education to base the amount of practice teaching on the individual needs of the student teachers. The administrative organization is such as to necessitate uniformity in time required for student teaching.
6. Protecting the Interests of Laboratory School Children

Two considerations in the program of elementary-teacher education in Louisiana are accepted by the jury as contributing to the protection of the laboratory school children. The first of these is that the program is so designed as to prepare students thoroughly for the duties involved in practice teaching. The second is that a stipulated amount of teaching in the laboratory school is done by the supervising teachers. This amount is not less than one-half of the total teaching in the laboratory school. (186*)

7. The Grade Plan of Organisation

The grade plan of organisation rather than departmentalization is used in the laboratory school, (211*) and practice teaching is done at grade levels rather than in specific subject divisions. (203*)

8. Administrative Control of the Laboratory School

The responses of the jury indicate that teacher-education institutions in Louisiana exercise administrative control of the laboratory school. (182*)

Summary

The responses of the jury who cooperated in applying the criteria to Louisiana's program of elementary-teacher education indicate that student teaching is considered essential in the preparation of teachers. Generally, facilities for directed practice are provided by the laboratory

* Sigma weight of the criterion.
school, which is also used for observation, participation, and experimenta-
tion. The services of the laboratory school are extended to public school
officials. There is need for further extension of those services.

The program of teacher education is so organized as to prepare
students for directed practice. The development of initiative on the part
of student teachers is encouraged.

Student teaching in Louisiana is done under conditions better than
those obtaining in the average public school. The reaction of the jury may
be interpreted as an indication that practice teaching in Louisiana tends
to approach ideality.

Forty-five clock hours of student teaching exclusive of observation
and participation and ninety hours including observation and participation
are required in Louisiana's program of elementary-teacher education. The
jury believes that the time devoted to directed practice is sufficient in
length to develop methods and skills needed by the beginning teacher.

By preparing students thoroughly for the duties of student teaching
and by inducing the student gradually into the process of actual practice,
the jury believes that the laboratory school children are not exposed to
inferior teaching. Furthermore, approximately one-half of the teaching in
the laboratory school is done by the regular supervising teachers.

The grade plan of organization is used in the laboratory school
and for practice teaching.

The laboratory school is under the administrative control of the
teacher-education institution.
CHAPTER VI

CRITERIA PERTAINING TO CERTIFICATION, PLACEMENT, AND
IN-SERVICE FOLLOW-UP

A. Formulating the Criteria

Twenty-five of the criteria treated in this study relate to certification, placement, and in-service follow-up. They are numbered in Appendix I, pages 272 to 280, from 96 to 120 inclusive.

These criteria were formulated in a manner previously described. (See pages 74, 105, and 172.) The complete list of references used in developing these standards is given in the bibliography on pages 266-271.

For purposes of development the criteria are discussed in relation to the following topics: (1) certification a state function, (2) promotion of professional growth through certification, (3) certificates for teaching in the elementary grades, (4) recommendation of the teacher-education institution required for certification, (5) successful apprentice teaching required for certification, (6) reciprocity in southern state certification regulations, (7) institutional and state placement bureaus, and (8) in-service follow-up.

1. Certification a State Function

The legal responsibility for public education in the United States belongs to the individual states.1 It is, therefore, the function of the

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state to administer a program of certification for teachers. It is generally agreed that this function should be delegated to a central agency which is responsible to the legislature and, therefore, to the people of the state. Logically, this central agency is the state board of education. For purposes of administration and proper delegation of responsibilities to a professional body, the state department of education should be charged with the actual duties involved in administering the program of teacher certification.

It should be the function of the state department of education to accredit institutions for teacher education and to determine the general patterns of curricula leading to certification for the various levels or fields of educational service. Randolph favors certification laws that are "general in form and flexible in application" in order that the professional certification body can "make changes to meet new conditions without additional legislation."

2. Promotion of Professional Growth through Certification

State certification regulations should be so designed and administered as to encourage and promote professional growth. Stine says:

Teaching methods and techniques are constantly changing, and teachers must keep abreast of times. Institutionalized preparation is not sufficient. College graduates should be required to continue their education during a period of service, and a means


4 Myers, op. cit., p. 214.

5 Randolph, op. cit., p. 367.
of study and additional professional growth should be provided. A sound certification law can accomplish much in the way of stimulating in-service education.

It is recommended that the "first teaching certificate issued to a teacher be a provisional certificate,"7 and that renewals be based on "positive evidence of successful experience, sound health,"8 and professional growth. A number of factors should be considered as evidence of professional growth, important among which are (1) continuing one's education by attending summer schools, (2) taking part in workshops designed to improve public school curricula, (3) contributing to professional literature, and (4) travel. It is recommended that certificates be revoked after a reasonable period of non-use.

Recognising that certification should be used "as a means of improving classroom instruction,"9 authorities advocate that local school districts be "encouraged and authorised to exceed minimum state standards whenever possible."10

The issuance of life certificates appears to be debatable. If practiced, caution should be exercised to issue certificates "only to superior teachers who have shown evidence of interest in teaching as a profession."11

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7 Myers, op. cit., p. 195.

8 Myers, op. cit., p. 195.

9 Frasier, op. cit., p. 47.

10 Frasier, op. cit., p. 30.

3. Certificates for Teaching in the Elementary Grades

Educators believe that too many different types of certificates for teaching in the elementary grades have been issued.\(^{12}\) Bachman\(^{13}\) reported the following eight kinds of certificates issued to teachers: (1) kindergarten, (2) primary, (3) kindergarten-primary, (4) intermediate grades, (5) intermediate-upper grades, (6) upper grades, (7) general elementary, and (8) rural schools. Such extreme differentiation has resulted in "a far narrower type of training than the best interests of the teachers and the profession justify."\(^{14}\)

Excepting the administrative or supervisory certificate, the consensus of expert opinion seems to indicate the propriety of restricting the number of elementary teaching certificates to one or two types. A large number of specialists recognize two distinctive teaching services at the elementary school level for which differentiation in certification should be made.

Aycock secured the reaction of specialists in the field of elementary-teacher education on the question, "Do you favor differentiation of certification to correspond more closely to the particular functions to be performed?"\(^{15}\) The replies warranted the following summary:


\(^{13}\) Frank P. Bachman, Education and Certification of Elementary Teachers (Nashville, Tennessee: Division of Surveys and Field Studies, George Peabody College for Teachers, 1935), p. 56.

\(^{14}\) Gray, Stratemyer, and Alexander, op. cit., p. 87.

Requirements for certification should be such as to encourage differentiation of certification to correspond more closely to the particular function to be performed, but the differentiation in the elementary school field should only be to the extent of differentiating kindergarten-primary preparation from upper-elementary, and for purpose of certifying candidates for teaching, administrative, and supervisory functions. 16

Aycock's conclusion illustrates viewpoints commonly held.

It is generally accepted that elementary teachers should have "at least a fair knowledge of the entire range of elementary subjects taught." 17 Some institutions gradually are "affording opportunities for teachers to prepare to teach all subjects of the elementary school." 18 Bachman 19 proposed a single certificate valid for teaching in all the elementary grades. He supported his proposal with the following reasons: (1) A large number of "elementary teachers pursuing a specialized curriculum do not teach in the particular grades of the school for which they have made special preparation." 20 (2) "... grades seven and eight are included increasingly in the junior high school." 21 (3) "The effective elementary teacher ... must know the child and suitable instructional materials and procedures for these grades, and also must be able to visualize and guide his growth at least from the kindergarten well up into junior high school." 22 (4) "Good elementary education is the same in objectives, and procedures,

17 Ibid., p. 511.
18 Ibid., p. 511.
19 Bachman, op. cit., pp. 64 ff.
20 Ibid., p. 57.
21 Ibid., p. 59.
22 Ibid., pp. 63-4.
whether in the open country, village, town, or city, and there is no more need for special preparation to teach in the open country than to teach in the city."23

4. Recommendation of Teacher-Education Institutions Required for Certification

It has been pointed out that it is the function of the state department of education to define minimum requirements for the certification of elementary teachers and to outline general patterns for the curricula of candidates enrolled in accredited institutions. The principle that "Certificates should be based on academic and professional preparation" is24 generally accepted. The principle implies that certification of candidates will be dependent upon graduation from an accredited institution and the institution's recommendation for certification. An institution should graduate only those students that it can unqualifiedly recommend for teaching positions. Baker and Melby say:

If we who educate teachers and hence control certification through our recommendation for graduation, permit poorly qualified people to secure professional credentials, we should not criticise employers for hiring them.25

The responsibility for adequately preparing teachers is that of the institution. For that reason authorities argue that regulations stipulated by the state department of education should be sufficiently broad and flexible to allow the institution to develop effective programs of teacher

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23 Basham, op. cit., p. 65.


Detailed rules and complicated regulations are regarded as encouraging the following adverse tendencies:

1. They place the education of teachers in the school of education in an educational strait jacket, making it essential that the institution train for certification requirements and not for the teaching profession.

2. They cause training institutions merely to meet minimum requirements and do not place upon the training institution full responsibility for initial selection and induction into the profession.

3. . . . They restrict free opportunity for the development of experimental teacher education programs.

It should be the function of the teacher-education institution to certify to the licensing agency the adequacy of the candidate regarding professional preparation, personal fitness, and scholarship.

5. Successful Apprentice Teaching Required for Certification

Nelson discovered that such experience as studying the home and community environments, "participating in social, civic and welfare organizations in the community," selecting texts and references for use by the school, and making professional contacts outside the school are not adequately provided during the period of directed practice. In order to provide a greater variety of experiences in actual situations, some authorities recommend a period of internship before certification. Schorling says:

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27 Ibid., p. 6.


It is practically impossible for a training school to provide training in a greater variety of tasks for many student teachers when these involve a detailed study of home and community relationships. Moreover, many critical teachers have a student teacher load which makes intelligent guidance of these numerous and varied activities impossible. But adequate training in these tasks could be given in a probationary period. The internship is an appropriate part of the necessary in-service training after graduation in which the college provides competent supervision of the graduate by regular members of the staff.30

The following provisions regarding the nature and character of the period of internship are suggested in the Twenty-Third Yearbook of the National Society of College Teachers of Education:

(1) a light teaching load; (2) salary appropriate to the load, ideally a living wage for a single person; (3) experience in a great variety of tasks, as, for example, extracurricular, administrative and teaching; (4) adequate and competent supervision. (5) correlated graduate work; (6) an opportunity to study the work of teaching as a whole before being limited to the teaching of a single subject or grade; (7) an arrangement truly professional which guarantees that the internship concept will not be used as a means of hiring a cheap teacher to replace a more expensive but more experienced teacher; (8) the selection of teachers for the permanent staff based in part on the way that the candidate adjusts to the particular school and the effective observations in sharp contrast to the prevailing practice in which student teachers are required to make numerous observations so early in their professional work that they cannot see very much.31

6. Reciprocity in Southern State Certification Regulations

Establishing more uniformity in number and types of certificates issued throughout the various states in order to promote reciprocal relations in employing teachers is advocated by educators. "The interstate migration of teachers is appreciable; and the mobility of teachers will probably continue to increase."32 There is also a substantial number of

30 Scharling, op. cit., p. 178.
31 Ibid., p. 173.
prospective teachers who are receiving their education in institutions outside their home states, and who, upon completing their preparation, will apply for certification in the states in which they reside. Lack "of uniform certification terminology" constitutes a serious obstacle in properly certificating these groups.

Educators advance several reasons for encouraging interstate migration of competent teachers. The following expression is illustrative:

It should be encouraged in order to equalize the supply of teachers among states, avoid provincialism and inbreeding of ideas and practices in local school systems, promote the raising of local standards for the selection of teachers, advance the quality of local instruction, and assist in the dissemination on a national basis of new educational ideas. Capable teachers as well as the schools may benefit thereby.

In an effort to promote a program of reciprocity in teacher certification, the Southern University Conference adopted minimum standards of certification for high school teachers. During its 1942 session, the Southern States Work-Conference on School Administrative Problems proposed the following two measures that would encourage reciprocal relations in the certification of all teachers: (1) four years of college preparation as the minimum quantitative standard for certification, and (2) the adoption of reasonably uniform terminology of certificates.

35 Frazier, op. cit., p. 35.
34 Ibid., p. 35.
35 A Unified Program of Teacher Education and Certification in the Southern States, (Sponsored by the Southern University Conference in cooperation with the Southern Association of Colleges and Secondary Schools), The University Press of Seeman, Tennessee, 1941. 66 pp.
7. Institutional and State Placement Bureaus

The recognition of the tremendous private profit accruing to commercial agencies operating for the placement of teachers has given rise to institutional and state placement bureaus. Endicott estimated that, in 1930, 26,000 elementary-teacher placements were made through commercial agencies in the United States at an approximate cost to those teachers of $1,560,000. It is logical to assume that the teachers of this country should not have to pay such a bill.

The importance of an effective institutional teacher placement bureau is summarized by Endicott as follows:

"To the student about to graduate, few problems are of greater importance than the matter of entering upon his professional career in a position which most nearly approaches his hopes and dreams. The graduate who has not yet been placed frequently looks to the bureau as the one agency holding the key to his future."

At the close of the nineteenth century colleges and universities began to assume definite responsibility for the placement of their graduates. Practically all institutions now maintain placement bureaus. In numerous instances a regular member of the staff is relieved of teaching duties to direct the placement work.

Placement should be regarded as a public service which operates to the mutual interest of the employee and the employer. It is the function of

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38 Ibid., p. 166.

39 Ibid., p. 195.

40 Ibid., p. 162.
the placement bureau to bring the employee and the employer together. By virtue of his contacts with public education and his closeness to the institution, the placement director should be acquainted with the personnel needs of the field and he should be in a position to recommend suitable candidates to fill those needs.

The maintenance of a placement bureau by a state agency such as the state department of education or the state education institution is also recommended by authorities. Such an agency can be of service in placing and promoting experienced teachers who are no longer in close contact with their institutions.

8. In-Service Follow-Up

The responsibility of the teacher-education institution for follow-up services to its graduates particularly during their first few years of experience is clearly recognized as legitimate. Endicott found from a survey of representative colleges of education of larger universities that these institutions regard "definite procedures for following up candidates after placement" important and that they favor the employment of such procedures. He reported a planned program for in-service follow-up in one-half of the institutions. Bathurst found that "teachers colleges in general approve of follow-up work as a phase of teacher training." The National

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42 Endicott, op. cit., p. 226.

