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The selection and professional training of teachers : a study based upon questionnaire returns from selected teachers and school administrators in California, as collected by the State Department of Education

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THE SELECTION
" "
AND
PROFESSIONAL TRAINING
OF TEACHERS

A
Study Based Upon Questionnaire Returns
From
Selected Teachers And School Administrators
In California
As Collected By
The State Department of Education

By
Peter G. Jacobs
" "
March 30, 1939

A Thesis

Submitted to the Department of Education

College of the Pacific

In partial fulfillment

of the

Requirements for the

Degree of Master of Arts

APPROVED

Chairman of the Thesis Committee

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DATED:

TO

DR. J.W. HARRIS

a TEACHER and FRIEND

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INTRODUCTION

This paper is concerned with the professional preparation of teachers and seeks to set forth and evaluate the ideas which teachers in the field think would improve the chances of success for the teachers now in training. Obviously, the person now engaged in teaching is in the proper position to realize the advantages and disadvantages of the preparation which he has had. It is apparent also, that our present system of educating teachers is out of step with present day needs in some respects.

During the year 1937 and again in 1938, the California State Department of Education sent to teachers and administrators then active in approximately two hundred California Schools, a group of six questions relative to teacher training. Dr. Evelyn Clement of the Department of Credentials was responsible for the inquiries which were addressed to persons in the elementary, junior and senior high, and junior college fields. About one hundred replies were received.

A small number of responses were received from the elementary group and therefore the conclusions which will be set forth in this article are predicated very largely upon the answers received from the others. Nevertheless, a high percentage of the suggestions and criticisms which the survey produced may be applied directly to the elementary schools.

The questionnaire was not sent in the form of a check list and answers in essay form showed wide variation, each stressing the viewpoint of its author and in many cases completely omitting points regarded as of utmost importance by others. In tabulating such diverse replies, it was found that any suggestion had to be almost a widespread belief of many educators answering to appear ten or more times in the table of answers.

Evaluation of answers was made somewhat difficult by the fact that in some cases a given answer was not that of an individual but of a committee of teachers. Of course, such a response is really entitled to more consideration, but to know just how much more is something belonging to speculative rather than mathematical thinking.

Many replies did not bear directly upon the question. Where replies do not seem to bear directly on the question considered, these will be placed at the end of each group under the heading of "Miscellaneous Replies". The responses from the committees especially, showed that the thinking was clear, concise and well organized.

In many cases several answers were grouped under one heading in the compilation. Perhaps there is a need for further grouping under basic fields, but in some cases we do not have the word or words to name the basic field. This is true especially, concerning basic traits for teachers.

Many of the educators responding felt that some of the questions, particularly the last two, were too difficult and should be left for the experts in the particular fields involved.

In this paper the question will be stated first, followed by a short introduction to the replies. All points in answer to the question will then be given and the number of times each point was mentioned in the different papers. This will be followed by a discussion of general trends of the replies and also some points that are pertinent but mentioned only a few times in the responses.

The latter part of each conclusion will be a discussion of further points to be considered in relation to the question. These points will be mentioned under "Additional Conclusions" and are the result of personal experiences.

General conclusions will be drawn at the end of the paper.

CHAPTER I
SOCIETY

A. "What should the teacher know about society, its modern trends and its educational functions?"

Some have interpreted this question as what subjects to study to know about society. Others gave what experiences a teacher should have to know about society. Since both of these assist, at least as a background, in answering the question, "what should a teacher know about society", they will be included.

The answers and the number of points accredited to each are as follows:

- 1. Actual contact with society such as a position in the industrial, commercial or agricultural areas of society 31
- 2. Understanding of modern social trends and their educational implications 28
- 3. Study of sociology (origin and development of family, and so forth) 25
- 4. Understanding the composition of society and the nature and cause of social changes such as those brought about by science and invention 24
- 5. Thorough course in economics 22
- 6. Study of political sciences 20
- 7. Study of the composition and work of the major social institutions (home, church, school, state, and so forth) 15

	5
8. Study of Ancient, Mediaeval & Modern History	13
9. General knowledge of the development of our American Civilization	12
10. Study of current literature	11
11. Study of Philosophy	10
12. Understanding of the rights of an individual and his corresponding responsibilities in a democratic society	10
13. Study of History of World Civilization	5
14. Religious background	5
15. Functions, duties and responsibilities of the home; and human, family and marriage relations	4
16. How children live (types of homes)	4
17. Social Service work better than books	3
18. Study of Natural Sciences	2
19. Ability of society to support the schools	2
20. Study of libraries and museums	2
21. Knowledge of the means through which public opinions are formed	2
22. Study of Health, Guidance and Recreational Centers	2
23. Causes of Poverty	1
24. Study of Biology	1
25. Study of Labor and Labor Problems	1
Miscellaneous Replies:	
1. Study Hoover Commission Report	2
2. Know purpose and values of P.T.A.	4

