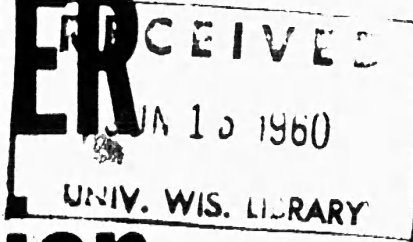


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TEACHER Education



Fifth-Year Programs

A SELECTED BIBLIOGRAPHY

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

TEACHER Education

Fifth-Year Programs

A SELECTED BIBLIOGRAPHY

By **SHIRLEY RADCLIFFE**, Research Assistant

**U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE**

ARTHUR S. FLEMING Secretary

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Foreword

IN RECENT YEARS, fifth-year programs in teacher education have developed rapidly, especially for the graduates of liberal arts colleges who lack the professional requirements for a teaching certificate. Several States now require a fifth year of college work in granting a standard certificate for secondary school teaching in the academic fields, and two States have this requirement for elementary school teaching. In addition, some colleges and universities have recognized that their graduate programs were not adequately meeting the needs of the classroom teacher and consequently have reorganized their master's programs; others have expanded 4-year programs to include a fifth year.

This bibliography has been prepared for members of the teaching profession whose primary concern is teacher education. It is hoped that graduate students of education will also find it useful.

Reflecting a trend toward a fifth year of teacher preparation, these selected references include exploratory suggestions and opinions, proposals and studies relative to the content and requirements of fifth-year and five-year programs of teacher education, and descriptions of current practices.

The articles and studies listed cover the period 1940 to the present and were found in the *Education Index*, *Doctoral Dissertations Accepted by American Universities*, *Master's Theses in Education*, *Research Studies in Education*, and the card catalog of master's theses and doctor's dissertations of the Office of Education. At the request of the Office of Education, prominent educators also submitted references for inclusion.

The references are arranged alphabetically by author and are indexed by subject and author. The bibliography was prepared under the direction of John B. Whitelaw, Chief for Teacher Education.

LLOYD E. BLAUCH,
Assistant Commissioner for Higher Education.

Teacher Education: Fifth-Year Programs

A Selected Bibliography

1. Ackerlund, George C. Graduate Education Program—A Point of View. *Pennsylvania School Journal*, 106: 129, December 1957.

Believes the master's program in education should be directed toward teaching competence, and that the specialized fields in education, e. g.: administration, guidance, reading, should be post master's degree programs.

2. Allen, Wendell C. and Lamoie, Joseph P. Follow-Up of Beginning Teachers—A Team Responsibility. *Educational Leadership*, 11: 78-81, November 1953.

Describes the follow-up procedures utilized by many teacher education institutions in the State of Washington. An outcome of the certification requirement of a fifth year of preparation after teaching experience, these programs are designed to assist the beginning teacher to evaluate himself and to help him plan the program of his fifth year.

3. Alpren, Morton. A Summer Experiment in Teacher Education. *Educational Administration and Supervision*, 41: 202-206, April 1955.

Discusses the method of instruction in one of the professional education courses in the experimental training plan for secondary teachers at Temple University. This plan, financed by the Fund for the Advancement of Education and for liberal arts graduates, consists of a 6-week orientation program, followed by full-time supervised teaching for a school year. Problem and student centered graduate courses parallel the supervised teaching experience.

4. The American Association of Colleges for Teacher Education. The Ford Foundation Teacher Education Proposal to Arkansas. *Progressive Education*, 29: 174-75, March 1952.

A reprint of the resolution of the American Association of Colleges for Teacher Education which rejected the experiment in teacher

education proposed by the Ford Foundation to the teacher education institutions in Arkansas.

5. American Council on Education, Commission on Teacher Education. Five-Year Programs. In *The Improvement of Teacher Education*. Washington, The Council, 1946. p. 104-107.

Favors an integrated 5 year program for the education of all teachers: elementary, secondary, rural, and urban.

6. Anderson, Earl W. and Richey, Robert W. The Master's Degree for Public-School Teachers. *Educational Research Bulletin*, 19: 48-52, Jan. 17, 1940.

Reports the results of a questionnaire study on the content of work for the master's degree. Virtually all the participants were in favor of dividing the work among academic, professional, and cultural courses although they differed on where the emphasis should be placed.

7. Apple, Joe A. and Schunert, J. R. Toward a Better Secondary Teacher Education Program. *Educational Administration and Supervision*, 41: 129-41, March 1955.

Describes the professional education aspect of the 5-year program of secondary teacher education at San Diego State College. A sequence of three 4-unit professional courses, extensive laboratory experiences, expanded student teaching, and techniques for evaluation, placement, and follow-up characterize this plan.

8. Armentrout, W. D. The First Year of the Advanced Professional Program for Teachers. *Peabody Journal of Education*, 29: 130-35, November 1951.

Discusses the first year of advanced professional work for the teacher and administrator rather than for the researcher. Believes that this first year should consist of a sequence of integrated rather than discrete courses that provide adequate opportunity for professional and personal improvement.

9. Armstrong, W. Earl. The Teacher Education Curriculum. *The Journal of Teacher Education*, 8: 230-43, September 1957.

Presents proposals relating to the curriculum of teacher education for consideration by the National Council for Accreditation of Teacher Education. A discussion of the organization of 5-year programs of teacher preparation is included in the statement.

10. ———, Hollis, Ernest, V., and Davis, Helen E. The College and Teacher Education. Washington, American Council on Education, 1944. p. 119-25, 146-64, 214-22.

A brief description of the development of the Master of Arts in Teaching at Harvard University, of the sequence of professional courses in education in the 5-year program of teacher education at Stanford University, of the cooperative 5-year program at Columbia University, and of the development of the program for the preparation of teachers of social science at Ohio State University.

11. Bennett, William E. Intensive Programs—Are They Here to Stay? *Educational Leadership*, 15: 294-97, February 1958.

Asks the profession to examine the merits of the intensive plan of teacher education in Connecticut for consideration as a permanent alternative to the regular program of teacher preparation.

12. Bergstrom, Howard E. Internships for Teachers at Half-Load and Half-Pay: An Hypothesis. *The Journal of Teacher Education*, 7: 206-12, September 1956.

Reviews current practices of the fifth year of teacher education as revealed in the literature and proposes a fifth year featuring supervised internship for half-time and half-pay and concurrent seminars, with professional and subject-matter courses taken in summers and extension.

13. Bigelow, Karl W. New Directions in Teacher Education Appraised. *Teachers College Record*, 59: 350-56, March 1958.

Presents an analysis and review of the report by Paul Woodring in *New Directions in Teacher Education*, which describes the experimental teacher education programs financed by the Fund for the Advancement of Education.

14. Bishop, Clifford L. The Organization of Internship for Teachers. *The*

School Review, 58: 536-47, November 1948.

Reports the results of a questionnaire study on the organization of the internship for teachers in 59 institutions of higher education and the opinions of 36 specialists on the subject. The responses reveal that in 17 percent of the institutions the internship was the fifth year of a 5-year program, a plan favored by 53 percent of the specialists.

15. Blaul, Daniel J. A Survey of the Requirements for the Master's Degree in Education in the Schools of Higher Learning in the North Central Area. [Unpublished master's thesis.] DePaul University, Chicago, 1955. 106 p.

A study of the trends and requirements for the master's degree in education. The author concludes that institutions are prepared to adjust programs for master's degrees to meet the expressed needs of teachers.

16. Boyter, Elizabeth Jane. Institutional Appraisal of Five-Year Programs for the Preparation of Secondary-School Teachers. Doctor's dissertation. Stanford University, Calif., 1953. 262 p. (On microfilm, Ann Arbor, Mich., University Microfilms, 1954. No. 6863.) (Summary may be found in *The Journal of Teacher Education*, 5: 194-97, September 1954.)