Survey of the Education of Teachers made the following proposal:

Institutions preparing teachers should assume responsibility for the satisfactory placement of their graduates. If, in addition to this service, they can provide some follow-up or adjustment service during the initial teaching period it will benefit the graduates, the communities in which they are teaching and assist the institutions in evaluating the effectiveness of their policies.\(^4\)

A program of in-service follow-up, in addition to the guidance provided to the graduates of an institution, will sensitize the institution to the needs and problems of those engaged in the actual job of teaching children in the various communities and areas served by the institution. Endicott says:

The institution for the education of teachers has much to gain by maintaining close contact with graduates after placement. Through carefully planned follow-up procedures the placement director can become more intimately acquainted with the problems and needs of individual teachers and also with the demands and requirements of employing officials, school systems, and communities.\(^5\)

The assumption of the responsibility for follow-up services by the institution implies that work schedules for members of the faculty will be so arranged as to provide opportunity for visitation. Follow-up procedures should not be limited to correspondence or mere inspection. An effective program will necessitate careful planning and the cooperative efforts of the institution and the employing school system.

Summary and Deduction

It was pointed out in the foregoing discussion that: (1) the certification of teachers is a state function; (2) certification regulations


\(^5\) Endicott, op. cit., p. 257.
should be conducive to the professional growth of teachers; (3) the number and types of elementary teaching certificates should be consonant with the distinctive educational services; (4) the recommendation of the teacher-education institution should be required for certification; (5) successful apprentice teaching should be a requirement for certification; (6) reciprocity in granting certificates should be practiced by the southern states; (7) the institution and a state agency should maintain placement bureaus for graduates and experienced teachers; and (8) the institution, in cooperation with the employing school system, should assume definite responsibility for follow-up services.

Based on the factors developed in the discussion, the following criteria relating to certification, placement, and in-service follow-up are deduced:

1. The state board of education should accredit institutions for preparing teachers.
2. Minimum requirements in academic fields and in professional education should be defined in state certification regulations.
3. Teachers' certificates should be issued only through a central agency operating under the direction of the state board of education.
4. The curricular pattern leading to teacher certification should be determined by the state board of education.
5. The state through its board of education should formulate standards for teacher education.
6. Certification of entrants into the profession should be probationary.
7. Certification regulations should be conducive to the professional improvement of the teachers.

8. A certificate should be renewed only upon evidence that the individual has kept abreast with modern school practices.

9. Life certificates should be issued only to those teachers who have assured tenure.

10. A baccalaureate degree in elementary education should lead to a single certificate for teaching in the elementary school.

11. The baccalaureate degree with a major in lower-elementary education should lead to state certification in the lower-elementary grades only.

12. The baccalaureate degree with a major in upper-elementary education should lead to state certification in the upper-elementary grades only.

13. Local school districts should be authorized and encouraged to exceed minimum state certification regulations.

14. Certification for teaching in the elementary grades should be limited to those students who have followed a curriculum for elementary-teacher preparation.

15. Graduation from a teacher-education institution should be recognized by the state department of education as a prerequisite to certification.

16. The certification of beginning teachers should be done only upon the recommendation of institutions recognized by the state as accredited.

17. Successful apprentice teaching after graduation should constitute a prerequisite to certification.
18. The state program of teacher preparation should meet such minimum requirements for training and certification as may be recommended by the Southern Association of Colleges and Secondary Schools.

19. The institution should maintain a placement bureau as a service agency for its graduates.

20. The state department of education should maintain a placement bureau as a service agency in placing experienced teachers no longer in close contact with their institutions.

21. The state teachers' association should maintain a placement bureau as a service agency to teachers.

22. Apprentice teaching after graduation should be administered and supervised under the joint control of the teacher-education institution and the employing school system.

23. The institution in cooperation with state and local school authorities should assume responsibility in guiding in-service teachers during their period of probation.

24. The teacher-education institution should assume definite responsibility for in-service follow-up.

25. Work schedules for faculty members of the teacher-education institution should be so arranged as to enable them to render follow-up services.

B. Validity of Criteria

Of the twenty-five criteria relating to certification, placement, and in-service follow-up, twenty-two were declared valid by the jury. They are listed in Table XIX with their sigma weights arranged in descending
order. The comparative rank of validity of each criterion is given in column "3."

TABLE XIX

COMPARATIVE RANKS OF VALIDITY OF CRITERIA RELATING TO CERTIFICATION, PLACEMENT, AND IN-SERVICE FOLLOW-UP

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Sigma</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification regulations should be conducive to the professional improvement of teachers.</td>
<td>227</td>
<td>1</td>
</tr>
<tr>
<td>The institution should maintain a placement bureau as a service agency for its graduates.</td>
<td>224</td>
<td>2</td>
</tr>
<tr>
<td>Certification for teaching in the elementary grades should be limited to those students who have followed a curriculum for elementary-teacher preparation.</td>
<td>216</td>
<td>3</td>
</tr>
<tr>
<td>The certification of beginning teachers should be done only upon the recommendation of institutions recognized by the state as accredited.</td>
<td>217</td>
<td>4</td>
</tr>
<tr>
<td>A certificate should be renewed only upon evidence that the individual has kept abreast with modern school practices.</td>
<td>216</td>
<td>5</td>
</tr>
<tr>
<td>Teachers' certificates should be issued only through a central state agency operating under the direction of the state board of education.</td>
<td>214</td>
<td>6</td>
</tr>
<tr>
<td>Work schedules for faculty members of the teacher-education institution should be so arranged as to enable them to render follow-up service.</td>
<td>208</td>
<td>7</td>
</tr>
<tr>
<td>Minimum requirements in academic fields and in professional education should be defined in state certification regulations.</td>
<td>203</td>
<td>8</td>
</tr>
<tr>
<td>The state board of education should accredit institutions for preparing teachers.</td>
<td>200</td>
<td>9</td>
</tr>
<tr>
<td>Graduation from a teacher-education institution should be recognized by the state department of education as a prerequisite to certification.</td>
<td>200</td>
<td>9</td>
</tr>
<tr>
<td>Certification of entrants into the profession should be probationary.</td>
<td>195</td>
<td>11</td>
</tr>
<tr>
<td>Local school districts should be authorized and encouraged to exceed minimum state certification regulations.</td>
<td>195</td>
<td>11</td>
</tr>
<tr>
<td>The institution in cooperation with state and local school authorities should assume responsibility in guiding in-service teachers during their period of probation.</td>
<td>193</td>
<td>13</td>
</tr>
</tbody>
</table>
TABLE XIX (continued)

COMPARATIVE RANKS OF VALIDITY OF CRITERIA RELATING TO CERTIFICATION, PLACEMENT, AND IN-SERVICE FOLLOW-UP

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Sigma weight</th>
<th>Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprentice teaching after graduation should be administered and supervised under the joint control of the teacher-education institution and the employing school system.</td>
<td>186</td>
<td>14</td>
</tr>
<tr>
<td>The teacher-education institution should assume definite responsibility for in-service follow-up.</td>
<td>186</td>
<td>15</td>
</tr>
<tr>
<td>The state through its board of education should formulate standards for teacher education.</td>
<td>180</td>
<td>16</td>
</tr>
<tr>
<td>Successful apprentice teaching after graduation should constitute a prerequisite to certification.</td>
<td>179</td>
<td>17</td>
</tr>
<tr>
<td>The state program of teacher preparation should meet such minimum requirements for training and certification as may be recommended by the Southern Association of Colleges and Secondary Schools.</td>
<td>177</td>
<td>18</td>
</tr>
<tr>
<td>A baccalaureate degree in elementary education should lead to a single certificate for teaching in the elementary school.</td>
<td>176</td>
<td>19</td>
</tr>
<tr>
<td>The state department of education should maintain a placement bureau as a service agency in placing experienced teachers no longer in close contact with their institutions.</td>
<td>174</td>
<td>20</td>
</tr>
<tr>
<td>The curricular pattern leading to teacher certification should be determined by the state board of education.</td>
<td>164</td>
<td>21</td>
</tr>
<tr>
<td>The state teachers' association should maintain a placement bureau as a service agency to teachers.</td>
<td>160</td>
<td>22</td>
</tr>
</tbody>
</table>

Based on the quartile groupings of their sigma weights, two criteria may be classified as "excellent," five as "superior," six as "good," and nine as "acceptable." (See the discussion on pages 31-32.) The classification of the criteria is given below.
<table>
<thead>
<tr>
<th>Classification</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **Excellent**  | Certification regulations should be conducive to the professional improvement of teachers.  
The institution should maintain a placement bureau as a service agency for its graduates. |
| **Superior**   | Certification for teaching in the elementary grades should be limited to those students who have followed a curriculum for elementary-teacher preparation.  
The certification of beginning teachers should be done only upon the recommendation of institutions recognized by the state as accredited. |
| **Good**       | A certificate should be renewed only upon evidence that the individual has kept abreast with modern school practices.  
Teachers' certificates should be issued only through a central state agency operating under the direction of the state board of education.  
Work schedules for faculty members of the teacher-education institution should be so arranged as to enable them to render follow-up service.  
Minimum requirements in academic fields and in professional education should be defined in state certification regulations.  
The state board of education should accredit institutions for preparing teachers.  
Graduation from a teacher-education institution should be recognized by the state department of education as a prerequisite to certification.  
Certification of entrants into the profession should be probationary.  
Local school districts should be authorized and encouraged to exceed minimum state certification regulations. |
<table>
<thead>
<tr>
<th>Classification</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>The institution in cooperation with state and local school authorities should assume responsibility in guiding in-service teachers during their period of probation.</td>
</tr>
<tr>
<td></td>
<td>Apprentice teaching after graduation should be administered and supervised under the joint control of the teacher-education institution and the employing school system.</td>
</tr>
<tr>
<td></td>
<td>The teacher-education institution should assume definite responsibility for in-service follow-up.</td>
</tr>
<tr>
<td></td>
<td>The state through its board of education should formulate standards for teacher education.</td>
</tr>
<tr>
<td></td>
<td>Successful apprentice teaching after graduation should constitute a prerequisite to certification.</td>
</tr>
<tr>
<td></td>
<td>The state program of teacher preparation should meet such minimum requirements for training and certification as may be recommended by the Southern Association of Colleges and Secondary Schools.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>A baccalaureate degree in elementary education should lead to a single certificate for teaching in the elementary school.</td>
</tr>
<tr>
<td></td>
<td>The state department of education should maintain a placement bureau as a service agency in placing experienced teachers no longer in close contact with their institutions.</td>
</tr>
<tr>
<td></td>
<td>The curricular pattern leading to teacher certification should be determined by the state board of education.</td>
</tr>
<tr>
<td></td>
<td>The state teachers' association should maintain a placement bureau as a service agency to teachers.</td>
</tr>
</tbody>
</table>

An analysis of the data presented in Table XIX discloses certain basic considerations for certification, placement, and in-service follow-up. These considerations are discussed in relation to the data presented.
1. **The Certification of Teachers Is a State Function**

The responses of the jury clearly indicate endorsement of the principle that certification regulations should be administered by the state through a central agency legally authorized to discharge its function. To the question, "Should teachers' certificates be issued only through a central state agency operating under the direction of the state board of education?", the jury replied with a composite judgment weight of 21.4, thus classifying the criterion as "superior." The reaction of the jury to the following three questions discloses commitment to the policy that the state is responsible for indicating the general pattern of preparation for its teachers: (1) "Should the curricular pattern leading to teacher certification be determined by the state board of education?"; (2) "Should the state through its board of education formulate standards for teacher education?"; and (3) "Should minimum requirements in academic fields and in professional education be defined in state certification regulations?" Composite judgment weights of 160 and 180 respectively for the first two questions show that the criteria are "acceptable." Designations assigned by the jury to the third question rendered a sigma weight of 203 and a classification of "good." The jury recognized further that it is the duty of the state, through its board of education, to accredit institutions for preparing teachers. (200*)

2. **Certification Regulations Should Be Conducive to Professional Growth**

The jury assigned an extremely high sigma value in replying to the question "Should certification regulations be conducive to the

* Sigma weight of the criterion.
improvement of teachers?" (227e) The criterion was ranked first among
those relating to certification, placement, and in-service follow-up,
and it was classified as "excellent." In order to promote professional
advancement, certification regulations should include the following
provisions: (1) "Initial certification should be probationary." (195e);
(2) "A certificate should be renewed only upon evidence that the individ-
ual has kept abreast with modern school practices." (128e); and (3) "Local
school districts should be authorised and encouraged to exceed minimum
state certification regulations." (196e) The issuance of life certificates
is not deemed advisable. The sigma weight of the proposed criterion "Life
certificates should be issued to those teachers who have secured tenure"
is too low to establish validity. The proposal is therefore eliminated
from the list of standards relating to certification.


Grades Should Be Issued

The responses of the jury indicate endorsement of the policy of
issuing a single certificate which would be valid for teaching in all the
elementary grades. (176e) No other teaching certificate is recommended.
The jury rejected the following proposals: (1) "The baccalaureate degree
with a major in lower-elementary education should lead to state certification
in the lower-elementary grades only" (146e) and (2) "The baccalaureate
degree with a major in upper-elementary education should lead to state
certification in the upper-elementary grades only." (149e)

Reference to page 147 discloses that the jury recommended differentia-
tion in curricula for students preparing to teach in rural schools and

* Sigma weight of the criterion.
for lower-and upper-elementary grade majors. A careful examination of the data assembled enables one to resolve the seeming inconsistency. First, it should be observed that the sigma weights establishing the validity of differentiated curricula are in the lowest quartile of judgment values establishing validity. (See Table XIII, page 137, and classification of criteria, page 111.) Secondly, the jury indicated acceptance of slight differentiation only. Furthermore, while the sigma weights assigned to the proposals for two certificates — one for the lower- and one for the upper-elementary grades — are not sufficient to establish validity, they are sufficiently large to indicate that a substantial percentage of the jurors advocated the propriety of issuing two certificates. It is reasonable to conclude that while a single certificate should be valid for teaching in all the elementary grades, provision should be made to give students opportunities to develop particular interests in lower- or upper-elementary grades or in problems distinctively rural.

A. **Recommendation of the Teacher-Education Institution Should Be Required for Certification**

Quantitative designations submitted by the jury supply evidence to support the following conclusions: (1) Certification for teaching in the elementary grades should be restricted to graduates of teacher-education institutions. (2) Recommendations for the certification of graduates should be accepted by the state from accredited institutions only. (3) The certificate for teaching in the elementary grades should be issued only to students who have followed curricula designed for elementary-teacher preparation.
Affirmative answers were given by the jury to the following questions:

(1) "Should graduation from a teacher-education institution be recognized by the state department of education as a prerequisite to certification?";
(2) "Should the certification of beginning teachers be done only upon the recommendation of institutions recognized by the state as accredited?"; and
(3) "Should certification for teaching in the elementary grades be limited to those students who have followed a curriculum for elementary preparation?"