	6
3. Do not use the past to prove the present and future	3
4. Study of English literature	3
5. Fit the student to live in the present and to understand the future	2
6. Uses of Visual Education to bring about customs and trends of society	1
7. The teacher needs to be a social realist, not too conservative for what is in the past, and not so radical as to rob society of it's much needed stability.	1

CONCLUSIONS

The general trend here is that the prospective teacher needs to know about society as it exists. Actual contacts with society will make the book knowledge more meaningful. The prospective teacher should have some experiences in holding a position in the industrial and commercial field concurrently with the training for her profession.

The teacher should have an understanding of modern social trends and the place of education in relation to those trends.

An understanding of the composition of society; the nature and causes of social changes are, of course, basic for an understanding of society as it exists.

That the student-teacher should study economics,

political science, history and sociology is recommended in a large number of replies. These fields are a part of the main "backbone" of society and give a background for a practical understanding of society as it exists at present.

A knowledge of the composition and work of our major social institutions is, no doubt, of much importance in the understanding of society. The teacher should be conversant with the institutions that are a part of the child's world. She should know as much as possible about the institutions that affect the child's character. She should set up such an organization of education as will assist in the work of those social institutions that are helpful to the child's character and growth.

A considerable number of teacher responses indicated that there should be some study of the development of American civilization and also world civilization. Some believe that too much time is devoted in the teacher training institutions to this field.

According to the replies, there seems to be a strong trend toward the study of current literature rather than other literature for an understanding of society. Several believe that we do not need so much study about the past to interpret the present society. Yet, it does seem necessary to study enough of the past society and its transitions in order to properly survey its present needs.

Both the study of philosophy, and also the under-

standing of the rights of an individual and his responsibilities in a democratic society are placed in the upper group of responses to this question.

The study of labor and labor problems, and also the causes of poverty received but one vote each. These should have a much higher rating though many may have placed them under the study of **sociology** which covers the field.

The same comment, as the above, may be applied to the few points credited to the functions, duties and responsibilities of the home; and human, family and marriage relations. This should be studied by every student for general basic background for the comprehension of society and the understanding of individual children.

The point mentioned, that the teacher needs to be a social realist, not too conservative for what lies in the past and not too radical to rob society of its much needed stability, is a good idea for the teacher to bear in mind.

Additional Comments:

The school has never caught up with the momentum of industry, business, community life or politics. It does not seem to anticipate social needs. The public school seems to be satisfied with maintaining its position as a conserving agency in relation to the needs of society.

Since the fullest development of the individual is obtainable only through participation in desirable social, cultural and physical activities, an extensive program of such experiences should be found in every teacher training institution.

B. "What books or types of books should be used to give background of social conditions or social change?"

Only about one eighth of the replies gave a list of books. Many stated that book lists for the study of society should be secured from experts.

Lists of magazines and fields of study will be given in addition to book lists.

Six of the replies stated that the teachers should have a wide reading background.

If a book, magazine or field of reading were mentioned more than once in the replies, it will be found in the first list below. Others, though considered very good, will be listed under "Other Books Mentioned".

- | | |
|-----------------------------------------------------------------------------------------------------|----|
| 1. Science, current magazines, current events, and fiction. Current social and educational problems | 14 |
| 2. History of America's education. Present day problems and future development | 6 |
| 3. The Bible | 4 |
| 4. Middletown - Lynd | 4 |
| 5. Middletown in Transition - Lynd | 4 |
| 6. Study of anthropology | 4 |
| 7. Listen to talks over radio and other programs so that teacher will be well familiar with society | 3 |
| 8. Social Studies | 3 |

	11
9. Technics of Civilization Mumford	3
10. Man's Rough Road - Keller	3
11. Babbitt - Lewis	3
12. Recent Social Trends - President's Research Committee	3
13. My Autobiography - Steffens	2
14. The State in Theory and Practice - Laski	2
15. Social Foundations of Education - Counts	2
16. America's Sixty Families - Lundberg	2
17. Epic of America - Adams	2
18. Books on the Family - Mangold	2
19. Main Street - Lewis	2
20. Man, the Unknown - Carrel	2
21. Realistic, not romantic novels	2
22. Present day study first, then go back to the past	2
23. The Crisis - Churchill	2
24. Twenty Years at Hull House - Addams	2
25. Work, Wealth, and Happiness of Mankind -Wells	2
26. The Meaning of a Liberal Education - Martin	2
27. Liberty - Martin	2
28. The Coming Struggle for Power - Strachey	2
29. The Tragedy of Waste - Chase	2
30. The Rise of American Civilization - Beard and Beard	2
31. Economy of Abundance - Chase	2
32. School and Society in Chicago - Counts	2
33. The Mind in the Making - Robinson	2
34. Understanding Human Nature - Adler	2

35. Periodical literature that gives a cross section of social and political conditions is better than books because books give a personal philosophy. 2

Note: The teacher needs to read many books so as to be able to evaluate the different personal philosophies of authors.