Presents a comprehensive study of the patterns and current practices in 5-year programs for the preparation of secondary school teachers through an analysis of the programs in 42 colleges and universities located in 4 States and the District of Columbia, where 5 years of preparation are required for the certification of high-school teachers.

17. Brownell, E. M. Expanded Preparation Must Include All Types of Service. *The Nation's Schools*, 51: 61-63, January 1958.

Discusses the kinds of services that will have to be provided by teachers' colleges for extending teacher preparation to 5 years and the agencies with which teachers' colleges must work in order to unify such programs.

18. Brubacher, John E. The Articulation of Graduate and Undergraduate Study of Education. *Teacher Education Quarterly*, 6: 99-108, winter 1949.

Discusses the integration of the undergraduate with the graduate program of teacher preparation. Believes that the quickest way of accomplishing this is a minimum requirement of the master's degree for a teaching position and the standardization of the first year of graduate study.

19. Bruce, William F. Theoretical Implications of the Arkansas Experiment in Teacher Education. *The Education Digest*, 20: 23-25, February 1955.

Suggests two plans for comparing the effectiveness of the 4-year and 5-year Arkansas programs of teacher education. The author believes that if these proposals were incorporated into the program, the Arkansas Experiment would resemble more closely a scientific experiment.

20. Clark, Elmer J. The Fifth Year in Teacher Education. *The Teachers College Journal*, 28: 95-98, May 1957.

A discussion of the purposes and trends in graduate programs for teachers. The author emphasizes the importance of the fifth year program in teacher education as indicated by the increasing number of graduate students in education, and describes a research project underway on graduate teacher education programs.

21. Clarke, C. M. Arkansas Experiment in Teacher Education. *Educational Leadership*, 11: 85-89, November 1953.

Indicates the factors in the Arkansas Experiment that have made the program an outstanding venture of cooperation in teacher education. Through study, planning, appraisal, and policy development all groups in the State concerned with teacher education have worked on some phase of the program.

22. ——— and Curry, Guy A. The Arkansas Experiment. *The Journal of Arkansas Education*, 26: 12, 26, May 1953.

Describes the work of the committees concerned with the specialized functions of the experimental program of teacher education in Arkansas.

23. Cogan, Morris. "Master of Arts in Teaching" at Harvard University. *The Journal of Teacher Education*, 6: 135-42, June 1955.

A presentation of the Master of Arts in Teaching program at Harvard University for the preparation of liberal arts college graduates as secondary school teachers. Describes the administration, admission requirements, curriculum, personal characteristics of the candidates, problems and trends, and accomplishments of this program.

24. Conversion Programs for the Preparation of Elementary Teachers. *The Journal of Teacher Education*, 3: 271-80, December 1952.

A group report of the Kalamazoo Conference of the National Commission on Teacher Edu-

cation and Professional Standards, which includes discussion on the importance of conversion programs, definition of the word "conversion," a list of guiding principles for the organization of post-baccalaureate conversion programs, illustrations of the statewide plans in eight States and of the institutional plans at Harvard and the University of Minnesota, and suggestions concerning the content and requirements of these programs for the preparation of elementary teachers.

25. Cooper, Hermann. New York's Five-Year Program for Prospective Teachers in Secondary Schools. *Teacher-Education Journal*, 2: 68-76, September 1940.

Traces the development of the adoption by the State of New York of a certification requirement of 5 years of preparation for secondary school teachers. Indicates the co-operative work of the teachers and college associations in New York with the State Department of Education in arriving at this decision.

26. Cottrell, Donald P. The Improvement of Graduate Programs in Teacher Education Institutions. In *The American Association of Colleges for Teacher Education. Fourth Yearbook*. Oneonta, N. Y., The Association, 1951. p. 60-72.

Lists principles for the improvement of graduate programs in education, ways to attract a faculty of high quality, resources to supplement instruction, and how to administer and evaluate a unified program. Points out that the concept of the fifth year as an extension of the 4-year course presents a problem for those who think of the fifth year as one of increased specialization.

27. Coyle, Irvin F. Subject Specialization for High School Teaching. In *National Education Association, National Commission on Teacher Education and Professional Standards. The Education of Teachers—As Viewed by the Profession. Official Group Reports of the Conference Held at Bowling Green State University, Ohio. Washington, The Commission, N. E. A., 1948. p. 168-73.*

A report of the Conference group on the education of high school teachers in their teaching subject or subjects. Group recommends training in a broad area of specialization, thorough preparation in all teaching subjects, the granting of standard certification after 5 years of suitable education, and the circulation of plans for professional improvement to classroom teachers as well as to professional organizations and agencies.

28. Crawford, Will C. and Hockett, John A., consultants. San Diego Teacher Recruitment and Training Program: First Annual Report on Evaluation, June 30, 1965, mimeo. 45 p.

A study of the experimental project of teacher training between the San Diego City Schools and San Diego State College, which contains an evaluation of the procedures for student recruitment and selection, and of the program; the attitudes of the principals, advisory teachers, project coordinator, interns, and the staff of the College; and the recommendations of the consultants.

29. DeRycke, Wilma Bruce. A Plan of Teacher Training Designed To Serve the Schools: An Account of the Claremont Colleges Program. *Educational Outlook*, 16: 176-82, May 1942.

Describes the graduate program of teacher training and placement at the Claremont Colleges, based on the self-understanding by the student of his needs, interests, and abilities, and featuring the seminar plan, apprentice teaching, and individual guidance.

30. Developing Programs To Attract College Students and Liberal Arts Graduates Into Teacher Education. Problem Area 6, Groups 6, 6A. In National Education Association, National Commission on Teacher Education and Professional Standards. Competent Teachers for America's Schools: Lay-Professional Action Programs To Secure and Retain Qualified Teachers. Report of the Conference Held at State College for Teachers, Albany, N. Y. Washington, The Commission, N. E. A., 1954. p. 191-210.

Includes descriptions of the three programs of teacher education in the Harvard Graduate School, the New Jersey Plan of Inter-Institutional Cooperation, and the internship plan at San Diego State College; the appraisal by the group of these programs; and their subsequent recommendations concerning the place and quality of emergency teacher-education programs.

31. Eckelberry, R. H. Longer Pre-Service Education. *Educational Research Bulletin*, 27: 218-19, 225-26, Nov. 10, 1948.

Rejects the idea of a 5-year program of pre-service education for teachers. Feels that longer in-service training would be more beneficial than an extended period of pre-service preparation.

32. Ekstrom, C. Emanuel. The Brown University Five-Year Plan for the Preparation of Teachers for Secondary Schools. *Educational Outlook*, 16: 126-31, March 1942.

Describes the program at Brown University for the preparation of high school teachers. The fifth year is divided between course work and half-day student teaching throughout the year. More than one year is required to complete the work for a master's degree.

33. Elam, Stanley. You Can Now Earn an M. S. in Ed. *Illinois Education*, 41: 262-63, March 1953.

Presents a brief description of the Master of Science in Education program at Eastern Illinois State College, Illinois State Normal University, Northern Illinois State Teachers College, and Western Illinois State College. The program varies at each institution in offerings and requirements because of differences in resources, demands, and philosophy.

34. Evenden, E. S. and Butts, R. Freeman. Columbia University Cooperative Program for the Pre-Service Education of Teachers. New York, Bureau of Publications, Teachers College, Columbia University, 1942. 120-p. (A summary of the program may be found in *Teacher Education Journal*, 2: 77-84, September 1940, and *Teachers College Record*, 42: 603-11, April 1941.