A sigma weight of 200 was assigned to the first criterion to indicate its validity. The standard is classified under the category labeled "good."

The validity of the second and third criteria was established with composite judgment weights of 217 and 218 respectively. These values are comparatively high; they classify the standards as "superior."

5. Successful Apprenticeship Teaching Should Be Required for Certification

The recommendation of the jury for a period of successful apprenticeship teaching before certification extends somewhat beyond practice. Few systems exact apprenticeship teaching as a requirement for certification. The jury believes that a period of internship should follow graduation and be stipulated as a requirement for certification. The jury recommends also that the responsibility for guiding a student during his period of internship should be shared jointly by the teacher-education institution and the employing school system.

Responses to the following questions were submitted by the jury:

(1) "Should successful apprenticeship teaching after graduation constitute a prerequisite to certification?"; and (2) "Should apprenticeship teaching after
graduation be administered and supervised under the joint control of the
teacher-education institution and the employing school system?" Composite
judgment weights of 179 and 188 respectively were assigned by the jury to
indicate the validity of the criterias. Reference to page 230 shows that
the two criteria are considered "acceptable."

6. The Southern States Should Meet Minimum Standards of
Certification Proposed by the Southern Region

Authorities believe that reciprocal relations in the employment of
teachers should be developed in the South. To effect such relations minimum
regional standards of certification should be met by the individual state.
The jury recommended that "The state program of teacher preparation should
meet such minimum requirements for training and certification as may be
recommended by the Southern Association of Colleges and Secondary Schools." (177)

7. Placement Bureaus Should Be Maintained as Service Agencies
for Prospective and Experienced Teachers

The obligation of institutions to prospective teachers should not
cease with graduation. The maintenance of institutional placement bureaus
is considered as an essential part of the total state program of teacher
education. To the question, "Should the institution maintain a placement
bureau as a service agency for its graduates?,, the jury responded very
definitely in the affirmative. It assigned the sigma value of 224 which
ranks second and which classifies the criterion as "excellent." The jury
recommended also that a placement bureau be maintained for experienced

Sigma weight of the criterion.
teachers by a state agency for the purpose of effecting desired changes in position or promotions. Some jurors believe that the placement agency should be maintained by the state department of education (174*); others recommend that the bureau be operated under the direction of the state teachers' association. (160*) Composite judgment weights indicate acceptance of either or both proposals. Certainly the conclusion that a placement bureau should be maintained by at least one state agency is warranted. Comparative judgment values indicate that the state department of education is preferred as the state agency under whose direction the placement bureau should be maintained.

8. The Institution Should Provide Follow-up Services for Its Graduates

Affirmative answers indicating endorsement of an institutional program of follow-up services were given by the jury to three questions: (1) "Should the teacher-education institution assume definite responsibility for in-service follow-up?"; (2) "Should the institution in cooperation with state and local school authorities assume responsibility for guiding in-service teachers during their period of probation?"; and (3) "Should work schedules for faculty members of the teacher-education institution be so arranged as to enable them to render follow-up services?"

Respective judgment values of 186, 193, and 208 were expressed to indicate the validity of the criteria. The guides are listed on pages 229 and 230 as "acceptable," "good," and "superior" respectively.

* Sigma weight of the criterion.
Summary

The responses of the jury to questions pertaining to certification, placement, and in-service follow-up warrant the following summary: (1) The certification of teachers is a state function. The responsibility for administering the program of teacher certification should be delegated to a central state agency. The agency should define patterns for teacher preparation and minimum academic and professional requirements for certification. (2) Regulations governing certification should promote professional growth. (3) A single certificate valid for teaching in all the elementary grades should be issued. (4) Certification for teaching should be limited to graduates of accredited teacher-education institutions. The certificate for teaching in the elementary grades should be issued only to those candidates who have followed curricula designed for elementary-teacher preparation. (5) A period of successful apprentice teaching should be required for certification. The responsibility for guiding the student during internship should be shared jointly by the institution and the employing school system. (6) Reciprocal relations in the employment of elementary teachers should be developed in the South. (7) Placement bureaus should be maintained as service agencies for prospective and experienced teachers. (8) The institution should provide follow-up services for its graduates.

C. Application of the Criteria to Louisiana's Program

of Elementary-Teacher Education

Thirteen valid criteria relating to certification, placement, and in-service follow-up were accepted as being observed in Louisiana's program
of elementary-teacher education. Certain tendencies toward the observation of other criteria are indicated.

The criteria accepted by the jury as being applied to Louisiana's program of elementary-teacher education are listed in Table XX with their sigma weights and ranks.

TABLE XX

COMPARATIVE RANKS IN DEGREE OF APPLICATION OF CRITERIA RELATING TO CERTIFICATION, PLACEMENT, AND IN-SERVICE FOLLOW-UP

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Sigma weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers' certificates are issued only through a central state agency operating under the direction of the state board of education.</td>
<td>224</td>
<td>1</td>
</tr>
<tr>
<td>Minimum requirements in academic fields and in professional education are defined in state certification regulations.</td>
<td>214</td>
<td>2</td>
</tr>
<tr>
<td>The state board of education accredits institutions for preparing teachers.</td>
<td>208</td>
<td>3</td>
</tr>
<tr>
<td>The teacher-education institution maintains a placement bureau as a service agency for its graduates.</td>
<td>207</td>
<td>4</td>
</tr>
<tr>
<td>The curricular pattern leading to teacher certification is determined by the state board of education.</td>
<td>203</td>
<td>5</td>
</tr>
<tr>
<td>Graduation from a teacher-education institution is recognized by the state department of education as a prerequisite to certification.</td>
<td>202</td>
<td>6</td>
</tr>
<tr>
<td>The state, through its board of education, formulates standards for teacher education.</td>
<td>201</td>
<td>7</td>
</tr>
<tr>
<td>The certification of beginning teachers is done only upon the recommendation of institutions recognized by the state as accredited.</td>
<td>200</td>
<td>8</td>
</tr>
<tr>
<td>The state program of teacher preparation meets such minimum requirements for training and certification as are recommended by the Southern Association of Colleges and Secondary Schools.</td>
<td>200</td>
<td>8</td>
</tr>
<tr>
<td>The state department of education maintains a placement bureau as a service agency in placing experienced teachers no longer in close contact with their institutions.</td>
<td>177</td>
<td>10</td>
</tr>
</tbody>
</table>
TABLE XX (continued)

COMPARATIVE RANKS IN DEGREE OF APPLICATION OF CRITERIA RELATING
TO CERTIFICATION, PLACEMENT, AND IN-SERVICE FOLLOW-UP

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification for teaching in the elementary grades is limited to those students who have followed a curriculum for elementary-teacher preparation.</td>
</tr>
<tr>
<td>Certification regulations are conducive to the professional improvement of teachers.</td>
</tr>
<tr>
<td>A baccalaureate degree in elementary education leads to a single certificate for teaching in the elementary grades.</td>
</tr>
</tbody>
</table>

As determined by sigma weights the degree of application of a criterion is classified as "excellent," "superior," "good," or "acceptable." (See discussion, page 56.) The classification in degree of application of the criteria observed is given below.

Classification of Degree of Application to Louisiana's Program of Elementary-Teacher Education of Criteria Relating to Certification, Placement, and In-Service Follow-Up

<table>
<thead>
<tr>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
</tr>
<tr>
<td>The state board of education accredits institutions for preparing teachers.</td>
</tr>
<tr>
<td>Minimum requirements in academic fields and in professional education are defined in state certification regulations.</td>
</tr>
<tr>
<td>Teachers' certificates are issued only through a central state agency operating under the direction of the state board of education.</td>
</tr>
<tr>
<td>The curricular pattern leading to teacher certification is determined by the state board of education.</td>
</tr>
<tr>
<td>Classification</td>
</tr>
<tr>
<td>----------------</td>
</tr>
</tbody>
</table>
| Excellent      | The state, through its board of education, formulates standards for teacher education. 
Graduation from a teacher-education institution is recognized by the state department of education as a prerequisite to certification. 
Certification of beginning teachers is done only upon the recommendation of institutions recognized by the state as accredited. 
The state program of teacher preparation meets such minimum requirements for training and certification as are recommended by the Southern Association of Colleges and Secondary Schools. 
The teacher-education institution maintains a placement bureau as a service agency for its graduates. |
| Superior       | The state department of education maintains a placement bureau as a service agency in placing experienced teachers no longer in close contact with their institutions. 
Certification regulations are conducive to the professional improvement of teachers. |
| Good           | A baccalaureate degree in elementary education leads to a single certificate for teaching in the elementary grades. 
Certification for teaching in the elementary grades is limited to those students who have followed a curriculum for elementary-teacher preparation. |
| Acceptable     | The state department of education maintains a placement bureau as a service agency in placing experienced teachers no longer in close contact with their institutions. |

Nine valid criteria relating to certification, placement, and inservice follow-up received such ratings from the Louisiana jury of educators.
as to indicate that they are not being observed satisfactorily in the state program of elementary-teacher preparation. They are listed in Table XXI with their sigma weights and ranks.

**TABLE XXI**

**COMPARATIVE RANKS IN TENDENCY TOWARD APPLICATION TO LOUISIANA'S PROGRAM OF ELEMENTARY-TEACHER EDUCATION OF CRITERIA RELATING TO CERTIFICATION, PLACEMENT, AND IN-SERVICE FOLLOW-UP**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Sigma Weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local school districts should be authorized and encouraged to exceed minimum state certification regulations.</td>
<td>141</td>
<td>1</td>
</tr>
<tr>
<td>Certification of entrants into the profession should be probationary.</td>
<td>140</td>
<td>2</td>
</tr>
<tr>
<td>A certificate should be renewed only upon evidence that the individual has kept abreast with modern school practices.</td>
<td>134</td>
<td>3</td>
</tr>
<tr>
<td>Work schedules for faculty members of the teacher-education institution should be so arranged as to enable them to render follow-up services.</td>
<td>129</td>
<td>4</td>
</tr>
<tr>
<td>The teacher-education institution should assume definite responsibility for in-service follow-up.</td>
<td>125</td>
<td>5</td>
</tr>
<tr>
<td>The institution in cooperation with state and local school authorities should assume responsibility in guiding in-service teachers during their period of probation.</td>
<td>123</td>
<td>6</td>
</tr>
<tr>
<td>Successful apprentice teaching after graduation should constitute a prerequisite to certification.</td>
<td>117</td>
<td>7</td>
</tr>
<tr>
<td>Apprentices teaching after graduation should be administered and supervised under the joint control of the teacher-education institution and the employing school system.</td>
<td>112</td>
<td>8</td>
</tr>
<tr>
<td>The state teachers' association should maintain a placement bureau as a service agency to teachers.</td>
<td>107</td>
<td>9</td>
</tr>
</tbody>
</table>

Based on the quartile groupings of sigma weights, the degrees in tendency toward application of the criteria are classified as "definite," "observable," "indicated," and "negative." (See the discussion on pages 61-62.) The classification is listed below.
Classification of Tendency toward Application to Louisiana's Program of Elementary-Teacher Education of Criteria Relating to Certification, Placement, and In-service Follow-up

<table>
<thead>
<tr>
<th>Classification</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definite</strong></td>
<td>Local school districts should be authorized and encouraged to exceed minimum certification regulations.</td>
</tr>
<tr>
<td></td>
<td>Certification of entrants into the profession should be probationary.</td>
</tr>
<tr>
<td><strong>Observable</strong></td>
<td>A certificate should be renewed only upon evidence that the individual has kept abreast with modern school practices.</td>
</tr>
<tr>
<td></td>
<td>Work schedules for faculty members of the teacher-education institution should be so arranged as to enable them to render follow-up services.</td>
</tr>
<tr>
<td><strong>Indicated</strong></td>
<td>The teacher-education institution should assume definite responsibility for in-service follow-up.</td>
</tr>
<tr>
<td></td>
<td>The institution in cooperation with state and local school authorities should assume responsibility in guiding in-service teachers during their period of probation.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>Successful apprentice teaching after graduation should constitute a prerequisite to certification.</td>
</tr>
<tr>
<td></td>
<td>Apprentice teaching after graduation should be administered and supervised under the joint control of the teacher-education institution and the employing school system.</td>
</tr>
<tr>
<td></td>
<td>The state teachers' association should maintain a placement bureau as a service agency to teachers.</td>
</tr>
</tbody>
</table>
1. Certification a State Function

In Louisiana the certification of teachers is regarded as a function of the state. There is no dissent in the jury's affirmation of the statement "Teachers' certificates are issued only through a central state agency operating under the direction of the state board of education." The criterion received a sigma weight of 224. Of the standards relating to certification, placement, and in-service follow-up, its degree of application ranked first. It is classified as "excellent." High sigma value assigned by the jury establishes the application to Louisiana's program of teacher education of other valid criteria indicating that the state discharges the function of teacher certification. The state board of education accredits institutions for preparing teachers (208*) and it formulates standards for teacher education (201*). The "curricular pattern leading to teacher certification" is determined by the state department of education (203*) which defines in certification regulations "minimum requirements in academic fields and in professional education." (218*)

2. Need for Encouraging Growth through Certification

While the jury indicated that regulations governing the certification of teachers in Louisiana are to some extent conducive to professional growth (177*), it disclosed certain limitations in practice. To the question, "Is certification of entrants into the profession probationary?" the jury responded with a composite judgment weight of 140 indicating that the criterion is not satisfactorily observed. Reference to page 252 reveals a "definite" tendency toward applying the standard. It is probable that

* Sigma weight of the criterion.
the teacher tenure law in Louisiana was held by some jurors as constituting probationary certification. The jury rejected the application of the criterion, "A certificate is renewed only upon evidence that the individual has kept abreast with modern school practices." (134*) An "observable" tendency toward applying the criterion is shown. (See page 242.) A low sigma weight also was assigned by the jury in answering the question, "Are local school districts authorized and encouraged to exceed minimum certification regulations?" (141*) The criterion is not regarded as being satisfactorily applied; however, a "definite" tendency toward application is indicated. (See page 242.)

3. Certification Based on Preparation

The criterion, "Certification for teaching in the elementary grades is limited to those students who have followed a curriculum for elementary-teacher preparation" (168*) is acceptably applied in Louisiana according to the responses of the jury. Conversely, "The baccalaureate degree in elementary education leads to a single certificate for teaching in the elementary grades." (159*) The certificate does not entitle the holder to teach at any other level or in any other field. Notations were made by the jurors to indicate that the certificate does not carry the privilege for teaching in all the elementary grades. As a rule elementary teachers are certificated for teaching in either the kindergarten-primary or in the upper-elementary grades. In this respect practice in Louisiana differs from the recommendation made by authorities who cooperated in validating the criteria. Reference to page 232 discloses that a single certificate valid for teaching in all the elementary grades was advocated.