OTHER BOOKS MENTIONED:

1. Things and the Ideal - Otto
2. Moral Man and Immoral Society - Niebuhr
3. An Experiment in Autobiography - Wells
4. Problems of Social Well Being - Bossard
5. Decline of Capitalism - Corey
6. Economic Principles of Consumption - Nystrom
7. Social Mobility - Sorokin
8. American Business Leaders - Taussig and Joslyn
9. Pilgrim's Progress - Bunyan
10. Prairie Mother - Aldrich
11. Democracy and Education - Dewey
12. Our Economic Society and its Problems - Tugwell
13. Social Ideals of American Educators - Curti
14. Economic Planning - Cole
15. Social Aims in a Changing World - Beach
16. March of Democracy - Adams
17. Renaissance and Reformation - Hulme
18. The Greek Way of Life - Dickenson

19. Human Nature and the Social Order - Cooley
20. Social Reformers - Wagner
21. Education and the Good Life - Bertrand and Russell
22. Educational Administration as a Social Policy - Newlon
23. Education as Guidance - Brewer
24. Children of the New Day - Glover and Dewey
25. So Red the Rose - Young
26. Lantern in Her Hand - Aldrich
27. Janice Meridth - Ford
28. Adobe Days - Smith
29. Gone with the Wind - Mitchell
30. Goodbye, Mr. Chips - Hilton
31. Lincoln - Tarbell
32. Spring Storm - Johnson
33. Education for a Changing Civilization - Kilpatrick
34. Introduction to Problems of American Culture - Rugg
35. The American Family - Groves
36. A New Deal - Chase
37. Government in Business - Chase
38. Men and Machines - Chase
39. The Tyranny of Words - Chase
40. This Believing World - Browne
41. Essay on Aesthetics - Schiller
42. Directing Learning in the High School - Monroe
43. Teaching in the Secondary Schools - Bossing

MISCELLANEOUS FIELDS:

1. Study of the classics
2. All social and economic problems
3. Books on how children develop
4. Modern essays
5. American aspects of group life
6. Depressed groups and social struggle
7. Government and citizenship
8. Pamphlets published by authorities on new studies
that are made
9. Books on the changing functions of the American family
10. The evolution of vocations
11. Evolution of social classes
12. Proposed social movements, such as social medicine, etc.
13. Books on plans for attaining peace
14. The Rugg Series of books
15. Books such as "The Citadel" which urge one to have
the courage to do what he feels is right
16. Emotional as well as intellectual reading
17. Formal texts on sociology, and also literary works,
especially the novel, poetry and drama.
18. Any magazines dealing with society and social problems

CONCLUSIONS

The books listed include a wide field of reading and the list is broad enough without making further contributions here.

The Mid-Monthly Survey and the Survey Graphic are two very good magazines for reading in the social field. Also Time, Fortune, Readers Digest, Forum and others will be found to be valuable reading for social background and modern trends of society.

CHAPTER II

WHAT THE TEACHER SHOULD KNOW ABOUT THE SCHOOL

"What should every teacher know about the school - its purposes, its development, its changes, its curriculum and its present organization?"

Several replies interpreted the question as being concerned with the particular school in which the teacher is to work. The question concerns the school as an institution and not any particular school. It is presumed that what the teacher knows about schools in general can be applied as basic background toward orientation to the particular school where the teacher is to begin.

The replies are as follows:

1. The teacher should know about the history of changing philosophies of school - such as the transmission of knowledge, mental discipline, preparation for life, and development of personality 25
2. That the curricula of the school depends upon the needs of society 25
3. The teacher should know the general aims and purposes of the school 21
4. Present day point of view and philosophy of the school 19
5. Upon what grounds schools are justified 18
6. Know about school law and finance 18