Presents the results of a 3-year study of the cooperative program for the pre-service education of teachers in Columbia University, conducted by Barnard College, Columbia College, and Teachers College in cooperation with the Commission on Teacher Education of the American Council on Education. Report contains descriptions of the background, objectives, undergraduate and graduate curricula, and evaluation of the program.

35. Experimental Programs in Teacher Education. In California Council on Teacher Education. Minutes and Proceedings of the Yosemite Conference, Sacramento, Calif., fall 1956. p. 39-48.

Descriptions of the purposes and organization of the fifth year teaching internship programs at Claremont College, San Diego State College, the University of Southern California, San Francisco State College, and the University of California, Berkeley.

36. Faculty, Department of Education, Adelphi College. Teacher Educa-

tion in a Liberal Arts Setting. *Educational Leadership*, 9: 352-58, March 1952.

Outlines the experiences provided in the 5-year program at Adelphi College for prospective teachers of nursery school through high school. The plans include a supervised internship in the fifth year.

37. Fifth Indiana Workshop on Teacher Education. Pokagon State Park, November 9-12, 1952. Progress Report Number Five. *The Teachers College Journal*, 24: 66-75, January 1953.

Consists of a summary of the Symposium: Crucial Issues in Teacher Education; of the addresses by the consultants on the Arkansas Experiment, the Syracuse University Plan, and the purpose and importance of education; and of the conclusions reached by some of the workshop groups.

38. Fifth-Year Pre-Service Programs. Problem Area 2, Group 2. In National Education Association, National Commission on Teacher Education and Professional Standards. Teacher Education: The Decade Ahead. Report of Conference Held at Northern Illinois State College, DeKalb, Ill. Washington, The Commission, N. E. A., 1955, p. 77-88.

Includes reports of the program at Claremont Graduate School and the Pilot Study at the University of Louisville for the training of elementary school teachers; the cooperative plan of 6 Boston communities with 10 liberal arts colleges in Massachusetts for the training of secondary school teachers; and proposals by the group concerning the administration, student selection, and organization of a fifth-year program of teacher education.

39. Fite, Elwin. A Follow-Up Program for the Master of Teaching Degree Graduate. *Peabody Journal of Education*, 34: 290-96, March 1957.

Proposes a follow-up plan for the fifth year of teacher training with particular reference to the Master of Teaching program at Northeastern Oklahoma State College. The underlying principle of such a scheme is self-evaluation by the graduate. Some evaluation forms are illustrated in the article.

40. Florida Study of Teacher Education: An Evaluation of the Pre-Service Program. Florida Teacher Education Advisory Council, 1958, mimeo. 85 p. (A cooperative research project with the Office of Education.)

A study of the pre-service programs of beginning teachers based on the principals'

evaluation of their job performance and their scores on the Minnesota Teacher Attitude Inventory. The measure of success achieved by the beginning teacher with 4 years of teacher education compared with the beginning teacher with 5 years of pre-service training is included in the report.

41. Foster, Mary Lee. The Ford Experiment in Arkansas. *The Mathematics Teacher*, 46: 297-98, April 1953.

Describes briefly the program of the Arkansas Experiment and its implications for prospective high school teachers of mathematics.

42. Gaskill, A. B. We Now Offer the Master's Degree. *The Teachers College Journal*, 28: 6-8, October 1956.

Explains the developments which have led to the establishment of a fifth-year program in teacher education at Central Michigan College.

43. Good, Carter V. The Master's Degree in Education. *School and Society*, 61: 186-87, Mar. 24, 1945.

Reports some trends in the master's program after a study of thesis and semester-hour requirements in 70 graduate departments of education. Notes particularly the uniformity of requirements in 11 institutions in Ohio.

44. Gooden, Herbert B. Graduate Study: Courses, Yes! Degrees, Maybe. *The Clearing House*, 22: 465-67, April 1948.

Questions the value of advanced study for teachers who are working only for a degree. Believes that salary increments based on semester hours rather than an advanced degree would stimulate teachers to take advanced work according to their personal needs.

45. Grace, Alonzo G. Professional Salaries for Professional Leadership. *Harvard Educational Review*, 22: 113-23, spring 1952.

Discusses the studies that should be made in the areas of student guidance and selection, programs for teacher training, and certification in order to attract people of top ability into the profession. Believes the fifth year should consist of the 1-year internship.

46. Graduate Study for Teachers in Service. Problem Area 17, Group 17. In National Education Association, National Commission on Teacher Education and Professional Standards. Teacher Education: The Decade Ahead. Report

of the Conference Held at Northern Illinois State College, DeKalb, Ill. Washington, The Commission, N. E. A., 1955. p. 333-46.

Consists of descriptions of the graduate programs at East Central Oklahoma State College and Iowa State Teachers College, a report of the ensuing discussion, and the group statement on the desirable objectives and elements of a fifth-year program of teacher training.

47. Graves, Albert. Secondary Teacher Education: A "Grass-Roots" Plan. *California Journal of Secondary Education*, 25: 225-27, April 1950.

Describes the 5-year program for secondary teachers at Humboldt State College. The program features general education, broad preparation in a major subject field, 5-unit core courses of professional education, and extensive laboratory experiences in the undergraduate program with practice teaching and the more specialized professional education courses in the fifth year.

48. Green, Zelma B. It's Not in the Books. *The Journal of Arkansas Education*, 29: 10-11, 26-27, March 1956.

Describes how personal and academic weaknesses of some students participating in the Arkansas Experiment are corrected.

49. Gwynn, J. Minor and Gruhn, William T. Requirements for Master's Degrees for Students in Education. *School and Society*, 53: 93-96, Jan. 18, 1941.

Summarizes the questionnaire replies from 29 members of the Association of American Universities concerning the nature of the master's degree in education offered at these institutions and their semester-hour, thesis, and foreign language requirements for the degree.

50. Hardaway, Charles W., ed. Fourth State-Wide Conference on the Fifth Year in Teacher Education. *The Teachers College Journal*, 27: 1-19, October 1955.

Includes the keynote address on an instrument to measure personality characteristics of teacher candidates; a summary of the outcomes of the Ball, Purdue, and Indiana conferences; an address on the philosophical concept of the fifth year; recommendations of the study groups; and a summary of the accomplishments of the Conference.

51. Harnwell, Gaylord P. The Training of Teachers. *School and Society*, 84: 80, July 21, 1956.

A reprint of a statement on teacher education from President Harnwell's annual report for 1955. President Harnwell announced that pending the Educational Survey of the University of Pennsylvania, the programs for the education of secondary and elementary school teachers have been reduced from 5 to 4 years.

52. Harvey, C. C. Internship in the Professional Education of Teachers. *Educational Administration and Supervision*, 28: 375-81, May 1942.

Indicates the trend of internship teaching; quotes a description of the University of Illinois plan of internship for students working toward the master's degree; summarizes the objectives and standards of the National Association for Intern Teacher Education; and lists several theses completed or in progress on this subject.

53. Henry, Nelson B., ed. Graduate Study in Education. National Society for the Study of Education. Fiftieth Yearbook. Part 1. Chicago, The University of Chicago Press, 1951. 369 p.

A study of the theory and practices of advanced programs in education. The first half deals with the history and principles underlying graduate programs in education with respect to their functions, organization, objectives, facilities, and standards; the second half contains descriptions of the graduate education programs in 28 institutions and a summary of the organizational and administrative practices of the graduate programs in 35 institutions.

54. Hickerson, J. Allen. A Five-Year Plan for Preparing Teachers. *Teacher Education Quarterly*, 9: 117-23, spring 1952.

Proposes a 5-year elementary teacher-education program centered around the personal growth of the prospective teacher, the community, and the child, and comments on the way of effecting such a program.