* Sigma weight of the criterion.
4. **Certification Based on the Recommendation of the Teacher-Education Institutions**

In Louisiana "Graduation from a teacher-education institution is recognized by the state department of education as a prerequisite to certification." (202*) Furthermore, recommendations for certification are accepted by the state department of education only from accredited institutions. (200*) The degree of application of the two criteria is considered "excellent." (See page 240.)

5. **Apprentice Teaching Not Required for Certification**

To the question, "Does successful apprentice teaching after graduation constitute a prerequisite to certification?" the jury responded with the extremely low sigma weight of 117 which indicates that the criterion is not applied in Louisiana's program of teacher education.

6. **Institutional and State Placement Bureaus**

The responses of the jury indicated that placement bureaus are maintained by the teacher-education institutions in Louisiana. A high sigma weight of 207 established the degree of application of the criterion, "The teacher-education institution maintains a placement bureau as a service agency for its graduates" as "excellent." With a lower composite judgment weight, the jury indicated that "The state department of education maintains a placement bureau as a service agency in placing experienced teachers no longer in close contact with their institutions." (177*) It is probable that the jury considered that by virtue of its contacts with

* Sigma weight of the criterion.
the public schools of the state, the state department of education acts
as an agency in recommending promotions and desirable changes in position.
The Louisiana Teachers' Association does not maintain a placement bureau.
(197)

7. **In-service Follow-up**

It cannot be concluded from the responses of the jury that a satisfactory program of in-service follow-up is administered in Louisiana. Low sigma weights assigned to the following criteria indicate that they are not being observed: (1) "The teacher-education institution assumes definite responsibility for in-service follow-up." (125*); (2) "The institution in cooperation with state and local school authorities assumes responsibility in guiding in-service teachers during their period of probation" (123*); and (3) "Work schedules for members of the teacher-education faculty are so arranged as to enable them to render follow-up services." (129*).

**Summary**

An analysis of the responses of the jury on the application of the valid criteria to Louisiana's program of elementary-teacher education warrants the following summary:

1. Teacher certification in Louisiana is a state function.
2. Regulations governing certification should be more conducive to professional growth.
3. Elementary-teacher certification is limited to candidates who have followed curricula designed for prospective elementary teachers. The baccalaureate degree in elementary education

* Sigma weight of the criterion.
generally leads to certification for teaching in either the kindergarten-primary or the upper-elementary grades.

4. The recommendation of an accredited teacher-education institution is a prerequisite to certification.

5. A period of successful apprentice teaching is not required for certification in Louisiana.

6. Institutional placement bureaus are maintained as service agencies for graduates. The state department of education acts in the capacity of a placement agency as a service to experienced teachers no longer in close contact with their institutions.

7. The program of in-service follow-up in Louisiana is not adequate.
CHAPTER VII
SUMMARY AND CONCLUSIONS

In this study the writer has formulated and validated a list of criteria applicable to a state program of elementary-teacher education in the South, and he has applied the criteria to Louisiana's program of elementary-teacher preparation. It is the purpose of the following discussion to summarized the findings and to make such recommendations as seem warranted. The discussion is organized according to the following major divisions: (1) selective admission to teacher education; (2) the teacher-education curriculum and its administration; (3) the laboratory school and practice teaching; and (4) certification, placement, and inservice follow-up.

1. Selective Admission to Teacher Education

A state program of elementary-teacher education should provide for the selective admission of students. The program of selective admission should be regarded as a process beginning before initial selection and extending throughout the first few years of teaching. It should be planned and controlled, and it should contain stipulated requirements for initial admission and for continuance of study leading to certification. Provision should be made: (1) to recruit desirable students; (2) to restrict admission to candidates who seem likely to succeed as teachers; and (3) through an effective guidance program, to develop potentially successful teachers and eliminate or divert candidates not likely to succeed as teachers.
Because of recurrent periods of acute disproportion of teacher supply and demand and the evils to the profession and to the individual resulting from such disproportionate ratios, the needs of the state for qualified teachers should be anticipated and the admission of candidates to teacher education should be guided accordingly. During periods of over-supply of teachers, more acutely restrictive measures should be applied. Conversely, when periods of teacher shortage are evident, additional incentives for teacher preparation should be offered.

Selective requirements of candidates to teacher education should include adequate scholarship, physical fitness, and desirable personality.

The lack of scientific means to identify qualities conducive to teaching success or to predict the extent to which a candidate may be able to develop qualities needed by the successful teacher tends to dissuade teacher-education institutions from organizing and administering a planned program for the selective admission of students. Further study is needed to devise more reliable means of defining teaching success and of predicting the development of personal qualities needed by the successful teacher.

Pending the time until such educational discoveries are made scientifically, teacher-education institutions should use such data as may be gathered from standard tests, composite judgment, and cumulative records. Lacking more adequate means of detecting and measuring traits conducive to success in teaching should not prevent teacher-education institutions from facing the problem realistically and with some degree of success.

It cannot be concluded that a planned and controlled system of selection is administered in Louisiana's program of elementary-teacher education. However, adequate scholarship is regarded significantly in the
Plan and develop the institution program likewise should effectively institutional programs.

Implement teacher-education program to ensure that institutions should be substantially reflect the vision of the state department of education to that of the institution. If not, the education department in state department regulation meets with the essential personnel part of the state department of education, the resistance.

The state department of education should be planned under the leadership of the education and certification professional requirements for certification. This part of the state program and school systems should be a document of the minimum academic and the third standard outcome of the institution, and public school systems should work together in proposals. The state department of education, teacher-education in parallel, and related education through the cooperative effort of those who share responsibility and administration.

Teacher-education on a state-wide basis should be planned, managed.

2. The Teacher-education curriculum and its implementation

and implementation a planned and controlled program of selective admissions.

Long-term studies should be exerted toward obtaining years of teaching. Continuing efforts should be exerted toward ensuring section beginning with recruitment and carrying through the third year, consideration is being given to the development of a curricular program of professional qualities and aptitudes in administration. It is evident that no definite program designed to stimulate or direct students who do not fulfill. The institution's requirements or health and personality are not expected.

Preparation of selection, and periodic evaluation of the student are made by
be a cooperative enterprise. The teacher-education institution should maintain a close working relationship with members of the academic faculty and with the public school systems.

Elementary teacher-education curricula should be differentiated according to types of service needed in the public schools. Prospective elementary teachers particularly interested in the kindergarten-primary or upper-elementary grades or in problems distinctively rural should be given the opportunity to develop their interests. However, the curriculum should be designed to prepare them to teach at any grade level in the elementary school. It is not necessary for all institutions within a state to offer curricula leading to certification for the administrative or supervisory functions or for special services. Provision sufficient to meet the needs of the public schools should be made on a state-wide basis. Preparation for administrative or supervisory duties may be given at the graduate level.

The preparation of prospective elementary teachers should include insights and understandings of southern conditions. However, no specialized professional course on educational problems organized in isolation from the rest of the curriculum is deemed advisable.

The teacher-education institution should recognize and make adequate provision for three basic needs of elementary teachers as follows: (1) general education, (2) specialized preparation, and (3) professional elements. Major emphasis should be given to general education during the first two years and to the professional elements during the later years. Pre-service preparation should be based on in-service problems. The institution should administer a guidance program designed to assist individual students to correct their deficiencies and to meet their needs.
For prospective elementary teachers to develop special interest in the
professionalism is made in the teacher-education curricula in Louisiana.

- The subject-matter departments and the colleges of education
  prepare faculty should be directed toward improved relationship between
  the education and educational practice and professional education.

- Experiences in determining an education institution's and public school system's
  educational teachers' preparation, and educational practice from the state department of
  education, and professional education the function of elementary-teacher education
  preparation and cooperation in planning.

- Put on the curriculum should be presented in regular sequence.
  Development of special talent through the state courses. However, the major
  should be flexible enough to provide for individual interests and the
  institution's program for the preparation of elementary teachers.

- In answering a demand for society that they may be familiar with the problems and purposes of public education
  and they should have had necessary experience in public education in order
  to be prepared academically and professionally.

- They should be well prepared academically and professionally
  to make the important that the work of the faculty of the teacher-
  to develop basic competences needed by the individual in attempting social order.
  In turn, many competent professionals that will help
  cooperation in democratic living should, therefore, be provided in professional
  and democratic citizenship of democracy. In turn, to develop those competences.

The learning process is part of the environment for prospective
problems of lower- or upper-elementary grade pupils. Further provision should be made to extend the experiences of prospective teachers who may be interested in the distinctive social and educational problems of rural communities. It is recommended that students enrolled in the teacher-education institutions in Louisiana be given more opportunity to develop insights and understandings pertaining to southern conditions.

Providing opportunities for the development of particular interests should not be confused with differentiation in curricula for purposes of certification. Opportunities for the development of particular interests should be made through elective courses and through the personnel guidance program. It is recommended that the prospective elementary teachers develop at least one field of special interest. However, the student preparing to teach in the elementary grades should be given a broad range of understanding covering the whole field of elementary education, and she should be prepared to teach in all the elementary grades.

The program of elementary-teacher education in Louisiana is designed to provide for three basic needs -- (1) general education, (2) specialized preparation, and (3) professional elements. It is evident that the three-fold objective is satisfactorily accomplished. Recommendations are made for increased emphasis in the elementary teacher-education curricula on developing greater versatility in the various broad fields of knowledge. Provision is made in the elementary teacher-education program in Louisiana to meet such needs as are required by elementary teachers in music, art, health and physical education, and to a lesser degree in library service. It is recommended that the program of personnel guidance be made more effective in order that more thorough consideration may be given to the
devoted to the promotion of educational demonstration, and directed

The extension of public education with the resultant growth of

2. The Importance of School and Practice Teaching

experienced in the problems of public education.

members who are educational and professional well prepared who are

permeate in practical work in the educational institutions stressed with faculty

then to change the needs should be met with success because Longtime is

Such difficulties are may be encountered in adapting teacher education

Independent study and for continuous adaptation and growth.

in examining educational conditions and of preparing prospective teachers for

The teacher-education program should be comprehensive, and the work of teaching

solving problems in a democratic society. The teacher-education program

encompassing more significantly integrated courses for teachers and
developing such in relationships to others. The learning process should

teachers in a democratic society. More emphasis should be placed on

speech, reading, and personal qualities.

developed as weaknesses in spelling, arithmetic, handwriting, etc.

directed by the institution toward meeting needs of correction to correct such

individual needs of prospective teachers. Greater attention should be
practice are regarded as fundamental in administering an effective program of teacher education. Such facilities should be provided by a laboratory school administratively controlled by the teacher-education institution. A period of successful practice teaching should be required for the baccalaureate degree in elementary education. The laboratory school should be used primarily for observation, demonstration, and student teaching. Effective use of the laboratory school should be made in the teacher-education program for in-service education.

Student teaching should be characterized by progressive experiences in acquiring satisfactory command of basic methods and skills needed in directing pupil growth. The student should be inducted gradually into the actual duties of practice teaching. The process of gradual induction necessitates the fulfillment of two provisions before the student is assigned to directed teaching. First, courses in methods and principles of teaching should be taught in close relation to the laboratory school in order that the prospective teacher may become progressively familiar with children and with experiences provided to effect child growth. Secondly, sequential prerequisites to directed practice should be observed.

Practice teaching should include observation and participation. Increasingly, responsibilities for directing the learning process should be assigned to the student teacher as she develops proficiency. Before completing the period of directed practice, the student teacher should satisfy those who are responsible for her guidance that she is able to assume satisfactorily the responsibilities of directing pupil experiences throughout the school day.

The laboratory school should exemplify best practices known in the teaching profession. It should rank above average in building, equipment,
and teaching personnel. Student teaching done under conditions approaching ideality will furnish standards which the prospective teacher later may strive to attain.

It is recommended that student teachers be given some insights, experiences, and practice in conditions typical of those which obtain in the public schools. Visitation of public schools may provide opportunities for prospective teachers to observe typical classroom situations. However, administrative difficulties obviously are encountered by an institution which attempts to provide practice both under conditions approaching ideality and in typical situations. Further study and research directed toward planning a program that will insure prospective teachers sufficient familiarity with best practices, and that will also provide them experiences in handling problems in situations typical of those likely to obtain in their first teaching positions are recommended.

Authorities endorse three basic policies regarding the amount of practice teaching to be required of prospective teachers for graduation and certification, namely: (1) Sufficient practice should be provided to insure satisfactory command of the necessary skills and methods needed for effective direction of the experiences of children. (2) The length of practice should depend upon the abilities and needs of the student teacher. (3) A minimum of ninety clock hours of observation and directed practice should be required. It is generally agreed that if the third policy is followed, the first usually will be fulfilled also. A period of ninety hours of directed practice including observation and participation at least one-half of which should be devoted to actual practice, is considered sufficient in length to insure the average student teacher satisfactory command of needed skills and methods.
Administrative difficulties obviously are encountered in following
the second policy. During the period in which practice teaching is scheduled,
a student teacher usually takes professional or academic courses leading to-
ward her degree. A definite time schedule for practice teaching is arranged.
Therefore, the student teacher is not free to devote as much time to practice
teaching as may be desired. The establishment of uniformity regarding the
time requirement for student teaching is an administrative convenience. It
is not predicated upon the assumption that all prospective teachers need the
same amount or kind of practice. Further study and experimentation directed
toward the establishment of a policy that will be administratively practical
and that will recognize also individual differences among student teachers
is recommended.

A laboratory school maintained by the teacher-education institution
is justified on the basis of its essentiality as an integral part of the
total facilities for teacher preparation. Its primary function is to con-
tribute toward the development of prospective teachers. However, the
institution is responsible for the instruction and growth of children en-
rolled in the laboratory school. The following factors should operate to
protect the interests of the pupils: (1) thorough preparation of students
for the period of practice teaching, (2) progressive induction of student
teachers into the duties and responsibilities of actual practice, (3) a
substantial portion (a minimum of approximately one-half) of the teaching
in the laboratory school to be done by the regular supervising teachers,
and (4) the use of specialists in such areas as art, music, physical educa-
tion, and shop.