	17
7. Know the history of education, especially of the United States (some courses are vital while others are dull)	17
8. Thorough understanding of the organization and management of the school	16
9. That each unit of its staff should be fully cognizant and cooperative with the work of each and every other unit	13
10. Know about the problems of the school in meeting the complex and changing society	13
11. That the curricula should be elastic enough to absorb the changes affecting our teaching methods, and changing ideas as to what and how students should be taught	12
12. Place of the school among other institutions as well as educational forces	12
13. Know the basic principles of curriculum making	11
14. Learn how to study the nature of the community that the school serves	11
15. The development of the school through the agrarian, industrial, machine and power age periods	8
16. Administrative problems of the school	6
17. Does the curricula fit the school and community	4
18. History of past usages in curricula building	3
19. Know that she should visit schools that are trying out techniques of instruction to assist her	

	18
in building a curriculum	3
20. Become conversant with extra curricula activites	2
21. Know about the theory and practice of guidance used generally in schools	2
22. Teacher should know that, like society, schools should not change rapidly. There should be a proper balance between past, present and future conditions	2
23. What constitutes the best physical conditions under which pupils can do the best work	1
24. National and international youth movements and what the school can do to assist	1
25. That schools should prepare for life now as well as life in the future	1
26. Know the reasons why there should be changes in the curriculum and methods	1
MISCELLANEOUS REPLIES:	
1. Learn as much as possible about the school	7
2. Question answers itself	6
3. Know that the goal of education is life and not books. Very little about life is now taught in teacher training schools	6
4. Know subjects well	4
5. Know rights and responsibilities of the teacher	3
6. Know the smallest thing that might add or detract from the school	2
7. Professional ethics	2

	19
8. Be acquainted with the "Hoosier School Master"	1
9. Educational Conferences	1
10. Seminar in various current views of education.	
The teacher knows the views of only that particular school of education.	1

CONCLUSIONS

The first two replies listed as receiving the most points are related to the extent that the changing curricula must meet the changing philosophies of the school. Also numbers three and four relating to the aims and purposes of the school, and the present day point of view and philosophy of the school could be considered as one basic field.

That the teacher should have a very thorough understanding of the grounds upon which schools are justified was considered a very important factor in the minds of many of those sending in the replies.

The replies show a tendency toward a general knowledge of the history of education but no agreement as to just what type or phases of the field need to be stressed. Several of the replies stated that there is too much history of education being taught in the teacher training institutions at the present time.

Others thought that the textbooks used do not hold the interest of the students, and also very little of what is studied is of value to the teacher in the

field of teaching. A few stated that the techniques of covering the course are in need of improvement but no suggestions were given.

School law and finance, and an understanding of the organization and management of the school are rightfully placed very high in the responses.

There seems to be a strong trend that the teacher should know that the work that she does must coordinate with the work of others on the staff; that she must be cognizant of what other fields in the institution are attempting to accomplish, and correlate her work with those fields.

That the school has a problem in meeting the complex and changing society, and that the curriculum must be elastic enough to absorb these changes, - are points well taken.

That the teacher should learn how to study the nature of the community that the school serves was suggested in eleven of the replies. This is often a very important factor in the success or failure of the teacher and should receive considerable stress in teacher training institutions.

What constitutes the best physical conditions under which the pupil can do the best work was noted in but one paper. This is a very important field in which the teacher should be well trained because it is basic for the pupil's learning.

Additional Conclusions Drawn From Personal Experience

The teacher should know that school changes need to be evolutionary and not revolutionary; that there should be a proper balance between the appreciation of the past, present and future conditions. Of course, the extent and rapidity of the changes depend a great deal on the teacher's knowledge of the composition of the community. Many failures of teachers have been traced to the lack of understanding of this important principle or policy.

The teacher should have a thorough understanding of the general practices in school. Some of the more important practices with which the teacher should have a more thorough understanding are general routine, administration and professional attitude toward the other teachers, the school and the community as a whole. This field should be covered by practical methods in teacher training in order that it may be functional in the work of the teacher in her profession. Valuable material for this field could be secured from graduate teachers in the practical field of teaching.

The pupil's interests should be considered in determining the policies of the school, but pupils of adolescent years cannot completely dominate the school policies. The school should attempt to adjust itself to the individual but not to the extent that the pupil occupies the position of dictatorship.

The modern school has many extra-curricula activities. A teacher who has had experience with several of these activities has more opportunity to be of service to the school. In this way the teacher makes more and closer contacts with the pupils and through these relationships, is better able to guide them.

The teacher should know of the past as well as present major movements in education and have an understanding of the advantages and disadvantages of each.

CHAPTER III

THE TEACHER

A. "What basic innate personal qualities should a teacher possess?"

It is of little concern whether traits of teachers are innate or have been acquired.

In considering traits to correlate with good teaching, it depends much on the level on which the teacher is to do her teaching. Much depends on sympathetic understanding in the lower levels while subject matter background plays a much more important part in the higher levels. Each level demands a certain type of personality. Yet, some teachers have that adaptability of personality for any level of teaching.