55. Hooper, Laura. The Intern Program at the University of Pennsylvania. *Educational Outlook*, 28: 56-60, January 1954.

Describes the internship in the fifth year of the pre-service training program for elementary school teachers at the University of Pennsylvania, the courses and experiences provided for child study leading up to it, and an appraisal of the program.

56. Hugerth, Christine S. Emergency Programs of Teacher Education . . . In Connecticut. *Educational Leadership*, 11: 110-13, November 1953. (A descrip-

tion of this program by Henry C. Herge may also be found in *Educational Research Bulletin*, 28:197-204, Nov. 9, 1949.)

Describes the Emergency Training Program, renamed the "Intensive Program for College Graduates," in Connecticut for graduates of liberal arts colleges; the events that led to its adoption; and four outcomes of the plan. This program permits the graduates, who are carefully selected, to teach in the elementary school while they are working toward regular certification which is dependent upon the completion of 30 semester hours of professional education.

57. Hutson, P. W. A Proposed Program for the Fifth Year in Teacher Education. *School and Society*, 80: 37-40, Aug. 7, 1954.

Proposes an experimental internship supervised jointly by the school district and teacher-training institution leading to the master's degree as one means of developing a more realistic fifth-year program of teacher training than is presently offered in many institutions. Suggests sponsorship by a national professional organization.

58. Indiana Conference Urges High Training Standards. *Midland Schools*, 65: 26-27, September 1950.

A report of some of the recommendations regarding the curriculum and content, organization, faculty, facilities, and accreditation of teacher-training institutions. The conferees believe that integration of the undergraduate program and the fifth year is highly desirable and should be one of the major factors in determining the value of a 5-year program for teachers.

59. The Internship in Teacher Education: A Symposium. *California Journal of Secondary Education*, 32: 486-512, December 1957.

This report on the cooperative internship program in California for liberal arts graduates presents a strong plea in favor of this plan of teacher education. In addition to a description of the characteristics of the program and of the reactions of an intern and a graduate, there are brief accounts of the administration of the program at Claremont Graduate School; the San Diego School District; the University of California, Berkeley; Oakland Unified School District; and San Francisco State College.

60. Jacobs, John E. Sixth Annual Workshop on Teacher Education. *The North Central Association Quarterly*, 28: 518-49, January 1954.

A condensation of the report of the Sixth Annual Workshop of the Subcommittee on Institutions for Teacher Education of the North Central Commission on Research and Service. The study group on fifth-year programs considered only the program designed for students interested in graduate study in education for teaching purposes, and their recommendations are incorporated in this report.

61. Jagers, Richard E. Competencies for Emphasis in the Fifth Year. *The Journal of Teacher Education*, 5: 298-301, December 1954.

Reports the results of a survey of teachers at all levels, of elementary and secondary school principals, and of county and city superintendents in Kentucky to determine what areas of teaching competence should be emphasized in the fifth-year curriculum of teacher education. The recommendations following this investigation were adopted by the Kentucky Council on Public Higher Education.

62. Jenkins, Leo W. Master Teachers: A Program of Graduate Study. *The Clearing House*, 23: 9-11, September 1948.

Outlines a 10-point program of graduate study for the purpose of graduating a "master teacher."

63. Jennings, Manson Van B. Student Teaching in Social Studies at Teachers College, Columbia University. *Teachers College Record*, 52: 490-99, May 1951.

Describes the program of student teaching in the Social Studies Department of Teachers College, Columbia University, for graduate students who have had no previous classroom experience. The plan includes an orientation course to make observation of classroom teaching more meaningful and a seminar concurrent with student teaching.

64. Jones, W. C. Graduate Study and Research. In *National Education Association, Department of Higher Education, Current Problems in Higher Education. Official Group Reports of the National Conference on Higher Education Held at Chicago, Ill. Washington, The Department, N. E. A., 1947. p. 99-103.*

Reports the recommendations of the Conference group on the standards and facilities that are necessary for an adequate graduate program for the preparation of teachers.

65. Juchem, Marguerite B. Professional Preparation for Senior High School Teaching. In *National Education*

Association, National Commission on Teacher Education and Professional Standards. *The Education of Teachers—As Viewed by the Profession. Official Group Reports of the Conference Held at Bowling Green State University, Ohio. Washington, The Commission, N. E. A., 1948. p. 204-200.*

Reports the recommendations of the Conference group on the desirable elements in the professional education of secondary school teachers. The group urges that a permanent certificate be granted only after the teacher-candidate has completed a year of additional study beyond the bachelor's degree which includes a supervised internship for part time and pay.

66. Kandel, I. L. An Experiment or a Revival? *School and Society*, 76: 75, Aug. 2, 1952.

Rejects the experimental programs of Arkansas and of Cornell University as implying that teaching is a trade rather than a profession with its own body of knowledge.

67. ———. The Undergraduate Program and Graduate Study of Education. *School and Society*, 75: 169-70, Mar. 15, 1952.

Proposes liberalizing certain professional education courses in the undergraduate program as one means of bridging the gap between the undergraduate and graduate programs.

68. Kaplan, Charles H. A Status Study of Five-Year Pre-Service Programs in the Education of Secondary School Teachers. [Unpublished doctor's dissertation] Teachers College, Columbia University, N. Y., 1953. 206 p.

An inclusive study of the current practices and trends in 5-year pre-service programs for secondary teachers, obtained from the questionnaire responses of 86 institutions located in 32 States, the District of Columbia, and Hawaii. Suggests follow-up action on the study by the agencies directly concerned with 5-year programs.

69. Kelliher, Alice V., McLeod, K. June, and Knecht, Lorraine. A Follow-Up Study of Graduates of the Fifth-Year Program of Teacher Education at New York University, 1952-1953. New York, New York University Press for the School of Education, 1954. 39 p.

A detailed report of the follow-up study of the graduates of the fifth-year program for the preparation of elementary school teachers at New York University. The purpose of the

study was to obtain data in order to improve the present program, designed for graduates of liberal arts programs and of secondary school teacher-education programs.

70. King, Lois J. A Fifth-Year Program for the Certification of Liberal Arts College Graduates as Elementary Teachers in Connecticut. Doctor's dissertation New York University, N. Y., 1951. 196 p. (On microfilm, Ann Arbor, Mich., University Microfilms, 1951. No. 2769.)

Author proposes a functional fifth-year program for liberal arts graduates to prepare them as teachers in the elementary schools of Connecticut, based on a study of the curricula of 90 liberal arts colleges, the post-baccalaureate programs of 51 colleges throughout the United States, the practices in the preparation of elementary teachers in 17 teacher-training institutions, and the opinions of 8 leaders in the field of education.

71. Kinney, Lucian B. The Development of the 5-year Program of Teacher Education in California. *Educational Outlook*, 16: 97-106, March 1942.

Reviews the development of the secondary teaching credential requirements in California and the nature of the 5-year program for the preparation of secondary school teachers in the schools of education in California.

72. Klain, Zora. Increased Requirements for Certification of Secondary School Teachers. *School and Society*, 76: 152-55, Sept. 6, 1952.

Reports the opinions of 106 educators on the extension of preservice training for high school teachers and some related factors. The majority of educators were in favor of increasing the length of teacher training, but many did not think it feasible at the present time.

73. ———, Krastin, Audry, and Nechi, Helena. Quo Vadimus? *School and Society*, 66: 122-24, Aug. 16, 1947.

Reports the results of a questionnaire study received from teacher-education institutions and scholars of national fame concerning the desirability of extending secondary teacher education beyond 4 years. The opinions of the 38 participants reflect a definite trend toward a 5-year program leading to the master's degree.