Opportunities for maximum participation of the student teachers in
the curricular and extra-curricular activities of the laboratory school
The student-teachers should be well prepared before they are

Recipient of the laboratory school. They should be prepared and encouraged to take part in

The student-teachers are encouraged to develop the professional part of the program

The general teaching is regarded as a fundamental part of the program

The student-teachers are encouraged to develop the general teaching.

Recipient of the laboratory school. They should be prepared and encouraged to take part in

The student-teachers are encouraged to develop the professional part of the program

The student-teachers should attend the professional part.
integral parts of student teaching. It is thus possible to induct students gradually into the actual practice of teaching. Students applying for practice teaching are not required to take a comprehensive examination on content generally taught in the elementary grades.

The conditions under which practice teaching is done in Louisiana tend toward being ideal rather than typical. Generally, student teaching is done in a laboratory school under the guidance of academically well qualified and experienced teachers. Such subjects as music, art, and physical education are taught by specialists under the direction and with the cooperation of the regular supervising teachers. No provision is made for directed practice in both the laboratory school and the public school. Little use is made of the public schools for observation.

Certain factors, however, indicate elements in the practice teaching period that are typical of public classroom situations. For example, the teacher-education institutions in Louisiana maintain classes of average size in the laboratory schools. The general curricular requirements, and probably the intelligence quotients of the laboratory school enrollees, are regarded also as representative of those obtaining in the public schools. More extensive use of directed observations in the public schools should provide a better understanding of classroom situations likely to obtain in the prospective teacher's first position.

A minimum of ninety clock hours of student teaching including observation and participation, at least forty-five hours of which are devoted to actual practice, is required for graduation. The length of the period of directed practice meets the requirements of the Southern Association of Colleges and Secondary Schools and it receives the endorsement of the National
Survey of the Education of Teachers. It is considered sufficient to insure the average student teacher adequate initial command of the necessary methods and skills of teaching. However, no provision is made to determine length of practice in accordance with individual student needs.

Two characteristics of the program of elementary-teacher education in Louisiana contribute largely to the protection of the laboratory school enrollees. The first of these is that the program is so designed as to prepare students thoroughly for the duties involved in practice teaching. The second is that a stipulated amount of practice teaching in the laboratory school is done by the supervising teachers. This amount is not less than one-half of the total teaching in the laboratory school.

The grade plan of organization rather than departmentalization is used in the laboratory school, and practice teaching is done at grade levels rather than in specific subject divisions.

The teacher-education institutions in Louisiana exercise administrative control of the laboratory school.

4. Certification, Placement, and In-service Follow-up

Certification regulations should be administered by the state through a central agency legally authorized to discharge its function. Logically, this central agency is the state board of education. For purposes of administration by a professional body, the state department of education should be charged with the actual duties involved in administering the program of teacher certification.

The state, through its representative body, is responsible for accrediting institutions to prepare teachers, and for determining the
general patterns of curricula leading to certification. The general patterns should indicate minimum academic and professional requirements.

The responsibility for developing effective programs for the pre-service education of teachers belongs to the teacher-education institutions. For that reason state certification regulations should be sufficiently flexible to provide the institutions as much freedom as is required for the progressive development of programs.

State certification regulations should be conducive to the professional growth of teachers. Initial certificates should be probationary, and the renewal of certificates should be based on evidence that the applicant has kept abreast of modern school practices. Local school districts should be encouraged and authorized to exceed minimum state certification regulations. The issuing of life certificates is not deemed advisable.

The certification of elementary teachers should be designed to encourage the education of candidates for teaching proficiency in the total range of the elementary school. Extreme differentiation tends toward a narrow type of training. It is recommended that, excepting the administrative or supervisory certificate, a single certificate valid for teaching in all the elementary grades be issued. Although a single certificate should be valid for teaching in all the elementary grades, provision should be made to give students opportunities to develop particular interests in lower- and upper-elementary grades or in problems distinctively rural.

The certification of candidates for teaching should be dependent upon graduation from an accredited institution and upon the institution's recommendation for certification. It follows that the institution should graduate only those students that it can unqualifiedly recommend for teach-
experienced teachers who are no longer in those positions in which they are no longer in those positions. The recommendation that an agency should be of service in planning and promoting the implementation of a program should be made by the state department of education or the state agency associated with educational employed. The recommendation of a program should be made by the state agency associated with educational employees. These recommendations should be given to the agency and interested groups when available is to bring together responsible employees and interested groups when available.

The teacher-education institution should assume some responsibility for the implementation of the recommendations. It should make plans for the implementation of these recommendations. The institution should be influential in the type and programming of educational programs and more appropriately of educational programs and more appropriately. It should provide for the implementation of the recommendations. To affect such recommendations meaningful Regional standards should be developed in the South. To affect such recommendations meaningful Regional standards should be developed in the South.

Keep record of recommendations in the employment of elementary teachers should be made of recommendations. Teaching needs of special institutions should be made of teaching needs of special institutions. Teaching needs of special institutions should be made of teaching needs of special institutions. Special institutions should be made of teaching needs of special institutions.

During the present teaching period, it should result also in increased special interest in and community interest in the instructional service provided with these expanded services. Teachers should provide the instructional service. The instructional service should be expanded. The opportunities for the improvement of the instructional service should be expanded. The opportunities for the improvement of the instructional service should be expanded. The opportunities for the improvement of the instructional service should be expanded. The opportunities for the improvement of the instructional service should be expanded.

The content of the teacher-preparation program should be expanded. The content of the teacher-preparation program should be expanded. The content of the teacher-preparation program should be expanded. The content of the teacher-preparation program should be expanded. This content should be expanded. The content should be expanded. The content should be expanded. The content should be expanded.

The content should be expanded. The content should be expanded. The content should be expanded. The content should be expanded.

Two main types of preparation are devised for elementary teachers. The content should be expanded.
The state department of education is preferred as the agency under whose direction this placement bureau should be maintained.

The teacher-education institution should assume definite responsibility for follow-up services to its graduates particularly during their first few years of experience. In addition to the guidance provided to the graduates of an institution, a program of in-service follow-up will sensitize the institution to the problems and needs of the public schools. The program of in-service follow-up should be carefully planned, and it should be administered in cooperation with state and local school authorities. Instructional schedules for faculty members of the teacher-education institution should be so arranged as to enable them to render follow-up services.

In Louisiana the certification of teachers is a state function. Teachers' certificates are issued through one agency — the state department of education. The state board of education, through its state department, accredits institutions for preparing teachers, and it formulates standards for teacher education. The curricular pattern leading to teacher certification is determined by the state department of education which defines in certification regulations minimum requirements in academic fields and in professional education.

While certification regulations in Louisiana are to some extent conducive to the professional growth of teachers, certain limitations in practice are disclosed. Although the tenure law provides a period of probation in teaching, the certification of entrants into the profession is not regarded as probationary. The jury who applied the criteria to Louisiana's program of elementary-teacher education indicated that teaching certificates are too easily renewed. It is recommended that a certificate be renewed
only upon evidence that the applicant has kept abreast of modern school
practices. It is also recommended that local school systems be encouraged
to exceed minimum state certification regulations.

To an acceptable extent certification for teaching in the elementary
grades in Louisiana is limited to those applicants who have followed a
curriculum for elementary-teacher preparation. Such a policy should be
continued and observed even more closely. As a rule elementary teachers
are certificated for teaching in either the kindergarten-primary or in the
upper-elementary grades. It is recommended that the teacher-education
institutions in cooperation with the state department of education consider
the possibility of preparing and certificating applicants for teaching at
both levels.

Graduation from a teacher-education institution is recognized by
the Louisiana State Department of Education as a prerequisite to certifica-
tion, and recommendations for certification are accepted only from accredited
institutions.

Apprentice teaching after graduation is not required for certifica-
tion in Louisiana. Study and experimentation directed toward determining
the practicability and the value of apprentice teaching should be made.

The teacher-education institutions in Louisiana maintain placement
bureaus as service agencies for their graduates, and the state department
of education acts in the capacity of a placement agency by recommending
desirable changes in position and promotions for teachers who are no longer
in close contact with their alma maters. Efforts should be continuously
exerted toward the extension and the improvement of these services. The
Louisiana Teachers' Association does not maintain a placement bureau.
It cannot be concluded from the responses of the jury that a satis-
factory program of in-service follow-up is administered in Louisiana. It
is therefore recommended that plans be made for the teacher-education institu-
tions in cooperation with the state department of education and the local
school systems to assume more definite responsibility for the guidance of
in-service teachers particularly during their first few years of teaching.
An effective program will provide invaluable assistance to beginning teachers,
and it will also sensitize Louisiana's teacher-education institutions to the
needs and problems of the public schools.
Criteria Pertaining to Selective Admission to Teacher Education


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APPENDIX I

QUESTIONNAIRE

VALIDATION OF ELEMENTARY TEACHER EDUCATION CRITERIA

For Guidance in Setting Up or Revising A State Program of Elementary Teacher Education in the South

Please read each proposed criterion and indicate its validity by encircling the proper letter in the left margin.

**KEY:**
- O—Objectionable
- Q—Of questionable value
- M—Moderately helpful with some restrictions
- V—Very helpful as a safe guide
- E—Excellent as a guiding criterion

**Proposed Criteria**

**Validity**

<table>
<thead>
<tr>
<th>SHOULD:</th>
<th>Proposed Criteria</th>
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<tr>
<td>O Q M V E</td>
<td>admission to teacher education be planned and controlled to insure selection of worthy students?</td>
</tr>
<tr>
<td>O Q M V E</td>
<td>admission to teacher education be guided by teacher demand?</td>
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<td>O Q M V E</td>
<td>teacher quotas for each institution be determined by the state board of education?</td>
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<tr>
<td>O Q M V E</td>
<td>a guidance program be so organized and administered as to eliminate those students who do not have the proper aptitudes or abilities?</td>
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<tr>
<td>O Q M V E</td>
<td>recruiting of candidates for teacher education begin in high school?</td>
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<tr>
<td>O Q M V E</td>
<td>a minimum average of &quot;C&quot; in previous high-school or college courses be required for admission to teacher education?</td>
</tr>
<tr>
<td>O Q M V E</td>
<td>the teacher-education institution require a minimum average of &quot;C&quot; for graduation?</td>
</tr>
<tr>
<td>O Q M V E</td>
<td>a program designed to select only those candidates who are physically fit be organized and administered by the teacher-education institution?</td>
</tr>
<tr>
<td>O Q M V E</td>
<td>the institution administer a program that will insure selection of only those candidates who possess personal qualities basic to good teaching or who show promise of achieving them?</td>
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</table>
Should:

10. Proficiency in those subjects related directly to the elementary curriculum be given consideration in the matter of entrance requirements?

11. Periodical appraisals of the student be made by the institution?

12. The teacher-education institution have a program for the guidance of prospective teachers into suitable fields or levels of teaching?

13. Cumulative data covering the previous school record of the candidate be used as a basis for selective admission?

14. The process of teacher selection continue throughout the period of pre-service training?

15. The process of teacher selection continue through the first few years of teaching?

16. The state program of teacher education and certification be developed cooperatively by representatives from the state department of education, teacher-education institutions, and public school systems?

17. The teacher-education curricula be planned, administered, and evaluated cooperatively by the faculty members of the institution?

18. The teacher-education institution meet state certification regulations if it is to be retained as accredited?

19. The teacher-education institution be responsible for determining that part of the curricular pattern not stipulated as minimum requirements for certification by the state department of education?

20. A close working relationship between the subject-matter departments and the college of education exist?

21. The institution have a sympathetic working relationship with a small number of well equipped public schools?

22. Differentiation in course requirements be made for students preparing to teach in rural schools?

23. Differentiation other than that in practice teaching in the professional requirements of lower and upper elementary majors be slight?
24. a course designed to meet the actual teaching needs of elementary teachers in library school service be required?

25. content courses designed to meet the actual teaching needs of elementary teachers be included in the curriculum?

26. individual needs be seriously considered in the total program of teacher education?

27. the teacher-education institution assume responsibility for assisting its students to correct such deficiencies as weakness in spelling, arithmetic, handwriting, English, speech, and reading?

28. the curriculum impart knowledge pertinent to the specific teaching needs of the elementary teacher?

29. courses in music, art, and health and physical education designed to meet the teaching needs of elementary teachers be required?

30. superior methodology be reflected in the teacher-education institution's own classrooms?

31. the selection of faculty members of teacher-education institutions be based on successful experience in public school systems, and an adequate academic and professional training?

32. major emphasis be given to general content courses during the first two years of the preparatory period and to specialized content and the professional elements during the later years?

33. education requirements be organized in large interrelated areas rather than in a series of special methods courses?

34. the training of prospective elementary teachers include insights and understanding of southern conditions?

35. a separate course in education for southern teachers be required of prospective elementary teachers?

36. the student in elementary-teacher education develop greater competence in one field of interest through elective courses?

37. duplications of professional topics and activities be avoided?

38. professional education be so organized and administered as to lead prospective elementary teachers to a genuine appreciation of the child as an integral part of society?
experiences provided in the various fields of knowledge contribute primarily to an understanding of concepts, principles, and generalizations rather than to the acquisition of facts?

the total program of elementary-teacher education lead students to a recognition of the imperative need for adaptation and for continuous growth?

SHOULD THE CURRICULUM:

lead the student to formulate a sound philosophy of life and education?

develop an understanding of educational tests and measurements and of the essential statistical means of evaluation?

impart an understanding of the aims, organization, and community relations of a modern elementary school?

lead prospective teachers to understand principles and methods of teaching under various situations in the elementary school?

develop an understanding of educational tests and measurements and of the essential statistical means of evaluation?

equip prospective teachers with an understanding of the pupils to be taught?

lead the student to formulate a sound philosophy of life and education?

develop an understanding of the contributions of the various stages of civilization to society?

develop an understanding of physical and mental health activities and materials?

develop an appreciation of such aesthetic interests and activities as may be found in literature, music, and other arts?

develop an understanding of science in modern life?

develop an understanding of the significant current, social, economic, and political problems?

develop a comprehensive acquaintance with the cultural heritage of the vast body of established knowledge?

lead prospective elementary teachers to a recognition of the need for self-analysis?

provide for thorough teacher preparation for life outside the classroom?

lead to a thorough understanding of the purposes, the administration, and the organization of the American school system?
Lead to an understanding of the importance of each of the various phases of school service?

be conducive to developing teachers who can deal with personal, school, and community health problems?

be designed to develop versatility in the numerous broad fields of learning?

be so organized and administered as to develop a thorough understanding of and sympathy for democracy and the ways of democratic living?

emphasis be placed in the teacher-education program on the development of skill in relationships with others — the community, the general public, and associates in the profession?

the institution be responsible for inculcating professional ethics?

experiences relating to all significant phases of teacher education be provided?

opportunity be provided by the institution for students to spend some time in the field to observe, study, and participate in school and community activities?

the education of prospective elementary teachers include experiences in planning and evaluating with others?

opportunity be afforded the prospective elementary teacher for participation in curriculum building?

provision be made in the institutional program to train specialists in given phases of elementary school instruction such as art, music, and shop?

the major part, probably five-sixths, of the four-year curriculum be prescribed?

progression in a prescribed sequence of courses be considered essential?

sequential prerequisites to practice teaching be adhered to carefully?

a laboratory school sufficiently large to enable student teachers to do their practice in classes of average size be maintained?
Should:

70. professional courses be taught in close relationship to the laboratory school?