While a few of the traits have been grouped here, most of them have been kept in the form as recorded from the replies. Considerable grouping could be done if we had names of fields under which to group.

The traits recorded are as follows:

- | | |
|----------------------------------------------------------|----|
| 1. Strong, pleasing, well rounded personality | 33 |
| 2. Above average in intelligence | 29 |
| 3. Interested in welfare and advancement of young people | 28 |
| 4. Loyal, cooperative and good professional attitude | 28 |
| 5. Sense of humor | 27 |

	24
6. Dignity, respect, poise, self control and balance	27
7. Good physical and mental health	26
8. Critically constructive, openminded, tolerant, and democratic	26
9. Sympathetic understanding and kindness	24
10. Patience and perseverance	22
11. Fairness	21
12. Honesty	21
13. Enthusiasm, energy and ambition	20
14. Optimism	20
15. Morality and character	18
16. Common sense and good judgment	17
17. Tact	17
18. Initiative, ingenuity, imagination, and resourcefulness	17
19. Neatness, cleanliness, grooming and general appearance	16
20. Social mindedness	16
21. Cultured and refined	16
22. Understanding of human nature	13
23. Ability to guide and lead young people	12
24. Good voice - tone, speed etc.	11
25. Adjustability and adaptability	11
26. Sincerity	8
27. Industrious	8
28. Responsible and dependable	7

	25
29. Joy in service and zeal for teaching	6
30. Confident	5
31. Firmness	5
32. Impart information naturally and interest others	4
33. Curious about work	3
34. Ability to dramatize, or sketch illustrations	3
35. Practical minded	3
36. Unselfish	2
37. Courageous	2
38. Salesmanship	2
39. Ability to speak and write	2
40. Has ultimate plan in life	2
41. Executive ability	2
42. Self critical	1
43. Sportsmanlike	1
MISCELLANEOUS:	
1. Some religious affiliation	1
2. The crying need of mankind is beauty, kindness and something fine for which to strive	1
3. A type of teacher is needed whom a parent would like to have her son or daughter imitate	1

CONCLUSIONS

Students in teacher training institutions will recognize many of these high ranking traits, as suggested by teachers and administrators in the field, as being possessed by excellent teachers with whom they have come in contact.

A pleasing, well-rounded personality seems to be one of the most desirable requirements of a teacher. Yet, personalities seem to change as we become the better acquainted with an individual. Perhaps the reason is because the individual has the ability to display the best points of her personality.

One answer stated, "It is true that a good teacher, undoubtedly, must be considerably above the average in mental capacity. In other words, must have something that may be developed."

Naturally, we expect the teacher to be interested in the welfare of children and have the proper professional attitude. Otherwise, her success as a teacher will be very limited.

Sense of humor received a very high ranking. Many teachers do not realize the importance of this trait in the minds of the pupils.

Of course, physical and mental health are basic foundations for the teacher to do her work well. It may be a good policy to "check up" on these two factors every

two or three years while the teacher is in the field.

Poise, tolerance, sympathetic understanding, patience, fairness, honesty, enthusiasm and optimism rightfully placed very high in the responses from the teachers. It seems that the importance of morality, good judgment and tact should have placed them at least among the first ten desirable traits.

The importance of a good voice and the proper handling of the same is a very valuable asset in the teaching field.

In addition to the above, these conclusions and surveys also seem quite important:

The successful teacher is not generally measured by just one trait but rather as to how the traits are combined, harmonized and integrated. If however, one trait such as a lack of poise or a high pitched voice is poor to the extreme, that one defect may overcome all the excellent traits possessed by the teacher. Sometimes virtues when carried to the extreme, become offensive and repellent to people who are in daily contact with the individual.

A group of teacher college administrators meeting periodically at the University of Chicago, in consultation with Dr. L. L. Thurstone and Dr. Max D. Englebar, have secured the following list of traits which correlate with success in teaching. ¹ The traits and percentage of correlation are as follows:

1

W.S. Gray, Academic and Professional Preparation of Secondary School Teaching, 213-214

	28
1. Good judgment	.93
2. Clear in explanation	.88
3. Respects others' opinions	.86
4. Sincere	.83
5. Impartial	.83
6. Fair	.82
7. Appreciative	.80
8. Interested in pupils	.80
9. Broad-minded	.80
10. Knows subject	.79
11. Common sense	.79
12. Prompt	.79
13. Intelligent	.78
14. Sportsmanlike	.78
15. Interested in pupil activities	.78
16. Good-natured	.77
17. Good enunciation	.77
18. Considerate	.77
19. Systematic	.76
20. Good organizer	.74
21. Sense of humor	.73
22. Ambitious	.72
23. Friendly	.72
24. Cheerful	.72
25. Industrious	.72
26. Kind	.68
27. Widely informed	.67

