TEACHER EDUCA-
TION
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. FLEMMING . . . . . . . Secretary
LAWRENCE G. DERTHICK . . . . . . . Commissioner
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


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


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.


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.


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.


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


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.


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.


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.

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.


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.


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.


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.


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.


Reports the results of a questionnaire study on the organization of the internship for teachers in 58 institutions of higher education and the opinions of 58 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 63 percent of the specialists.


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.


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 40 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.


Discusses the kinds of services that will have to be provided by teachers' colleges for extending teacher preparation to 6 years and the agencies with which teachers' colleges must work in order to unify such programs.


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.

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.


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.


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.


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


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.


A report of the Radcliffe Conference of the National Commission on Teacher Education 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.


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 cooperative work of the teachers and college associations in New York with the State Department of Education in arriving at this decision.


Lists principles for the improvement of graduate programs in education, ways to attract a faculty of high quality, means 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.


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.

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 principles, advisory teachers, project coordinator, interns, and the staff of the College; and the recommendations of the consultants.


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.


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.


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.


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.


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 5-year study of the cooperative program for the pre-service education of teachers in Columbia University, conducted by Barnard College, Columbia College, Teachers 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.


Descriptions of the purposes and organization of the five 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 Educat-
A SELECTED BIBLIOGRAPHY

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.


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

42. Gaskill, A. R. We Now Offer the Master's Degree. The Teachers College Journal, 28: 6-8, October 1966.

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


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.


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.


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.


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 five-year program of teacher training.


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.


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


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


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.


A reprint of a statement on teacher education from President Harnwell's annual report for 1965. 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.


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; summarises the objectives and standards of the National Association for Intern Teacher Education; and lists several programs completed or in progress on this subject.


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, organisation, objectives, facilities, and standards; the second half contains descriptions of the graduate education programs in 28 institutions and a summary of the organisational and administrative practices of the graduate programs in 85 institutions.


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.


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. Hugel, Christine E. Emergency Programs of Teacher Education . . . in Connecticut. Educational Leadership, 11: 110-13, November 1953. (A descrip-
A SELECTED BIBLIOGRAPHY

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


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.


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


Describes the program of student teaching in the Social Studies Department of Teachers College, Columbia University, for graduate students who had 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.


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 R. Professional Preparation for Senior High School Teaching. In National Education...

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.


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.


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


An inclusive study of the current practices and trends in 5-year pre-service programs for secondary teachers, obtained from the questionnaire responses of 56 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.


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.


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.


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.


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.


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.


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

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.


Discusses the purpose of the experimental four-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.


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.


Analyzes the 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.


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


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 3 years of preparation for elementary and secondary teachers. The report will be widely circulated in order to obtain the reactions of professional personnel.


Believes that teacher-preparing institutions should undertake a study of their present four-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.


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.


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.


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.
10

TEACHER EDUCATION:


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


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.


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.


Reports the opinions of 300 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.


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.


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.


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.


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.


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.


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


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.


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.


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


Envisages 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.


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 100 member institutions. Author points out that a graduate program for secondary school teachers in one-fourth of the participating institutions indicates a trend toward the fifth year.


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.


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.


Outlines the objectives and general pattern of the 13-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.


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


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.


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.


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.


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.).


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.


Analyzes the research made in the field of teacher education during the previous 5 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.


Surveys the studies of teacher education for the past 3 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.


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.


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.
A SELECTED BIBLIOGRAPHY


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 inservice teacher education at Glencoe, Ill.; reports of the study groups; and synopses of the outcomes of the Conference.


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.


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.


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.


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


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.


Summarises 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.


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.


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.


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.


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


Presents a detailed account of the Harvard Internship Program, a cooperative plan between Harvard University and 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.


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.


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


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.


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.


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.


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.


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-
A SELECTED BIBLIOGRAPHY


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


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 (21%) 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.


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 6-year program while 91 percent of the authorities were in favor of such a plan.


In his address before the Boston convention of the American Association of Health, Physical Education and Recreation, the author outlines the establishment, purpose, and plans of the National Commission on Teacher Education and Professional Standards. He expresses the belief that 8 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.


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.


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.


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.


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.


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


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


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.


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.


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.


Describes the sequence of 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 1964.

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


Sum's 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.


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.


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.


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.


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.


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.


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.
INDEX

A
Ackerlund, George C., 1
Adelphi College, 36
Allen, Wendell C., 2
Alpren, Morton, 3
American Association of Colleges for Teacher Education, 4
American Council on Education, 3, 34
Anderson, Earl W., 6
Apple, Joe A., 7
Arkansas Experiment in Teacher Education, 4, 19, 21, 22, 27, 41, 48, 66, 75, 83, 84, 116, 118, 128
Armstrong, W. D., 8
Armstrong, W. Earl, 9, 10
Association for Higher Education (NEA) (Department of Higher Education until 1962), 84, 90, 108

B
Ball State Teachers College, 106, 130
Bennett, William E., 11
Bergstrom, Howard E., 12
Bigelow, Karl W., 13
Bishop, Clifford L., 14
Blau, Daniel J., 15
Boston, Mass., communities, 38
Bosma, Elizabeth Jane, 16
Brooklyn College, 146
Brownell, M. E., 17
Brown University, 32
Brubacher, John S., 19
Bruce, William F., 19
Butts, R. Freeman, 34