71. the curriculum provide the student opportunities to observe and apply theories of teaching, and to evaluate their effectiveness?

72. the laboratory school be used for controlled experimentation?

73. public schools, in addition to the laboratory school, be used for directed observation?

74. such specialized branches as music, art, and physical education be taught in the laboratory school by specialists under the direction and with the cooperation of the regular supervising teachers?

75. the grade plan of organization rather than departmentalization be used in the laboratory school?

76. the services of the laboratory school be used frequently by public-school officials?

77. the institution exercise complete administrative control of the laboratory school?

78. practice teaching be required for the baccalaureate degree in elementary education?

79. the period of practice teaching be of such duration as to insure familiarity with the activities, duties, and responsibilities of teaching?

80. a minimum of 45 clock hours of student teaching exclusive of observation and participation, be required?

81. a minimum of 90 clock hours of student teaching, including observation and participation, be required?

82. the needs and abilities of the individual student teacher constitute a determining factor in the time spent in practice teaching?

83. student teaching include observation and participation?

84. practice teaching be done under conditions typical of those under which the prospective teacher is likely to get her first teaching experience?

85. practice teaching be done in a situation in which nearly ideal conditions exist?
0 Q M V E 86. candidates for practice teaching be required to pass a comprehensive examination in content generally taught by elementary teachers?

0 Q M V E 87. practice teaching be done under the supervision of expert teachers?

0 Q M V E 88. student teachers participate in the professional meetings of the laboratory school staff and in the meetings of the Parent-Teacher Association?

0 Q M V E 89. the student teacher be encouraged to select materials of instruction?

0 Q M V E 90. the student teacher be encouraged to experiment and to modify methods to meet local or individual needs?

0 Q M V E 91. a minimum of one-third of the teaching in the laboratory school be done by the supervising teachers?

0 Q M V E 92. a minimum of one-half of the teaching in the laboratory school be done by the supervising teachers?

0 Q M V E 93. a minimum of two-thirds of the teaching in the laboratory school be done by the supervising teachers?

0 Q M V E 94. practice teaching be done at grade levels rather than in specific subject divisions?

0 Q M V E 95. student teaching include practice in both the laboratory school and the public school?

0 Q M V E 96. the state board of education accredit institutions for preparing teachers?

0 Q M V E 97. minimum requirements in academic fields and in professional education be defined in state certification regulations?

0 Q M V E 98. teacher's certificates be issued only through a central state agency operating under the direction of the state board of education?

0 Q M V E 99. the curricular pattern leading to teacher certification be determined by the state board of education?

0 Q M V E 100. the state through its board of education formulate standards for teacher education?

0 Q M V E 101. certification of entrants into the profession be probationary?
certification regulations be conducive to the professional improvement of the teachers?

0 Q M V E 103. a certificate be renewed only upon evidence that the individual has kept abreast with modern school practices?

0 Q M V E 104. life certificates be issued to those teachers who have secured tenure?

0 Q M V E 105. a baccalaureate degree in elementary education lead to a single certificate for teaching in the elementary school?

0 Q M V E 106. the baccalaureate degree with a major in lower elementary education lead to state certification in the lower elementary grades only?

0 Q M V E 107. the baccalaureate degree with a major in upper elementary education lead to state certification in the upper elementary grades only?

0 Q M V E 108. local school districts be authorized and encouraged to exceed minimum state certification regulations?

0 Q M V E 109. certification for teaching in the elementary grades be limited to those students who have followed a curriculum for elementary teacher preparation?

0 Q M V E 110. graduation from a teacher-education institution be recognized by the state department of education as a prerequisite to certification?

0 Q M V E 111. the certification of beginning teachers be done only upon the recommendation of institutions recognized by the state as accredited?

0 Q M V E 112. successful apprentice teaching after graduation constitute a prerequisite to certification?

0 Q M V E 113. the state program of teacher preparation meet such minimum requirements for training and certification as may be recommended by the Southern Association of Colleges and Secondary Schools?

0 Q M V E 114. the institution maintain a placement bureau as a service agency for its graduates?

0 Q M V E 115. the state department of education maintain a placement bureau as a service agency in placing experienced teachers no longer in close contact with their institutions?

0 Q M V E 116. the state teachers' association maintain a placement bureau as a service agency to teachers?
SHOULD:

O C Q M V E 117. apprentice teaching after graduation be administered and supervised under the joint control of the teacher-education institution and the employing school system?

O C Q M V E 118. the institution in cooperation with state and local school authorities assume responsibility in guiding in-service teachers during their period of probation?

O C Q M V E 119. the teacher-education institution assume definite responsibility for in-service follow-up?

O C Q M V E 120. work schedules for faculty members of the teacher-education institution be so arranged as to enable them to render follow-up service?

If you wish to change any of the above criteria, please do so in the space provided below, and evaluate them using original numbers (1 to 120) assigned to them in this questionnaire.

If additional criteria should be included, kindly list and evaluate them. Use the reverse side of this sheet if needed.

O C Q M V E 1.

O C Q M V E 2.

O C Q M V E 3.

O C Q M V E 4.

Signature ________________________________

Official position ____________________________

Institution or school system ____________________________

Address ________________________________
APPENDIX II

LETTER TO DIRECTORS OF HIGHER EDUCATION AND/OR CERTIFICATION AND DEANS OF COLLEGES OF EDUCATION

Baton Rouge, Louisiana.
July 8, 1944.

Dear

Under the direction of Dean E. B. Robert of the Louisiana State University College of Education, the writer has assembled a list of criteria which will be applied to a state program of elementary teacher education in the South. To assist in determining the degree of validity of each criterion, the judgment of experts in the field of elementary teacher preparation will be solicited. Will you kindly supply the names and addresses of three educators whose opinions in elementary teacher education you consider reliable? At least one of these should be a resident of the state in which you live.

A self-addressed, stamped card is enclosed for your convenience.

Thanking you for your prompt cooperation, I am,

Yours truly,

W. J. Bordelon.
Dear Mr. Bordelon:

On policies relating to a state program of elementary-teacher preparation, I regard the following educators as experts:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Yours truly,

Signed: ___________________________
APPENDIX IV

LETTER TO JURORS WHO ASSISTED IN VALIDATING THE CRITERIA

Baton Rouge, Louisiana,
July 26, 1944.

Dear Sir:

Under the direction of Dean E. B. Robert of the Louisiana State University College of Education, the writer has prepared a comprehensive list of criteria which will be applied to a state program of elementary-teacher education in the South. To assist in determining the degree of validity of each criterion, the judgment of experts in the field of elementary teacher preparation will be solicited.

A pool of opinions of leading educators nominated you as a juror whose judgment is reliable. Your cooperation in appraising the validity of the criteria will be greatly appreciated. Are you willing to evaluate a set of the proposed criteria?

Yours truly,

W. J. Bordelon.

P.S. Please sign and mail the enclosed card to indicate your acceptance.
APPENDIX V

SELF-ADDRESSED, STAMPED CARD ENCLOSED

I am willing to appraise the validity of proposed criteria for a state program of elementary-teacher education.

Signature ____________________________

Title ________________________________
APPENDIX VI

LETTER ACCOMPANYING QUESTIONNAIRE SENT TO JURORS WHO ASSISTED
IN VALIDATING THE CRITERIA

Baton Rouge, Louisiana,
August 15, 1944.

Dear Sirs:

I deeply appreciate your cooperation in appraising the validity of
the criteria to be applied to a state program of elementary-teacher
preparation in the South. I am enclosing the questionnaire and a self-
addressed, stamped envelope.

Please return the questionnaire at your earliest convenience.

Yours truly,

W. J. Bordelon.
APPENDIX VII

LIST OF JURORS WHO PARTICIPATED IN VALIDATING THE CRITERIA

ALABAMA

Danny Belser, Head, Department of Elementary Education, University of Alabama, College of Education, University, Alabama

I. A. Hamer, Coordinator of Instruction, State Teachers College, Troy, Alabama

R. E. Price, Supervisor of Instruction, State Department of Education, Montgomery, Alabama

ARKANSAS

Louis Cooper, Director of Teacher Training, Arkansas State Teachers College, Conway, Arkansas

Flora M. Gillentine, Head, Department of Education, Henderson State Teachers College, Arkadelphia, Arkansas

W. F. Hall, State Supervisor of Elementary Education, State Department of Education, Little Rock, Arkansas

Clyde Martin, Principal, Belle Grove School, Fort Smith, Arkansas

Ed McCuistion, Supervisor of Negro Education, State Department of Education, Little Rock, Arkansas

Lucile B. Turrentine, Director of Training School, Arkansas Polytechnic College, Russellville, Arkansas

CALIFORNIA

John A. Hackett, Associate Professor of Education, University of California, Los Angeles, 24, California

Richard Madden, Principal of Campus Elementary School, San Diego State College, San Diego

COLORADO

Dwight Hamilton, Principal, Columbia School, Colorado Springs
CONNECTICUT

Ann V. Feberg, Sr., Supervisor of Elementary Education, State Department of Education, Hartford

C. A. Weber, Associate Professor of Education, University of Connecticut, Storrs

Herbert D. Walte, President, State Teachers College, New Britain

DELAWARE

Phyllis M. Heak, Supervisor of Rural Schools, Western New Castle County, Delaware Trust Building, Wilmington

DISTRICT OF COLUMBIA


FLORIDA

M. Elizabeth Barry, Associate Professor of Education, University of Florida, College of Education, Gainesville

Grace Adams Stevens, Teacher of 6th Grade, P. K. Yonge Laboratory School, University of Florida, Gainesville

GEORGIA

Mildred English, Superintendent of Laboratory School, Georgia State College for Women, Milledgeville

Grace Titto, Supervisor of Elementary Schools, Carroll County, Carrollton

IDAH0

John J. Booth, Superintendent City Schools, Kellogg

R. B. Snyder, President, State Normal School, Albion

Iva M. Warner, County Superintendent of Schools, Boise

ILLINOIS

R. T. McGivin, Associate Professor of Education, Northwestern University, Evanston

Edwin E. Reeder, Professor of Education, University of Illinois, Urbana
**Indiana**

H. E. Hore, Director of Bureau of Teacher Recommendations, School of Education, Indiana University, Bloomington

Valorus Marts, Professor of Elementary Education, Indiana University, Bloomington

Bath G. Strickland, Assistant Professor, College of Education, Indiana University, Bloomington

**Iowa**

Ernest Horn, Professor of Elementary Education, University of Iowa, Iowa City

**Kansas**

Roy H. Hughes, President, Kansas State Teachers College, Pittsburg

F. C. Russell, Associate Professor of Education, University of Kansas, Lawrence

**Kentucky**

Otis C. Ams, Head, Department of Education, Union College, Barbourville

Louise Combs, Assistant Director of Certification, State Department of Education, Frankfort

Carman Graham, Director of Training School, Murray State Teachers College, Murray

Maye G. Hensen, Associate Professor of Education, Eastern Kentucky State Teachers College, Richmond

R. E. Jaggers, Director, Teacher Education and Certification, State Department of Education, Frankfort

L. P. Jones, Head of Department of Education, Western State Teachers College, Bowling Green

Edna Neal, Critic Teacher, Morehead Teachers College, Morehead

**Louisiana**

J. B. Aycock, Professor of Education, Southwestern Louisiana Institute, Lafayette

C. L. Barrow, Parish School Superintendent, East Baton Rouge Parish, Baton Rouge

J. W. Brouillette, Supervisor of Teacher Education and Certification, State Department of Education, Baton Rouge
LOUISIANA (continued)

J. P. Causey, Principal, Oak Ridge High School, Oak Ridge

Luther H. Dyson, Director, Teacher Training, Louisiana State Normal College, Natchitoches

M. P. Rogers, Director of Teacher Training, College of Education, Louisiana State University, Baton Rouge, Louisiana

E. R. Robert, Dean, College of Education, Louisiana State University, Baton Rouge

G. A. Zernott, Director of Student Teaching, Southwestern Louisiana Institute, Lafayette

MARYLAND

Grace L. Alder, State Supervisor of Elementary Schools, State Department of Education, 1111 Lexington Building, Baltimore

H. Trevor Wiedefeld, President, State Teachers College, Towson

MASSACHUSETTS

Mary O. Pottenger, Supervisor, Public Schools of Springfield, Springfield

MICHIGAN

George H. Milliard, Head, Department of Education, Western Michigan College of Education, Kalamazoo

G. V. Millard, Director, Division of Education, Michigan State College, East Lansing

Clifford Woody, Professor, School of Education, University of Michigan, Ann Arbor

MINNESOTA

George J. Brueckner, Professor, College of Education, University of Minnesota, Minneapolis

C. Vinton Bust, Director of Professional Education, State Teachers College, Mankato

W. E. Paik, Dean, School of Education, University of Minnesota, Minneapolis

MISSISSIPPI

Dorothy McLain Causey, Supervisor of Elementary Education, Greenville Mississippi Schools, Greenville
MISSISSIPPI (continued)

Kane Parks O'Herst, Principal, Court School, Greenville

D. E. Patterson, Director of Instruction, State Department of Education, Jackson

William Ziegler, Dean, Delta State Teachers College, Cleveland

MISOURI

Cloyd Anthony, Principal Laboratory School, Central Missouri State Teachers College, Warrensburg

Lloyd E. Grimes, Assistant State Superintendent, Jefferson City

G. A. Phillips, Professor of Elementary Education, University of Missouri, Columbia

L. Z. Townsend, Director, Teacher Training, University of Missouri, Columbia

Harry A. Wise, Head, Department of Education, Southwest Missouri State Teachers College, Springfield

MONTANA

Sheldon Davis, President, Montana Normal College, Dillon

Lynn R. McCallen, President, Eastern Montana State Normal School, Billings

NEBRASKA

F. E. Henalik, Dean, University of Nebraska, College of Education, Lincoln

NEW MEXICO

Mary R. Watson, Director of Elementary Education, State Department of Education, Santa Fe