	29
28. Interested in teaching	.67
29. Cultured	.67
30. Loyal to school	.65
31. Sociable	.65
32. Has poise	.64
33. Polite	.63
34. Many interests	.62
35. Courteous	.62
36. Has self-control	.61
37. Adaptable	.59
38. Good voice	.57
39. Good pronunciation	.57
40. Purposeful	.53
41. Healthy	.48
42. Careful in appearance	.46
43. Believes in education	.46
44. Refined	.40
45. Good grammar	.37
46. Strict	.32

Apparently, there are considerable duplications of traits in this list. It becomes a fine point to isolate some of these without including a part of some other trait in the list. A further analysis may be made by the group to combine these traits and qualities into a few, broad key traits. For example, tolerance, impartiality, consideration, broad-mindedness and good common sense are more or less correlated and may be grouped into some

basic trait field yet unnamed.

Hart ¹ has listed the study of opinions of 3725 high school seniors as to the type of teachers they liked best. The list is as follows:

- | | |
|------------------------------------------------------------------------------------------------------------------------|------|
| 1. Is helpful with school work, explains lessons and assignments clearly and thoroughly, and uses examples in teaching | 1950 |
| 2. Cheerful, happy, good natured, jolly, has sense of humor, and can take a joke | 1429 |
| 3. Human, friendly, companionable, "one of us" | 1024 |
| 4. Interested in and understands pupils | 937 |
| 5. Makes work interesting, creates desire to work, makes class work a pleasure | 805 |
| 6. Strict, has control of the class, commands respect | 753 |
| 7. Impartial, shows no favoritism, has no "pets" | 695 |
| 8. Not cross, grouchy, nagging or sarcastic | 613 |
| 9. "We learned the subject" | 538 |
| 10. A pleasing personality | 504 |

A group of graduates working under W.S. Gray ² found that the teachers should have the following desirable

¹ F.W. Hart, Teachers and Teaching by 10,000 High School Seniors. Table I, 131

² W.S. Gray, Academic and Professional Preparation of Secondary School Teachers, 210-212

personal qualities:

Desirable Social Qualities :

1. Consideration for others
2. Ability to enlist good will
3. Reliable and honest in dealings
4. Good citizenship; sense of responsibility toward

social institutions

5. High moral standards

Diversified Interests:

1. Fine arts, literature, travel and cultural influences
in life

2. Wide contacts with people
3. Understanding of present day problems
4. Appreciation of nature
5. Interest in recreations

Desirable Temperamental traits:

1. Firmness
2. Self control
3. Happy disposition
4. Responsiveness

Pleasing Personal Appearance and Habits :

1. Engaging manner
2. Well groomed
3. Poise
4. Wholesome physique
5. Pleasing voice

Commendable Work Habits and Attitudes :

1. Industrious
2. Sense of responsibility
3. Loves the work - desire to learn and improve
4. Has initiative
5. Punctual
6. Neat and orderly

Good Health and Physical Efficiency :

Good physical and mental health with no outstanding physical defects.

ADDITIONAL CONCLUSIONS DRAWN FROM PERSONAL EXPERIENCE

As a whole, the traits in these surveys correlate quite well with the replies from California teachers and administrators reported in this paper. There seems to be considerable disparity in a few cases where comparison of the ranking of a trait can be made.

When we attempt to select the traits that correlate with good teaching or the lack of good teaching, we find that many of the teachers' imperfections are related to some emotional background. Teachers are now beginning to realize the part that the emotions of the teacher as well as of the pupil play in the learning process.

There is a need for much more survey and study to arrive at definite conclusions concerning, "What basic personal qualities a teacher should possess." A good beginning has been made.

B. "What criteria should be used in accepting candidates for training?"

The replies to this question were quite varied. There seemed to be some confusion in the minds of the teachers and administrators replying to the question as to the meaning of criteria. Many of the responses to the question interpreted criteria as concerning traits only.

Due to the fact that most students on entering college have not matured sufficiently and have not had enough background in experiences to develop their abilities and personalities, it is difficult to form expert opinions as to the criteria for accepting candidates for training. The problem is quite significant and further studies are now being made in many California colleges.