74. Kopel, David. A Graduate Curriculum for Prospective Teachers. *Educational Administration and Supervision*, 29: 513-25, December 1943.

Describes the graduate curriculum, the students, and some outcomes of the program for the preparation of elementary school

teachers at Chicago Teachers College. Extensive experiences with children and visits to social agencies in the community are some characteristics of this program.

76. Krathwohl, David and Spalding, Willard B. Evaluation of the Arkansas Experiment in Teacher Education. *Journal of Teacher Education*, 7: 233-35, September 1956.

Outlines the plans in the Arkansas Experiment for evaluating the undergraduate program, the two plans of professional training in the fifth year, and the performance of the student participants.

78. Kulp, Claude L. Experiment in Teacher Education—The Ford-Cornell Project. *New York State Education*, 40: 400-401, 458, March 1953.

Discusses the purpose of the experimental fifth-year plan for the preparation of elementary teachers at Cornell University, sponsored by the Ford Foundation. Problem-centered seminars and intern teaching are the essence of this program.

77. Kurowski, Virginia C. Training Liberal Arts Graduates to Become Teachers. *Chicago Schools Journal*, 89: 7-13, September-October 1957.

Reports the general characteristics of 218 programs offered by 190 colleges and universities and 3 local school districts for the education of liberal arts graduates as teachers. Organizes the various types of programs into 5 major groups.

78. Landsittel, F. C. What Kind of Graduate Work for Social-Studies Teachers? *Educational Research Bulletin*, 22: 36-41, Feb. 17, 1943.

Analyses data on the needs of social studies teachers, secured from a review of literature on this subject, conferences with high school teachers, and a study of social studies course offerings and pupil enrollment in secondary schools. The results of this information provided the framework for a new master's program for social studies teachers at Ohio State University.

79. Larsen, Arthur H. The Need for Graduate Study in Teachers Colleges. *The Teachers College Journal*, 18: 6, 19-20, October 1946.

Discusses the advantages of developing graduate programs for teachers at teachers colleges in Illinois directed toward improving the level of preparation of Illinois teachers.

80. Larson, Carl A. California Plans To Simplify Certification Structure. *The*

Journal of Teacher Education, 8: 420-21, December 1957.

Reports the results of a study on the certification structure in California. The Committee studying the problem found that there are 59 regular credentials. They recommended the establishment of four credentials, including a single certification credential requiring 5 years of preparation for elementary and secondary teachers. The report will be widely circulated in order to obtain the reactions of professional personnel.

81. Livingood, Frederick G. The Fifth Year and Teacher Education. *School and Society*, 81: 23-25, Jan. 22, 1955.

Believes that teacher-preparing institutions should undertake a study of their present 4-year programs to determine the kind of master's program which best contributes to teaching competence. States that the groundwork for study in this direction has been laid by the establishment of experimental teacher-education programs through grants from private organizations. Emphasizes that this is the time for study only and not for a certification requirement of 5 years.

82. Maaske, Roben J. Factors in a Desirable Master's Degree Program for Elementary School Teachers. *Educational Administration and Supervision*, 41: 23-30, January 1955.

Discusses the increasing number of elementary teachers in master's degree programs. Proposes some elements to be incorporated in a master's program to meet the needs of these teachers.

83. McBrien, D. D. Arkansas Committee Submits Counterproposal. *The Journal of Teacher Education*, 3: 142, June 1952.

Explains the difference between the original plan for teacher education proposed by the Ford Foundation to Arkansas and the plan agreed upon by educators within the State.

84. ——— The Arkansas Teacher Education Experiment. In *The American Association for Teacher Education. Seventh Yearbook*. Oronota, N. Y., The Association, 1954. p. 57-62.

Discusses the initial controversy over the Arkansas Experiment, the subsequent plans to which the Ford Foundation and Arkansas educators agreed, and how the plans are incorporated in the present program.

85. MacConnell, Charles M. Teacher Training for Tomorrow. *The American Teacher*, 29: 15-20, February 1945.

Lists the experiences that should be afforded the teachers in their educational program among which is a fifth year of internship.

86. McCulloch, Robert W. The Role of Graduate Schools in Teacher Education: A Study of Ten Graduate Programs. *The North Central Association Quarterly*, 30: 211-18, October 1955.

Reports the trends, requirements, and problems of master's degree programs for teachers and administrators, indicated through the study of the programs of 10 schools in the North Central Association of Colleges and Secondary Schools.

87. McCutcheon, Roger P. The Master's Degree and the Teacher Requirements. *School and Society*, 74: 177-81, Sept. 22, 1951.

Indicates some factors that contribute to deficiencies in the subject-matter education of teachers. Suggests the modification of certification requirements and graduate school programs to allow teachers to take subject-matter courses.

88. McGrath, G. D. Some Results from a Teacher-Education Questionnaire. *Educational Research Bulletin*, 29: 14-17, 28, Jan 18, 1950.

Reports the opinions of 200 persons working in the field of teacher education on the trends and practices in pre-service teacher-training programs. The greater percentage of respondents thought it was not possible to train teachers adequately in 4 years and that teachers should have a minimum of 5 years of preparation before being permitted to teach. The responses also indicated strong agreement that the master's degree should be awarded after 5 years of teacher education.

89. ——— Training Programs for Teachers. *Secondary Education*, 14: 4-6, November 1949-January 1950.

Lists the advantages and disadvantages for extending teacher training to 5 years. Believes the advantages of a 5-year program of teacher education exceed the difficulties in establishing such a program.

90. Maucker, J. W. Improving Graduate Programs for Elementary and Secondary-School Teachers. In National Education Association, Department of Higher Education. Charting the Course for American Higher Education in a Period of Partial Mobilization. Reports

of the Study Groups in the Sixth Annual National Conference on Higher Education, Chicago. Washington, The Department, N. E. A., 1951. p. 60-61.

Summarizes the conclusions of the group regarding the basic principles that should underlie introductory graduate work for classroom teachers in the elementary and secondary schools.

91. Mead, A. B. A Functional Program at the Master's Level for Teachers and School Administrators. *Educational Administration and Supervision*, 36: 107-12, February 1950.

Describes the extent of individual guidance, requirements, administration, and particularly successful features in the Master of Education program for teachers and administrators at the University of Florida.

92. Members of the Staff in Education, Cornell University. The Five-Year Program for the Preparation of Secondary-School Teachers at Cornell University. *Educational Administration and Supervision*, 29: 385-400, October 1943.

Presents the objectives, guiding principles, and curriculum of pre-professional and professional courses of the 5-year program for secondary school teachers of academic subjects, agriculture, and home economics at Cornell University.

93. Merritt, C. B. Requirements for Masters' Degrees in Education. *Journal of Educational Research*, 49: 235-38, November 1955.

A study of the master's degree program in education in 60 institutions to determine the kind of degree granted and the extent of the thesis requirement. Generally, the thesis was required for the Master of Arts degree but not for the Master of Education.

94. Mickelson, John M. An Experimental Program for Training Core Teachers. *The School Review*, 59: 414-19, October 1951.

Describes the admission requirements, professional curriculum, and evaluation of the experimental 5-year program at Temple University for the training of core teachers.

95. Miller, Thomas B. The Fifth Year Program in Elementary Education. *New York State Education*, 35: 879-82, February 1948.

Tells how the faculty at Oswego State Teachers College has studied and planned the

purposes, content, administration, and requirements of its master's program for elementary and industrial arts teachers.

96. Minnick, John H., ed. *The Developing Program of the School of Education, University of Pennsylvania. Educational Outlook*, 24: 163-205, May 1950.

A progress report on the study of the programs of the School of Education, University of Pennsylvania. Includes descriptions of curriculum developments, of the 5-year programs for the education of secondary and elementary school teachers, and of the graduate program in the School.