NORTH CAROLINA

Cardelia Camp, Director of Student Teaching, Western Carolina Teachers College, Cullowhee

John W. Carr, Jr., Professor of Education, Duke University, Durham

James E. Hillman, Director, Division of Professional Service, State Department of Education, Raleigh

T. C. Robinson, County Superintendent of Education, Buncombe County, Asheville

W. Carson Ryan, Head, Department of Education, University of North Carolina, Chapel Hill
NORTH DAKOTA

Benjamin S. Simmons, Director of Teacher Training, State Teachers College, Minot

NEW YORK

Jean Betzner, Associate Professor of Elementary Education, Teachers College, Columbia University, New York

Arthur J. Gates, Professor of Education, Teachers College, Columbia University, New York

W. E. Young, Director, Division of Elementary Education, State Department of Education, Albany

OKLAHOMA

Neva Kemer, State Elementary School Supervisor, State Department of Education, Oklahoma City

W. B. Ragan, Associate Professor of Elementary Education, University of Oklahoma, Norman

R. R. Robinson, President, Central State College, Edmond

Winifred Stayton, Supervising teacher, Training, and Assistant Professor of Education, Central State College, Edmond

OHIO

(Names)

OREGON

V. B. Bain, Assistant Superintendent Public Instruction, State Department of Education, Salem

John M. Miller, Director of Teacher Training, Eastern Oregon College of Education, La Grande

PENNSYLVANIA

Henry L. Krimer, Superintendent of Schools, Altoona

RHODE ISLAND

Mary M. Lee, Director of Teacher Training, Rhode Island College of Education, Providence
RHODE ISLAND (continued)

Mary T. Tharp, Principal, Henry Benard School, Rhode Island College of Education, Providence

L. A. Whipple, President, Rhode Island College of Education, Providence

SOUTH CAROLINA

Olivia Puteh, Assistant Professor of Education, Furman University, Greenville

Mary Eva Hite, Assistant Director of Teacher Education and Certification, State Department of Education, Columbia

SOUTH DAKOTA

Jessie Fangburn, Head of Department of Education, Black Hills Teachers College, Spearfish

W. W. Tudeman, Dean, Southern Normal School, Springfield

TENNESSEE

Mildred A. Dawson, Associate Professor of Education, University of Tennessee, College of Education, Knoxville

R. Lee Thomas, State Supervisor of Elementary Education, State Department of Education, Nashville

TEXAS

Winnie S. Behrens, Professor of Elementary Education, Sam Houston State Teachers College, Huntsville

J. H. Dougherty, Associate Professor of Education, North Texas State Teachers College, Denton

Nellie L. Griffiths, Professor of Elementary Education, North Texas State Teachers College, Denton

Henry J. Otto, Graduate Professor of Elementary Administration and Curriculum, University of Texas, Austin

UTAH

Jennie Campbell, Director of Elementary Education, State Department of Education, 221 State Capital, Salt Lake City

VIRGINIA

W. J. Gifford, Dean, Madison College, Harrisonburg
VIRGINIA (continued)

E. Boyd Graves, Director of Apprentice Teaching, Mary Washington College, Fredericksburg

Inga Halseth, Professor of Education, William and Mary College, Williamsburg

Juliet Uprise, Assistant Supervisor of Elementary Education, State Department of Education, Richmond

VERMONT

Donald W. McClelland, Principal, State Normal School, Johnson

Ernest R. Scott, Principal, State Normal School, Castleton

WEST VIRGINIA

A. D. Evmond, Dean, Shepherd State Teachers College, Shepherdstown

Windred Emmen, Director of Teacher Personnel and Assistant Superintendent Kanawha County Schools, Charleston

H. G. West, Professor of Education, West Virginia University, College of Education, Morgantown

WISCONSIN

Anna Marie Weinlick, Principal, Elementary School, DeForrest

WYOMING

John Goodman, Supervisor of Elementary Schools, Cheyenne
APPENDIX VIII

LETTER TO LOUISIANA JUNY

4303 Highland Road,
Baton Rouge, Louisiana,
January 9, 1944.

Dear Sir:

Under the direction of Dean E. B. Robert of the Louisiana State University College of Education, the writer has assembled a list of criteria for application to a state program for the education and certification of elementary teachers in the South. The validity of the criteria has been established by a jury of experts in the field of elementary-teacher preparation.

Because of your interest in elementary-teacher education and the responsibility that you share in developing a sound program of education and certification of elementary teachers in Louisiana, your cooperation in applying the criteria to current practices in elementary-teacher preparation in this state, is solicited. May I send you a questionnaire and count on your cooperation?

Yours truly,

J. Bordelon.

Please sign and mail the enclosed card to indicate your acceptance.
APPENDIX IX

SELF-ADDRESSED, STAMPED CARD

I am willing to indicate the extent to which, in my judgment, the criteria in your questionnaire are being observed in the preparation of elementary teachers in Louisiana.

Signed__________________________

Position__________________________

Address__________________________
The following criteria have been validated by a jury of experts in the field of elementary teacher preparation.

Kindly encircle the proper letter in the left margin to indicate the extent to which, in your judgment, each criterion is being observed in the preparation and certification of elementary teachers in Louisiana. If you are unable to express an opinion, please encircle the letter "X".

**KEY:**
- X—No opinion.
- V—Violated or opposite observed.
- I—Ignored or not observed.
- M—Moderately observed with some restrictions.
- W—Well observed.
- E—Excellently observed.

<table>
<thead>
<tr>
<th>Application</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>X V I M W E</td>
<td>1. Is admission to teacher education planned and controlled to insure selection of worthy students?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>2. Is admission to teacher education guided by teacher demand?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>3. Is a guidance program organized and administered to eliminate those students who do not have the proper aptitudes or abilities?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>4. Is recruiting of candidates for teacher education begun in high school?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>5. Is a minimum average of &quot;C&quot; in previous high school or college courses required for admission to teacher education?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>6. Does the teacher-education institution require a minimum average of &quot;C&quot; for graduation?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>7. Is a program designed to select only those candidates who are physically fit organized and administered by the teacher-education institution?</td>
</tr>
<tr>
<td>Application</td>
<td>Criteria</td>
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<tr>
<td>X V I M W E</td>
<td>8. Does the institution administer a program that will insure selection of only those candidates who possess personal qualities basic to good teaching or who show promise of achieving them?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>9. Is proficiency in those subjects related directly to the elementary curriculum given consideration in the matter of entrance requirements?</td>
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<tr>
<td>X V I M W E</td>
<td>10. Are periodical appraisals of the student made by the institution?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>11. Does the teacher-education institution have a program for the guidance of prospective teachers into suitable fields or levels of teaching?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>12. Are cumulative data covering the previous school record of the candidate used as a basis for selective admission?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>13. Does the process of teacher selection continue throughout the period of pre-service training?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>14. Does the process of teacher selection continue through the first few years of teaching?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>15. Is the state program of teacher education and certification developed cooperatively by representatives from the state department of education, teacher-education institutions, and public school systems?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>16. Are the teacher-education curricula planned, administered, and evaluated cooperatively by the faculty members of the institution?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>17. Do the accredited teacher-education institutions meet state certification regulations?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>18. Does the teacher-education institution assume the responsibility for determining that part of the curricular pattern not stipulated as minimum requirements for certification by the state department of education?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>19. Does a close working relationship exist between the subject-matter departments and the college of education?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>20. Does the institution have a sympathetic working relationship with a small number of well equipped public schools?</td>
</tr>
</tbody>
</table>
Application | Criteria
---|---
21. Is differentiation in course requirements made for students preparing to teach in rural schools?
22. Is differentiation, other than that in practice teaching, in the professional requirements of lower- and upper-elementary majors slight?
23. Is a course designed to meet the actual teaching needs of elementary teachers in library school service required?
24. Are content courses designed to meet the actual teaching needs of elementary teachers included in the curriculum?
25. Are individual needs seriously considered in the total program of teacher education?
26. Does the teacher-education institution assume responsibility for assisting its students to correct such deficiencies as weakness in spelling, arithmetic, handwriting, English, speech, and reading?
27. Does the curriculum impart knowledge pertinent to the specific teaching needs of the elementary teacher?
28. Are courses in music, art, and health and physical education designed to meet the teaching needs of elementary teachers required?
29. Is superior methodology reflected in the teacher-education institution's own classrooms?
30. Is the selection of faculty members of teacher education institutions based on successful experience in public school systems, and on adequate academic and professional training?
31. Is the major emphasis given to general content courses during the first two years of the preparatory period and to specialized content and the professional elements during the later years?
32. Are education requirements organized in large interrelated areas rather than in series of special methods courses?
33. Does the training of prospective elementary teachers include insights and understandings of southern conditions?
<table>
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<th>Application</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>X V I M W E</td>
<td>34. Does the student in elementary-teacher education develop greater competence in one field of interest through elective courses?</td>
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<td>X V I M W E</td>
<td>35. Are duplications of educational topics and activities avoided?</td>
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<tr>
<td>X V I M W E</td>
<td>36. Is professional education so organized and administered as to lead prospective elementary teachers to a genuine appreciation of the child as an integral part of society?</td>
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<tr>
<td>X V I M W E</td>
<td>37. Do the experiences provided in the various fields of knowledge contribute primarily to an understanding of concepts, principles, and generalizations rather than to the acquisition of facts?</td>
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<tr>
<td>X V I M W E</td>
<td>38. Does the total program of elementary-teacher education lead students to a recognition of the imperative need for adaptation and for continuous growth?</td>
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<tr>
<td>X V I M W E</td>
<td>39. Does the curriculum lead the student to formulate a sound philosophy of life and education?</td>
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<tr>
<td>X V I M W E</td>
<td>40. develop an understanding of educational tests and measurements and of the essential statistical means of evaluation?</td>
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<tr>
<td>X V I M W E</td>
<td>41. impart an understanding of the aims, organization, and community relations of a modern elementary school?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>42. lead prospective teachers to understand principles and methods of teaching under various situations in the elementary school?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>43. equip prospective teachers with an understanding of the pupils to be taught?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>44. develop an understanding of the contributions of the various stages of civilization to society?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>45. develop an understanding of physical and mental health activities and materials?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>46. develop an appreciation of such aesthetic interests and activities as may be found in literature, music, and other arts?</td>
</tr>
<tr>
<td>X V I M W E</td>
<td>47. develop an understanding of science in modern life?</td>
</tr>
</tbody>
</table>
DOES THE CURRICULUM

48. develop an understanding of the significant current, social, economic, and political problems?

49. develop a comprehensive acquaintance with the cultural heritage of the vast body of established knowledge?

50. lead prospective teachers to a recognition of the need for self-analysis?

51. provide for thorough teacher preparation for life outside the classrooms?

52. lead to a thorough understanding of the purposes, the administration, and the organization of the American school system?

53. lead to an understanding of the importance of each of the various phases of school service?

IS THE CURRICULUM

54. conducive to developing teachers who can deal with personal, school, and community health problems?

55. designed to develop versatility in the numerous broad fields of learning?

56. so organized and administered as to develop a thorough understanding of and sympathy for democracy and the ways of democratic living?

57. Is emphasis placed in the teacher-education program on the development of skill in relationships with others — the community, the general public, and associates in the profession?

58. Does the institution meet the responsibility for inculcating professional ethics?

59. Are experiences relating to all significant phases of teacher education provided?

60. Is opportunity provided by the institution for students to spend some time in the field to observe, study, and participate in school and community activities?