The replies are as follows:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------|----|
| 1. Designate by plus or minus or to what degree a candidate possesses each trait or personal quality in the lists under "A" | 32 |
| 2. Previous records from high school | 14 |
| 3. General attitude toward school and teaching | 12 |
| 4. Intelligence tests | 7 |
| 5. Personality Rating Scale | 6 |
| 6. Personal interview | 6 |
| 7. Is teaching to be used as a stepping stone to candidate's real ambition | 6 |

8. Does she possess physical factors necessary for a successful teacher	6
9. Has she interest and love for children	5
10. Has she made agreeable social contacts	5
11. Why is she entering the profession	4
12. Has she done much exploratory work or had courses with occupational observations	4
13. Unquestioned moral character	3
14. Aptitude Tests	3
15. Has she done work, other than school, to make contacts with society	3
16. Has the candidate some religious affiliation	2
17. Attitude of parents towards the candidate's selection of work	1
18. Fill out questionnaire to secure general viewpoint of candidate	1
19. Interest Rating and Emotional Inventory Sheets	1
20. Ability to organize subject matter	1
MISCELLANEOUS:	
1. A candidate with a "B" in scholarship is better than an "A"	3
2. Social training designed to fit the candidate for teaching from the standpoint of his innate qualities	1
3. Is there an understanding of the importance of good teaching	1

CONCLUSIONS

The degree to which individuals possess certain personal qualities should be an important point in the selection of candidates. This factor received over twice as many points as any other factor given in the replies.

The previous records and attitude toward school and teaching placed high above the remaining criteria in the list.

The general trend in the replies also is to use some type of testing for selection.

It seems that moral character and some experiences in the social world should have ranked higher in the list.

In addition to the above, these conclusions seem worthy of consideration:

Because it concerns human values, teaching is an art as well as a profession. Higher standards of intelligence, culture and personality in the selection of teachers should be set. The fact that the birth rate is decreasing will, automatically, cause the hiring of teachers to be more selective. Yet, selective admission of students for the first year in the teachers' colleges is a difficult problem. It seems to be feasible only in a limited manner for reasons stated at the beginning of this section on selection. If there is to be a selection,

it should be a selective retention, redirecting those who cannot continue successfully in the teacher training program.

That the candidates should have high enough intelligence to do good work on the junior college level is admitted. That the teaching field needs candidates of superior intelligence and high academic accomplishments has not been proven.

¹
Dean Pechstein of the University of Cincinnati says:

"Characteristics of successful teachers of little children are much different from those of older pupils. Candidates should be chosen well and adjusted to a specific program adapted to their personal qualities. They should be grounded in the psychology peculiar to their level of work and secure teaching appointments where that specific training will function."

Some program of guidance should be set up in the junior college of every teacher training institution. At the end of two years, the faculty should have adequate data to redirect the student if necessary. The whole staff of the junior college should be organized and educated for guidance procedure.

1

L.A. Pechstein, "Differentiating the Training of Teachers", School and Society, Vol. 48, 417-22, (Oct 1, 1938)

One very definite requirement for selection should be a mastery of tool subjects. Speech tests should be made early and those with incurable defects should be eliminated from teacher training. Others should be given the proper courses to correct minor defects.

The mad scramble for increased enrolments in senior colleges should give way to selective admission requirements, carefully administered. Here is where the student should be redirected if she does not meet the selective requirements for teaching.

CHAPTER IV

WHAT THE TEACHER SHOULD KNOW ABOUT THE PUPIL

"What should the teacher know about the pupil - his nature, his growth and development, his place in society and his varying needs?"

This question is one of the most vital in this group. We move from the subject centered school to that of the pupil and his relations to the group. Here emotions and personalities tend to dominate, become equalized or become subordinated. The teacher needs to know about this individual pupil before she can do very much in assisting him to his place in society.

Many replies came in stating, "everything possible". There is no better answer but it is too general.

The replies are listed below as follows:

- | | |
|---------------------------------------------------------------|----|
| 1. The pupil's heritage, home and environment | 31 |
| 2. His mental capacity, development, potentiality and defects | 29 |
| 3. His physical growth and history, health and defects | 27 |
| 4. His leanings, desires, interests and ambitions | 25 |
| 5. Growth and development of children | 17 |
| 6. Adolescent psychology | 17 |
| 7. His attitude toward society and his associates | 14 |
| 8. Attainments in school and special abilities and aptitudes | 11 |
| 9. Experimental background, social and cultural | 11 |

	39
10. His personality factors and characteristics	8
11. Counseling and guidance of students	7
12. His emotional, aesthetic and spiritual life	6
13. Recognize individual differences in students, both physical and mental	6
14. Financial conditions of parents	4
15. His psychological development	4
16. Attitude of his parents toward education	3
17. Habits of the pupil	2
18. His leisure time and hobbies	2
19. Teacher should read all she can about child- ren. Accept what experience shows is true and eliminate pure theory.	2
20. Understand the different interest levels of children	2
21. Student's previous education	1
22. Effect of modern inventions, such as radio, movie, automobile and labor saving devices, on the pupil	1
23. Conscious of what different agencies are trying to do for pupil	1
24. That each pupil is an individual entitled to develop to the best of his ability	1
25. What commands respect from students without a great deal of fear	1
26. Nutritional requirements	1
27. Attention span of different levels	1