97. Moore, W. J. Graduate Instruction at the Teacher-Education Level. *Kentucky School Journal*, 30: 10-13, December 1951.

Discusses the need, aims, and basic philosophy for advanced professional programs for teachers, supervisors, and administrators.

98. Mork, Gordon M. A. Why Not an Internship in Minnesota Teacher Education? *Minnesota Journal of Education*, 28: 330-31, April 1946.

Envisions a plan of teacher training for Minnesota whereby every type of institution would be of service. Proposes an internship of 1 year, after 4 years of pre-service training, followed by a year of graduate study consisting of selected professional courses and seminar work organized around the problems encountered during the internship.

99. Morris, Van Cleave. The Education of Secondary School Teachers in the Liberal Arts College. *Association of American Colleges Bulletin*, 36: 511-28, December 1950.

Presents the findings of a study by the Commission on Teacher Education of the Association of American Colleges on the programs for the preparation of secondary teachers in 368 member institutions. Author points out that a graduate program for secondary school teachers in over one-fourth of the participating institutions indicates a trend toward the fifth year.

100. National Association of Secondary School Principals, Committee on Curriculum Planning and Development, Subcommittee on Teacher Education. Teacher Preparation, Certification, and Recruitment. *The Bulletin of the National Association of Secondary*

School Principals, 39: 5-8, November 1955.

Group believes that higher professional standards relative to teacher selection and teacher training programs will attract more people to teaching. They urge 5 years of preparation for secondary school teachers.

101. National Council of Independent Schools, Committee on Teacher Training. *Preparation of Teachers for Secondary Schools*. Boston, The Council, May 1958. 52 p.

A report on the kind of undergraduate and graduate training desirable for teachers in college-preparatory programs. The Committee concluded that preparation should include liberal education of outstanding quality; advanced study in the teaching subject; professional education to include subjects related to the history and philosophy of education, the learner, and the method of teaching; and supervised student teaching.

102. Neal, Charles D. An Experiment in Graduate Internship. *The Journal of Teacher Education*, 3: 28-29, March 1952.

Outlines the objectives and general pattern of the 18-month graduate internship program leading to the Master of Science in Education at Southern Illinois University for the preparation of master teachers, supervisors, and administrators, and considers some of the administrative details of a similar plan on a larger scale.

103. Neill, J. Donald. Graduate Programs for Teachers. In *National Education Association, Association for Higher Education. Current Issues in Higher Education. Addresses, Discussion-Group Reports, and Resolutions of the Seventh Annual National Conference on Higher Education*, Chicago, Illinois. Washington, The Association, N. E. A., 1952. p. 100-101.

Reports the discussion and questions raised by the Conference group regarding student selection, organization, and administration of fifth-year programs of teacher education.

104. Nelson, Martin J. and Pendergraft, Daryl. The Graduate Program at Iowa State Teachers College. *The Journal of Teacher Education*, 3: 23-25, March 1952.

Describes the administration, admission requirements for degree candidacy, and the quarter-hour and thesis requirements of the Master of Arts in Education program at Iowa State Teachers College. This program for the

education of teachers is flexible so that students can pursue studies to meet their personal needs.

105. Nelson, Milton G. The Transition from a Four to a Five-Year Program in New York. *Educational Outlook*, 16: 107-115, March 1942.

Explains the reasons for the adoption by the State of New York of a certification requirement of 5 years' preparation for high school teachers of academic subjects; lists the current practices in the organization of institutional 5-year programs; and cites the requirements in education of the programs at Cornell University and New York State College for Teachers at Albany.

106. Noyer, Ralph. Graduate Work at Ball State Teachers College. *The Teachers College Journal*, 18: 8, 19, October 1946.

Discusses the reasons that have led to the development of graduate programs in the State teachers colleges in Indiana and lists the purposes of advanced work in these institutions.

107. O'Rourke, Margaret. The Master's Degree in the Education of Secondary School Teachers. [Unpublished master's thesis] University of Nebraska, 1948. 65 p.

A study to ascertain the desirable elements for inclusion in the graduate program for secondary school teachers. Data were obtained from a survey of legal requirements relative to the master's degree and from the opinions of 101 school administrators and 122 graduates of the master's program in secondary education at the University of Nebraska.

108. Park, Maxwell G. A New Trend Graduate Program for Elementary School Teachers. *Journal of Educational Research*, 42: 667-77, May 1949.

Reports the opinions of school teachers and administrators regarding the needs of elementary teachers. The information was secured through conferences, interviews, and a questionnaire. The author describes the policies that were formulated as a result of this study and that underlie the new graduate program for the in-service training of elementary teachers at Cortland State Teachers College (N. Y.).

109. Peik, W. E. Building a Still Better Teaching Profession for Our Times. In National Education Association, National Commission on Teacher Education and Professional Standards. *The Education of Teachers—As Viewed by the Profession. Official Group Reports of*

the Conference Held at Bowling Green State University, Ohio. Washington, The Commission, N. E. A., 1948. p. 9-17.

In the keynote address of the Conference, the author describes the tasks of the Conference. He discusses institutional responsibility in teacher education; the necessity of extending teacher training to 5 years; the nature of the teacher-education program, especially that of the master's; and the importance of conducting a graduate program for teachers and of improving the one for researchers.

110. ——— The Preparation of Teachers. *Review of Educational Research*, 10: 191-98, 270-77, June 1940.

Analyses the research made in the field of teacher education during the previous 8 years. The literature reveals among other matters a need for further research concerning graduate work, a recognized need for a longer period of preparation for every type of position, and an increasing interest in the internship. The bibliography is included.

111. ——— The Pre-service Preparation of Teachers. *Review of Educational Research*, 13: 228-40, June 1943.

Surveys the studies of teacher education for the past 8 years and notes that the research over the last 15 years in this area indicates a trend toward increasing the amount of supervised student teaching or adding a year of supervised internship, and of extending the period of teacher training. The bibliography is included.

112. Planning Fifth-Year Programs of Teacher Education. In National Education Association, National Commission on Teacher Education and Professional Standards. *Improving Standards for the Teaching Profession. Report of the 1953 Series of Regional Conferences.* Washington, The Commission, N. E. A., 1953. p. 56-60.

Reports by conference groups in New York, Atlanta, Chicago, Kansas City, Colorado Springs, and San Francisco indicate that the fifth year is essential in achieving teaching competence and should be designed to meet the professional needs of teachers.

113. The Pokagon Workshop. Progress Report Number Four, November 4-7, 1951. *The Teachers College Journal*, 23: 59-66, January 1952.

A report of five Committees. The report of the Committee on the Curriculum in Teacher Education includes conclusions and recommendations concerning the fifth-year program with particular reference to the State of Indiana.

114. Proceedings of the Third State-wide Conference on the Fifth Year in Teacher Education. Theme: Working Together to Improve the Fifth Year in Teacher Education. *Bulletin of the School of Education, Indiana University*, 31: 6-68, May 1955.

Contains a summary of the accomplishments of the Ball State and Purdue Conferences on the fifth year in teacher education; addresses on competencies achieved by teachers through the graduate program and on the plan for in-service teacher education at Glencoe, Ill.; reports of the study groups; and synopses of the outcomes of the Conference.

115. Programs of Post-Baccalaureate Study for Teachers Leading to the Master's Degree. *The North Central Association Quarterly*, 31: 29-35, July 1956.

A statement of policy by the Commission on Colleges and Universities of the North Central Association of Colleges and Secondary Schools relative to the criteria for the accreditation of master's degree programs for teachers.

116. Pulley, David C. and Stafford, Kenneth R. The Arkansas Fifth Year. *The Journal of Teacher Education*, 5: 115-17, June 1954.