C
Central Michigan College, 42
certification requirements, 2, 25, 45, 65, 70, 71, 72, 80, 81, 87, 105, 137, 140, 142
Chicago Teachers College, 74
Claremont Graduate School, 29, 35, 38, 53, 128
Clark, Elmer J., 20
Clarke, C. M., 21, 22
Cogan, Morris, 23
Coogan, Morris, 25
Columbia University, 10, 34, 63
Conference reports, 24, 27, 30, 37, 38, 46, 50, 58, 60, 64, 65, 90, 103, 112, 113, 114, 142
Cooper, Hermann, 26
Cornell University, 66, 76, 92, 105, 128, 147, 151
Cortland State Teachers College, 106
Cottrell, Donald P., 26
Coyle, Irwin F., 27

D
Crawford, Will C., 28
Curry, Guy A., 22
Davis, Helen E., 10
DeRycke, Wilma Bruce, 29

E
East Central Oklahoma State College, 46
Eastern Illinois State College, 33
Eckelberry, R. H., 31
Ekstrom, C. Emanuel, 32
Elam, Stanley, 33
Evenden, E. S., 34
follow-up, 2, 39, 69, 133
Fund for the Advancement of Education, 3, 4, 13, 76, 83, 84, 128, 151, 153
Fite, Elwin, 39
Foster, Mary Lee, 41

G
Gaskill, A. B., 42
George Peabody College for Teachers, 130
Good, Carter V., 43
Gooden, Herbert B., 44
Goucher College, 128
Grace, Alphonso G., 45
Graves, Albert, 47
Green, Zelma B., 48
Gruhn, William T., 49
Gwynn, J. Minor, 49

H
Hardaway, Charles W., ed., 60
Harnwell, Gaylord P., 51
Harvard University, 10, 23, 24, 30, 125, 126, 130
Harvey, C. C., 62
Henry, Nelson B., ed., 53
Hersey, Henry C., 56
Hickerson, J. Allen, 54
Hockstett, John A., 28
Hollis, Ernest V., 10
Hooper, Laura, 55
Huberth, Christine S., 56
Humboldt State College, 47
Hutson, P. W., 67

I
Illinois State Normal University, 33
Internship program, 8, 12, 14, 30, 35, 36, 45, 52, 55, 57, 59, 65, 76, 85, 90, 102, 110, 111, 125, 134, 135, 139, 142
Iowa State Teachers College, 46, 104
<table>
<thead>
<tr>
<th>INDEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanford University, 10</td>
</tr>
<tr>
<td>State of Arkansas (See Arkansas Experiment in Teacher Education)</td>
</tr>
<tr>
<td>California, 71, 80, 140</td>
</tr>
<tr>
<td>Connecticut, 11, 58, 70</td>
</tr>
<tr>
<td>Florida, 40</td>
</tr>
<tr>
<td>Illinois, 79</td>
</tr>
<tr>
<td>Indiana, 37, 50, 58, 106, 113, 114, 154</td>
</tr>
<tr>
<td>Kentucky, 61</td>
</tr>
<tr>
<td>Minnesota, 98, 124</td>
</tr>
<tr>
<td>New York, 25, 105, 120</td>
</tr>
<tr>
<td>Ohio, 43, 117</td>
</tr>
<tr>
<td>Oklahoma, 119</td>
</tr>
<tr>
<td>Washington, 2</td>
</tr>
<tr>
<td>Stiles, Lindley J., 134, 135</td>
</tr>
<tr>
<td>Stinnett, T. M., 136, 137</td>
</tr>
<tr>
<td>Stoke, Stuart M., 138</td>
</tr>
<tr>
<td>Stone, James C., 139, 140, 141</td>
</tr>
<tr>
<td>Syracuse University, 37, 120, 121</td>
</tr>
<tr>
<td>Temple University, 3, 94</td>
</tr>
<tr>
<td>Trinkaus, Charles, ed., 143</td>
</tr>
<tr>
<td>University of California, Berkeley, 35, 50, 139, 141</td>
</tr>
<tr>
<td>University of Chicago, 122</td>
</tr>
<tr>
<td>University of Florida, 91</td>
</tr>
<tr>
<td>University of Illinois, 52, 180</td>
</tr>
<tr>
<td>University of Louisville, 38, 128, 149</td>
</tr>
<tr>
<td>University of Minnesota, 24</td>
</tr>
<tr>
<td>University of Pennsylvania, 61, 65, 96</td>
</tr>
<tr>
<td>University of Southern California, 35, 128</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Van Alstine, Frank L., 144</td>
</tr>
<tr>
<td>Vanderbilt University, 130</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walton, John, 145</td>
</tr>
<tr>
<td>Washburne, Carleton, 146</td>
</tr>
<tr>
<td>Wert, James E., 148</td>
</tr>
<tr>
<td>Wesleyan College, 145</td>
</tr>
<tr>
<td>Wesleyan University, 132, 133</td>
</tr>
<tr>
<td>Western Illinois State College, 33</td>
</tr>
<tr>
<td>Wilkes, Joe F., 149</td>
</tr>
<tr>
<td>Williams, Joseph Edward, 150</td>
</tr>
<tr>
<td>Winona State Teachers College, 144</td>
</tr>
<tr>
<td>Winsor, A. L., 151</td>
</tr>
<tr>
<td>Wirth, Arthur G., 152</td>
</tr>
<tr>
<td>Woodring, Paul, 13, 153</td>
</tr>
<tr>
<td>Wyatt, Robert H., 154</td>
</tr>
</tbody>
</table>

PS-19-3