61. Does the education of prospective elementary teachers include experiences in planning and evaluating with others?

62. Is opportunity afforded the prospective elementary teacher for participation in curriculum building?
<table>
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<tr>
<th>Application</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>X VI M WE</td>
<td>63. Is provision made in the institutional program to train specialists in given phases of elementary school instruction such as art, music, and shop?</td>
</tr>
<tr>
<td>X VI M WE</td>
<td>64. Is the major part, probably five-sixths, of the four-year curriculum prescribed?</td>
</tr>
<tr>
<td>X VI M WE</td>
<td>65. Is progression in prescribed sequence of courses considered essential?</td>
</tr>
<tr>
<td>X VI M WE</td>
<td>66. Are sequential prerequisites to practice teaching adhered to closely?</td>
</tr>
<tr>
<td>X VI M WE</td>
<td>67. Is a laboratory school sufficiently large to enable student teachers to do their practice in classes of average size maintained?</td>
</tr>
<tr>
<td>X VI M WE</td>
<td>68. Are professional courses taught in close relationship to the laboratory school?</td>
</tr>
<tr>
<td>X VI M WE</td>
<td>69. Does the curriculum provide the student opportunities to observe and apply theories of teaching, and to evaluate their effectiveness?</td>
</tr>
<tr>
<td>X VI M WE</td>
<td>70. Is the laboratory school used for controlled experimentation?</td>
</tr>
<tr>
<td>X VI M WE</td>
<td>71. Are public schools, in addition to the laboratory school, used for directed observations?</td>
</tr>
<tr>
<td>X VI M WE</td>
<td>72. Are such specialized branches as music, art, and physical education taught in the laboratory school by specialists under the direction and with the cooperation of the regular supervising teacher?</td>
</tr>
<tr>
<td>X VI M WE</td>
<td>73. Is the grade plan of organization rather than departmentalization used in the laboratory school?</td>
</tr>
<tr>
<td>X VI M WE</td>
<td>74. Are the services of the laboratory school used frequently by public school officials?</td>
</tr>
<tr>
<td>X VI M WE</td>
<td>75. Does the institution exercise complete administrative control of the laboratory school?</td>
</tr>
<tr>
<td>X VI M WE</td>
<td>76. Is practice teaching required for the baccalaureate degree in elementary education?</td>
</tr>
<tr>
<td>X VI M WE</td>
<td>77. Is the period of practice teaching of such duration as to insure familiarity with the activities, duties, and responsibilities of teaching?</td>
</tr>
<tr>
<td>Application</td>
<td>Criteria</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>76.</td>
<td>Is a minimum of 45 clock hours of student teaching exclusive of observation and participation required?</td>
</tr>
<tr>
<td>77.</td>
<td>Is a minimum of 90 clock hours of practice teaching including observation and participation required?</td>
</tr>
<tr>
<td>78.</td>
<td>Do the needs and abilities of the individual student teacher constitute a determining factor in the time spent in practice teaching?</td>
</tr>
<tr>
<td>79.</td>
<td>Does student teaching include observation and participation?</td>
</tr>
<tr>
<td>80.</td>
<td>Is practice teaching provided under conditions typical of those under which the prospective teacher is likely to get her first teaching experience?</td>
</tr>
<tr>
<td>81.</td>
<td>Is practice teaching provided under conditions which are nearly ideal?</td>
</tr>
<tr>
<td>82.</td>
<td>Are candidates for practice teaching required to pass a comprehensive examination in content generally taught by elementary teachers?</td>
</tr>
<tr>
<td>83.</td>
<td>Is practice teaching done under the supervision of expert teachers?</td>
</tr>
<tr>
<td>84.</td>
<td>Do student teachers participate in the professional meetings of the laboratory school staff and in the meetings of the parent-teacher association?</td>
</tr>
<tr>
<td>85.</td>
<td>Is the student teacher encouraged to experiment and to modify methods to meet local or individual needs?</td>
</tr>
<tr>
<td>86.</td>
<td>Is the student teacher encouraged to select materials of instruction?</td>
</tr>
<tr>
<td>87.</td>
<td>Is a minimum of one-third of the teaching in the laboratory school done by the supervising teachers?</td>
</tr>
<tr>
<td>88.</td>
<td>Is a minimum of one-half of the teaching in the laboratory school done by the supervising teachers?</td>
</tr>
<tr>
<td>89.</td>
<td>Is practice done at grade levels rather than in specific subject divisions?</td>
</tr>
<tr>
<td>90.</td>
<td>Does student teaching include practice in both the laboratory school and the public school?</td>
</tr>
<tr>
<td>Application</td>
<td>Criteria</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>X V I N X E</td>
<td>93. Does the state board of education accredit institutions for preparing teachers?</td>
</tr>
<tr>
<td>X V I N X E</td>
<td>94. Are minimum requirements in academic fields and in professional education defined in state certification regulations?</td>
</tr>
<tr>
<td>X V I N X E</td>
<td>95. Are teachers' certificates issued only through a central state agency operating under the direction of the state board of education?</td>
</tr>
<tr>
<td>X V I N X E</td>
<td>96. Is the curricular pattern leading to teacher certification determined by the state board of education?</td>
</tr>
<tr>
<td>X V I N X E</td>
<td>97. Does the state through its board of education formulate standards for teacher education?</td>
</tr>
<tr>
<td>X V I N X E</td>
<td>98. Is certification of entrants into the profession probationary?</td>
</tr>
<tr>
<td>X V I N X E</td>
<td>99. Are certification regulations conducive to the professional improvement of the teachers?</td>
</tr>
<tr>
<td>X V I N X E</td>
<td>100. Is a certificate renewed only upon evidence that the individual has kept abreast with modern school practices?</td>
</tr>
<tr>
<td>X V I N X E</td>
<td>101. Does a baccalaureate degree in elementary education lead to a single certificate for teaching in the elementary school?</td>
</tr>
<tr>
<td>X V I N X E</td>
<td>102. Are local school districts authorized and encouraged to exceed minimum state certification regulations?</td>
</tr>
<tr>
<td>X V I N X E</td>
<td>103. Is certification for teaching in the elementary grades limited to those students who have followed a curriculum for elementary-teacher preparation?</td>
</tr>
<tr>
<td>X V I N X E</td>
<td>104. Is graduation from a teacher-education institution recognized by the state department of education as a prerequisite to certification?</td>
</tr>
<tr>
<td>X V I N X E</td>
<td>105. Is the certification of beginning teachers done only upon the recommendation of institutions recognized by the state as accredited?</td>
</tr>
<tr>
<td>X V I N X E</td>
<td>106. Does successful apprentice teaching after graduation constitute a prerequisite to certification?</td>
</tr>
<tr>
<td>X V I N X E</td>
<td>107. Does the state program of teacher preparation meet such minimum requirements for training and certification as are recommended by the Southern Association of Colleges and Secondary Schools?</td>
</tr>
<tr>
<td>Application</td>
<td>Criteria</td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>X V I M W E 108.</td>
<td>Does the teacher-education institution maintain a placement bureau as a service agency for its graduates?</td>
</tr>
<tr>
<td>X V I M W E 109.</td>
<td>Does the state department of education maintain a placement bureau as a service agency in placing experienced teachers no longer in close contact with their institutions?</td>
</tr>
<tr>
<td>X V I M W E 110.</td>
<td>Does the state teachers' association maintain a placement bureau as a service agency for teachers?</td>
</tr>
<tr>
<td>X V I M W E 111.</td>
<td>Is apprentice teaching after graduation administered and supervised under the joint control of the teacher-education institution and the employing school system?</td>
</tr>
<tr>
<td>X V I M W E 112.</td>
<td>Does the institution in cooperation with state and local school authorities assume responsibility in guiding in-service teachers during their period of probation?</td>
</tr>
<tr>
<td>X V I M W E 113.</td>
<td>Does the teacher-education institution assume definite responsibility for in-service follow-up?</td>
</tr>
<tr>
<td>X V I M W E 114.</td>
<td>Are work schedules for faculty members of the teacher-education institution so arranged as to enable them to render follow-up service?</td>
</tr>
</tbody>
</table>

Signed_________________________  Institution or parish__________________________

Official position_________________  Address_______________________________
APPENDIX XI

LETTER ACCOMPANYING QUESTIONNAIRE SENT TO JURORS WHO ASSISTED
IN APPLYING THE CRITERIA

Baton Rouge, Louisiana,
February 8, 1945.

Dear Sir:

I deeply appreciate your cooperation in applying the criteria to current practices in elementary-teacher preparation in this state. I am enclosing the questionnaire and a self-addressed, stamped envelope.

Please return the questionnaire at your earliest convenience.

Yours truly,

W. J. Bordelon.
APPENDIX XIII

LIST OF LOUISIANA EDUCATORS WHO COMPLETED THE QUESTIONNAIRE ON THE APPLICATION OF THE CRITERIA

Members of the State Department of Education

1. S. R. Emmers, Supervisor of Social Studies
2. Gene Lane, Supervisor of Health and Physical Education
3. Alma Schmalzried, Supervisor of Primary Education
4. Blanche Tressvant, Supervisor of Language Arts
5. J. E. Williams, State Director of Negro Education

Faculty Members of Teacher Education Institutions

1. Grace D. Bailey, Sixth Grade Supervisor, L. S. U. Laboratory School
2. G. W. Bond, Acting President, Southeastern Louisiana College, Hammond, Louisiana
3. Mrs. A. U. Boucher, Supervising Teacher, Southwestern Louisiana Institute, Lafayette, Louisiana
4. Inez Chaplin, Supervising Teacher, Northeastern State College, Natchitoches, Louisiana
5. George R. Deer, Principal, Laboratory School, L. S. U., Baton Rouge, Louisiana
6. G. Freder, Dean of the College of Education, Louisiana Polytechnic Institute, Ruston, Louisiana
7. J. R. Harrington, Professor of Psychology and Education, Southeastern Louisiana College, Hammond, Louisiana
8. W. A. Lawrence, Acting Director of Student Teaching, Louisiana State University, Baton Rouge, Louisiana
9. Stuart G. Noble, Professor of Education, Tulane University, New Orleans, Louisiana
10. Lillian Gleason, Fourth Grade Supervisor, L. S. U. Laboratory School, Baton Rouge, Louisiana
11. Maxine Pepper, Supervising Teacher, Louisiana Polytechnic Institute, Ruston, Louisiana

12. E. B. Robert, Dean of the College of Education, Louisiana State University, Baton Rouge, Louisiana

13. Leola Rodgers, Supervising Teacher, Louisiana Polytechnic Institute, Ruston, Louisiana

14. Maxine M. Sawyer, Supervising Teacher, Southeastern Louisiana College, Hammond, Louisiana

15. W. M. Smith, Supervising Teacher, Northwestern State College, Natchitoches, Louisiana

16. Marguerite Steckler, Supervising Teacher, Southwestern Louisiana Institute, Lafayette, Louisiana

17. R. L. Vining, Director of Student Teaching, Louisiana Polytechnic Institute, Ruston, Louisiana

18. Theta Ann Walker, Librarian, Louisiana Polytechnic Institute, Training School, Ruston, Louisiana

19. Mother L. Walsh, Dean of Education Department, College of the Sacred Heart, Grand Coteau, Louisiana

20. Sabra Watkins, Supervising Teacher, Southwestern Louisiana Institute, Lafayette, Louisiana

21. Mary C. Wilson, Professor of Elementary Education, Louisiana Polytechnic Institute, Ruston, Louisiana

22. Mary E. Winters, Assistant Professor of Education, Northwestern State College, Natchitoches, Louisiana

23. G. A. Zernott, Director of Student Teaching, Southwestern Louisiana Institute, Lafayette, Louisiana

Parish School Superintendents and Assistant Superintendents
and/or Supervisors

1. E. S. Aiken, Supervisor, Rapides Parish, Alexandria, Louisiana

2. Larry Babin, Superintendent, Ascension Parish, Donaldsonville, Louisiana

3. Clark L. Barrow, Superintendent, East Baton Rouge Parish, Baton Rouge, Louisiana
4. H. J. Bergeron, Supervisor, St. Landry Parish, Opelousas, Louisiana
5. J. E. Carmouche, Supervisor, Assumption Parish, Napoleonville, Louisiana
6. L. A. Gayer, Superintendent, Avoyelles Parish, Marksville, Louisiana
7. Ruby Craton, Supervisor, Webster Parish, Minden, Louisiana
8. S. C. Danote, Supervisor, Avoyelles Parish, Marksville, Louisiana
9. Ernest S. Easterly, Superintendent, Livingston Parish, Livingston, Louisiana
10. Edwin W. Eley, Assistant Superintendent, Orleans Parish, New Orleans, Louisiana
11. Thomas J. Griffin, Superintendent, Allen Parish, Oberlin, Louisiana
12. C. W. Hanchey, Supervisor, Calcasieu Parish, Lake Charles, Louisiana
13. Maggie Haws, Supervisor, Morehouse Parish, Bastrop, Louisiana
14. Oden Hebert, Superintendent, Lafayette Parish, Lafayette, Louisiana
15. S. P. Lorie, Superintendent, Point Coupee Parish, New Roads, Louisiana
16. W. H. McLaurin, Superintendent, Jackson Parish, Jonesboro, Louisiana
17. D. W. McCleish, Supervisor, Bienville Parish, Arcadia, Louisiana
18. Blanche Miller, Supervisor, Richland Parish, Rayville, Louisiana
19. R. O. Moncla, Acting Superintendent, Lafourche Parish, Thibodaux, Louisiana
20. L. J. Montegut, Superintendent, St. Martin Parish, St. Martinsville, Louisiana
21. H. H. Moorman, Superintendent, East Carroll Parish, Lake Providence, Louisiana
22. G. S. Morris, Supervisor, Grant Parish, Colfax, Louisiana
23. Bertha C. Nelson, Supervisor, Franklin Parish, Winnsboro, Louisiana
24. J. H. Newton, Jr., Superintendent, Tangipahoa Parish, Amite, Louisiana
25. H. A. Norton, Superintendent, Calcasieu Parish, Lake Charles, Louisiana
26. Marjorie Oliver, Supervisor, City of Monroe, Monroe, Louisiana
27. H. L. Pierce, Jr., Supervisor, Livingston Parish, Denham Springs, Louisiana

28. William Pitcher, Superintendent, St. Tammany Parish, Covington, Louisiana

29. R. O. Schwartz, Supervisor, Winn Parish, Winnfield, Louisiana

30. R. L. Seegers, Supervisor, Lincoln Parish, Ruston, Louisiana

31. E. D. Shaw, Superintendent, Morehouse Parish, Bastrop, Louisiana

32. J. A. Shelby, Superintendent, Bienville Parish, Arcadia, Louisiana

33. A. L. Sigler, Superintendent, Red River Parish, Coushatta, Louisiana

34. J. S. Slocum, Supervisor, Rapides Parish, Alexandria, Louisiana

35. A. A. Smith, Supervisor, Claiborne Parish, Homer, Louisiana

36. A. A. Songe, Acting Superintendent, St. Charles Parish, Bahnville, Louisiana

37. Theodosia Stewart, Supervisor, Beauregard Parish, De Ridder, Louisiana

38. Catherine Terrell, Supervisor, Iberia Parish, New Iberia, Louisiana

39. J. B. Thompson, Jr., Superintendent, Richland Parish, Rayville, Louisiana

40. C. T. Woodard, Supervisor, Jackson Parish, Jonesboro, Louisiana
APPENDIX XIII

LIST OF PARISHES AND INSTITUTIONS REPRESENTED BY THE LOUISIANA EDUCATORS WHO COMPLETED THE QUESTIONNAIRE ON THE APPLICATION OF THE CRITERIA

Parishes

Allen
Ascension
Assumption
Avoyelles
Beauvoir
Bienville
Calcasieu
Claiborne
East Baton Rouge
East Carroll
Franklin
Grant
Iberia
Jackson
Lafayette
Lafourche
Livingston
Morehouse
Orleans
Point Coupes
Ouachita
Rapides
Red River
Richland
St. Charles
St. Landry
St. Martin
St. Tammany
Tangipahoa
Webster
Winn

Institutions

College of the Sacred Heart, Grand Coteau, Louisiana
Louisiana Polytechnic Institute, Ruston, Louisiana
Louisiana State University and Agricultural and Mechanical College, Baton Rouge, Louisiana
Northwestern State College, Natchitoches, Louisiana
Southeastern Louisiana College, Hammond, Louisiana
Southwestern Louisiana Institute, Lafayette, Louisiana
Tulane University, New Orleans, Louisiana
The writer was born in Avoyelles Parish, Louisiana, on September 30, 1904. He received his high school education in the Marksville High School from which institution he graduated on May 28, 1924. The following month he enrolled as a student at the State Normal College in Natchitoches, Louisiana, where he remained for five terms. He then taught in Avoyelles for a period of three years, during which time he attended summer schools and a spring semester at Southwestern Louisiana Institute. He received his A.B. Degree from that institution in the summer of 1928, and accepted the principalship of the Palmetto School in St. Landry Parish. After remaining six and one half years in St. Landry, he went to St. James Parish to assume the duties of Parish School Supervisor which position he held for two and one half sessions. He resigned this position in September, 1937 to become a member of the Louisiana State University Laboratory School Staff. In August, 1937 he received the Master of Arts Degree from the Louisiana State University.

For a period of four years beginning on October 9, 1942, the writer was associated with military and naval welfare service as Field Director with the American Red Cross. He has recently rejoined the faculty of the Louisiana State University Laboratory School.
EXAMINATION AND THESIS REPORT

Candidate: Wilmore Joseph Bordelon

Major Field: Education

Title of Thesis: *Criteria for a State Program of Elementary-Teacher Education in the South*

Approved:

[Signatures]

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

May 6, 1947