Describes the changes in the undergraduate programs of the teachers colleges participating in the Arkansas Experiment, the development of the Guide Manual for the students and teachers, and the experiences that are provided in the fifth year of professional training.

117. Bethmeier, Melvin Keith. A Comparison of the Requirements for the Master's Degree With a Major in Education in the Colleges and Universities in the State of Ohio. [Unpublished master's thesis] University of Cincinnati, Ohio, 1954. 70 p.

An analysis of data on the requirements for the master's degree in education in institutions in the State of Ohio. This information was secured through a questionnaire study and an examination of the bulletins of 10 schools accredited by the North Central Association to grant the master's degree. Included in the study are the opinions of authorities as to the future trend of the master's degree in education.

118. Reuter, George R., Jr. Arkansas Experiment in Teacher Education. *Phi Delta Kappan*, 34: 238, March 1953.

Summarizes the program for administering the Arkansas Experiment in Teacher Education.

119. Rogers, James F. Oklahoma's Fifth-Year Program. *The Teachers College Journal*, 28: 8, October 1956.

Lists the underlying principles, practices, and changes made in the Master of Teaching program at the six State colleges in Oklahoma. The program, primarily terminal, is designed especially for classroom teachers and is sufficiently flexible to meet their individual needs.

120. Rogers, Vincent R. and Smith, James A. Professional Attitudes of Students in an Intensive Teacher-Training Program. *The Elementary School Journal*, 57: 100-101, November 1956.

Summarizes the plan of the Intensive Teacher-Training Program conducted in 17 colleges and universities in the State of New York, and the study of 64 participants in the Program at Syracuse University concerning the change in their professional attitudes toward children and teaching over a 6-week period.

121. Roskopf, Myron F. A Five-Year Program of Preparation for Mathematics Teachers. *The Mathematics Teacher*, 44: 225-29, April 1951.

Discusses the problem of recruiting students as prospective science and mathematics teachers and the trend toward a longer period of teacher education, and describes the preparation of mathematics teachers in the 5-year program at Syracuse University: a program unique in its plan of dual professorship and dual student enrollment in the school of education and the College of Liberal Arts.

122. Russell, John Dale. Objectives of the Master's Degree in Education. *The Educational Record*, 23: 242-251, April 1942.

Reports the results of a study by a faculty committee of the Department of Education, University of Chicago, on the objectives of master's degree programs in education. From these data, a statement of objectives was adopted by the faculty.

123. Schaefer, Robert J. Three Teacher Education Programs at Harvard. *The Harvard Educational Review*, 23: 60-64, winter 1953.

Describes the three teacher-training programs in the Harvard Graduate School of Education: the programs of early childhood and elementary education that lead to the Master of Education and the program of secondary and junior college education which leads to the Master of Arts in Teaching.

Elaborates further on the cooperative plan of teacher education between Harvard and 29 liberal arts colleges in the northeastern section of the United States. Discusses the problems encountered and the enthusiasm for the three Harvard training programs.

124. Schweickhard, Dean M. Advanced Study for Better Teaching. *Minnesota Journal of Education*, 34: 38-39, February 1954.

Outlines the administration, admission requirements, and the nature of the program leading to the Master of Science in Education in the State teachers colleges of Minnesota.

125. Shaplin, Judson T. The Harvard Internship Program for the Preparation of Elementary and Secondary School Teachers. *The Educational Record*, 37: 316-35, October 1956.

Presents a detailed account of the Harvard Internship Program, a cooperative plan between Harvard University and 18 Massachusetts liberal arts colleges with local public-school systems. Analyzes the administration of the program, its organization, process of intern selection, intern supervision and allied problems, and an evaluation of the performance of the interns. In addition, the author describes and appraises the Harvard-Newton Intensive Summer Program, a 6-week program to provide initial training for the interns.

126. Shuck, Emerson. Cold War in the Graduate Schools. *School and Society*, 74: 186-96, Sept. 29, 1951.

Discusses the gulf which exists between graduate institutions with a liberal arts tradition and public-school education. Suggests questions the graduate school must answer to avoid a complete separation.

127. Small, Dwain E. The Fifth Year of Teacher Education for Teachers of Mathematics. *The Mathematics Teacher*, 50: 199-203, March 1957. (A summary of Opinions of Secondary Mathematics Teachers Concerning the Fifth Year of Teacher Education. Doctoral dissertation. Indiana University, 1955. 228 p.)

Discusses the content of fifth-year programs for secondary school teachers of mathematics, based on the opinions of 878 high school mathematics teachers.

128. Smith, Bernice Beaumont. A Study of Experimental Programs in Elementary Teacher Education Operating Under Grants from the Fund for the Ad-

vancement of Education. [Unpublished master's thesis] The Claremont Graduate School, Calif., 1955. 184 p.

Analyzes the similarities and differences of the purposes, organization, and methodology of the experimental programs in elementary education at Goucher College, the University of Southern California, the University of Louisville, Cornell University, Claremont Graduate School, and the Arkansas Experiment.

129. Smith, William E. Terminal Masters' Degrees. *Progressive Education*, 32: 103-108, July 1955.

Proposes standards and requirements for a terminal master's degree program for teachers. These criteria were drawn up after a study revealed a large number and variety of terminal graduate programs in colleges and universities.

130. Snow, Silas D. Advanced Degrees and Master Teachers. In the American Association of Colleges for Teacher Education. Ninth Yearbook. Oneonta, N. Y., The Association, 1956. p. 55-57.

Sets forth the kind of organization that differentiates one graduate program for teachers from another; illustrates the variety of plans through brief descriptions of the programs at the University of Illinois, Vanderbilt University-Peabody College Cooperative Program, Harvard University, and Ball State Teachers College; and discusses two major problems that beset most graduate schools: the definition of "graduate work" and the provision of subject-matter courses designed for teachers.

131. Spain, Charles R. How Can We Recruit More Elementary Teachers? *Peabody Journal of Education*, 27: 271-76, March 1950.

Among some suggestions for attracting more elementary teachers into the profession, the author recommends a fifth year in the teacher-training program for elementary teachers and post-baccalaureate programs for liberal arts graduates directed toward developing the student's ability to work with children.

132. Stabler, Ernest. "Master of Arts in Teaching" at Wesleyan University. *The Journal of Teacher Education*, 6: 143-48, June 1955.

Discusses the characteristics of an effective teacher and the Master of Arts in Teaching program at Wesleyan University, which includes courses in the teaching subject, liberal-

used education courses, practice teaching and concurrent seminar, and a comprehensive assignment in an extra-curricular activity.

133. ——— The Master of Arts in Teaching Program: A Survey of Graduates. *The Journal of Teacher Education*, 8: 81-83, March 1957.

A follow-up study of the graduates of the Master of Arts in Teaching program at Wesleyan University to determine how well they were satisfied with their teaching assignments.

134. Stiles, Lindley J. Internships for Prospective High School Teachers Being Trained in Universities. *Journal of Educational Research*, 39: 664-67, May 1946.

A study on the extent of internship programs for high school teachers in 71 universities and the opinions of 81 authorities in teacher education concerning desirable practices. The internship as defined by the author is a period of on-the-job training, usually performed after the prospective teacher has completed his formal education program. Only 18 (25%) of the participating schools provide for internship teaching; on the other hand, 97 percent of the authorities believe that there should be such a provision by the university.

135. ——— Pre-Service Education of High School Teachers in Universities. *The School Review*, 54: 162-65, March 1946.

Reports the data secured from the questionnaire replies from 86 universities and the opinions of 83 authorities on teacher education regarding the organization, method of student selection, curriculum, and the student-teaching and internship programs for prospective high school teachers. The data indicated that only 14 of the responding universities provided a 5-year program while 91 percent of the authorities were in favor of such a plan.

136. Stinnett, T. M. The Conference Report and Professional Standards. *Journal of the American Association for Health, Physical Education and Recreation*, 20: 363-65, 410-13, June 1949.

In his address before the Boston convention of the American Association of Health, Physical Education and Recreation, the author outlines the establishment, purposes, and plans of the National Commission on Teacher Education and Professional Standards. He expresses the belief that 5 years are necessary to provide adequate teacher preparation and a program challenging to outstanding young people, and urges the Association to adopt such a standard.

137. ——— A Handful of Years. *Journal of the National Education Association*, 46: 611-13, December 1957.

Summarizes the establishment and purpose of the National Commission on Teacher Education and Professional Standards. Cites the contribution the Commission has made in raising professional standards, shown by the increasing number of States that require the bachelor's degree for beginning elementary school teachers and the number of States that require or plan to require 5 years of preparation for the standard certification of teachers at all levels. Illustrates how higher professional standards attract more teachers.

138. Stokes, Stuart M. A Fifth Year for Teachers at Mount Holyoke College. *Educational Outlook*, 16: 116-25, March 1942.

Summarizes the historical position of the liberal arts college in the education of secondary teachers and the contribution that Mount Holyoke College is making in this area through its fifth year of teacher training.

139. Stone, James C. Experimental Program for the Preparation of Secondary Teachers. *California Journal of Education Research*, 8: 104-110, May 1957.

Describes the experimental program for the preparation of secondary teachers at the University of California, Berkeley. The program for students with the bachelor's degree consists of 2 summer sessions with an internship and weekly seminars during the intervening year.

140. ——— Seven Cardinal Principles of Certification. *The Journal of Teacher Education*, 7: 155-58, June 1956.

Proposes guiding principles that should underlie teacher certification with particular reference to California. The author bases his proposals upon 5 years of general professional preparation.

141. ——— There's Safety in Numbers. *California Journal of Secondary Education*, 32: 369-72, October 1957.

Describes three programs of teacher education at the University of California, Berkeley, that permit students to prepare for junior high school teaching.

142. The Teacher Education Program. Part III. In: National Education Association, National Commission on Teacher Education and Professional Standards. *The Professional Standards Movement in Teaching: Progress and Projection*.

Report of the Conference Held at Pacific Lutheran College, Parkland, Wash. Washington, The Commission, N. E. A., 1956. p. 48-78.

Report consists of three papers on the improvement of teacher-education programs in line with the Conference goals. Conferencees urge that full certification be granted only after a minimum of 5 years of preparation and 1 or more years of successful teaching experience.

143. Trinkaus, Charles, ed. A Graduate Program in an Undergraduate College: the Sarah Lawrence Experience. Middletown, Conn., Wesleyan University Press, 1956. 119 p.

A study of the development and plan of the Master of Arts program at Sarah Lawrence College, which includes nursery school training and teacher training in some subjects of the secondary school. Features include: absence of general or group requirements and individual evaluation of the student's aptitudes and objectives for planning his program. The administration of the program is illustrated by the case studies of seven students.

144. Van Alstine, Frank L. The Master's Degree in Teachers Colleges. *Minnesota Journal of Education*, 35: 16-17, March 1955.

Reports on the purposes, admission requirements, organization, degree requirements, and administration of the program leading to the Master of Science degree in Education at Winona State Teachers College.

145. Walton, John. An Alternative to the Fifth Year. *The Journal of Teacher Education*, 5: 118-22, June 1954.

Lists some objections to the requirement of 5 years of preparation for elementary and secondary school teachers and analyzes the conflict between the humanities and professional education which appears to exist in many liberal arts colleges. The author describes the program in elementary education at Wesleyan College (Ga.), which he believes has resolved many aspects of this conflict.

146. Washburne, Carleton. Democratic Planning for Teacher Education. *Educational Leadership*, 13: 176-87, December 1955. (Descriptions by the author of the program at Brooklyn College may be found in *School and Society*, 79: 88-91, March 20, 1954, and in National Education Association, National Commission on Teacher Education and Professional Standards. Teacher Edu-

cation: The Decade Ahead. Report of the Conference Held at Northern Illinois State College, DeKalb, Ill. Washington, The Commission, N. E. A., 1955. p. 59-66.)

Describes the sequence of professional courses in the 5-year program of teacher education at Brooklyn College, which was a result of the cooperative study and planning by the staff of the Education Department. The author includes a summary of the techniques for evaluating the program.

147. We Look at the Year's Experience with the Cornell Experiment in Teacher Education: A Symposium Prepared by Participants in the Ford-Cornell Program. *New York State Education*, 41: 510-13, April 1954.

Enthusiasm regarding the graduate elementary teacher-training program at Cornell University prevails in these reports by a member of the University staff, a student-teacher, a teaching graduate, a supervising teacher, and an elementary principal in one of the cooperating schools.

148. Wert, James E. Teacher Education. *The Journal of Higher Education*, 11: 12-16, January 1940.

Sums up the criticisms directed toward teacher education and proposes a 5-year program of teacher training in which the fifth year is composed principally of seminars and problems to meet individual student needs and interests.

149. Wilkes, Joe F. The Louisville Pilot Study. *The Journal of Teacher Education*, 5: 113-15, June 1954.

A report of the Pilot Study of the 6-year curriculum for the preparation of elementary teachers at the University of Louisville. The author describes the basic assumptions, plan, and objectives of the Study.

150. Williams, Joseph Edward. Opinions of Selected Classroom Teachers Concerning the First Year of Advanced Professional Teacher Education. Doctor's dissertation. Indiana University, 1953. 328 p. (On microfilm, Ann Arbor, Mich., University Microfilms, 1954. No. 6128.)

Reports the opinions of 1,001 elementary and secondary teachers concerning desirable policies and practices of the first year of advanced professional teacher education. Among their recommendations, teachers believe that the work of this year should be graduate which leads to an advanced degree rather than an

extension of the undergraduate program and that the master's degree emphasizing research should be supplanted by a program to help teachers to become intelligent users of research.

151. Winsor, A. L. The Cornell University Plan for Teacher Training School and Society. 76: 217-18, Oct. 4, 1952.

Outlines the purposes and practices of Cornell University's graduate program of elementary teacher education, financed by the Ford Foundation, in reply to recent criticisms of the plan.

152. Wirth, Arthur G. The Role of Courses in Education at the Level of the Master's Degree. *The Bulletin of the National Association of Secondary-School Principals*, 40: 104-107, May 1956.

Believes that a supervised internship coordinated with the graduate program of education would be more meaningful for beginning teachers rather than the current practice by many of pursuing an advanced degree evenings and Saturdays. Proposes a plan consisting of an internship, in-service courses,

and problem-centered workshop situations to bridge the gap between theory and practice.

153. Woodring, Paul. New Directions in Teacher Education. New York, The Fund for the Advancement of Education, 1957, 142 p.

Presents a progress report on the work in teacher education and recruitment by the Fund for the Advancement of Education. Report includes the Fund's concept of teacher education, the two traditions of teacher education in the United States, descriptions of current projects of teacher training assisted by the Fund, and a discussion of approaches to future teacher training programs. A bibliography of the publications of the teacher-education program sponsored by the Fund is also included.

154. Wyatt, Robert H. Fifth Year of Teacher Education. *The Journal of Teacher Education*, 3: 265-69, December 1952.

Discusses the growing number of Indiana teachers completing the fifth year of preparation and the recognition by the State of its importance. Poses questions concerning the objectives, requirements, curriculum, and nature of the fifth year.

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