28. That pupils are inconsistent. One day they will be angels and the next day they will be exasperating beyond the patience of the best teacher 1

MISCELLANEOUS REPLIES:

1. Everything possible about all the lives of children 17

2. The child's needs 5

3. Talks with pupils and parents 3

4. Office records 3

5. If the child is happy in his work at school and the work is up to standard, the pupil is being cared for well 1

6. Opportunity of the teacher to study children's activities, interests, habits and needs in order to understand how patterns of behavior are built up 1

7. Parenthood is really the best preparation for the understanding of pupils 1

8. Education of pupils is a gift like music, art or any other outstanding ability.

CONCLUSIONS

The compilation of this group is interesting in that there are about as many points given to the first four on the list as the remaining twenty-four. This is all the more significant when we consider that no list for checking was sent to the teachers for any of these questions.

Adolescent psychology, which ranked high in the list, will be found to be a valuable study for teachers of adolescent groups. A very good book by Luella B. Cole¹ treats this field in a very practical manner.

The knowledge of the student's leisure time and hobbies should receive a higher rating than it did on the list. Much can be learned about the pupil if we know what he is doing outside of regular school hours.

A knowledge of the student's previous education received but one vote. The teacher should know what has been accomplished in the level or grade below so that she may properly integrate her work with it.

That the teacher may assist the agencies, such as Boy Scouts, she should know in what clubs or other organizations the pupil holds membership.

The pupil's emotional state or emotional maturity did not receive very high ranking. This is a very significant factor in the pupil's ability to learn.

1 Luella B. Cole, Psychology of Adolescence.

In addition to the above, these conclusions seem worthy of consideration:

The teacher can learn a great deal about pupils by observation and participating in their play activities.

In learning about the child's background the teacher should not give the impression that she is seeming to "pry". Also, the teacher should not form conclusions too soon, thus typing the child and preventing future progress with him.

In order to assist in analyzing and understanding the children under her direction, every teacher needs a thorough background in psychology, physiology and biology.

For comparison of the variance of teachers and mental hygienists upon the relative seriousness of several kinds of behavior problems, excellent material has been compiled by E.K. Wickman.¹

¹ E.K. Wickman, Children's Behavior and Teachers' Attitudes, Charts XVI-XVII, 124-125

CHAPTER V

WHAT TECHNIQUES EVERY TEACHER SHOULD ACQUIRE

"What techniques of instruction should every teacher acquire to further the learning process?"

This question, evidently, was somewhat vague in the minds of some of those teachers sending in replies. It was answered partly under "society" by some and under "skills" by others. This question and the one concerning skills were two that were unanswered in many of the papers. Where the answer was compiled by a committee of teachers, the question was answered fully.

The replies recorded are as follows:

- | | |
|-----------------------------------------------------------------------------------------------------|----|
| 1. How to stimulate the imagination, interest and creative ability of pupils, and a desire to learn | 25 |
| 2. Acquire the technique of practical psychological approach, not theory | 23 |
| 3. General methods and techniques | 15 |
| 4. Specific methods and techniques | 12 |
| 5. No particular techniques. Each teacher must work out own because of varied conditions | 10 |
| 6. Mastery of subject matter | 10 |
| 7. Planning and providing ways and means for individual differences | 8 |
| 8. How to plan and organize a lesson assignment | 6 |
| 9. How to encourage independent study & research | 6 |

	44
10. School room control and solution of discipline problems	5
11. How to relate subject matter to life	5
12. Cultivating voice and enunciation	4
13. Technique of questioning	4
14. Learn the time and place to apply the method of instruction	4
15. Demonstration method	4
16. Discussional method	3
17. Project method	3
18. Directed study including the taking of notes	3
19. How to present the new from the outgrowth of the old	3
20. What are proper physical room conditions	3
21. Sketch drawings for illustration	3
22. Use of visual methods	3
23. Technique of guidance	3
24. Know the interests and mental capacities of different age levels	3
25. How to apply the seven basic laws of learning	3
26. How to teach pupils to think straight	3
27. How to make fundamental skills habitual	3
28. The use of the library	3
29. Social decorum	2
30. Problem solving and associational thinking	2
31. More observation of teaching rather than so much methods and techniques	2

32. The elimination of artificial and sugar-coated methods	2
33. How to plan excursions, visits, and so forth	2
34. Techniques of character building	2
35. Classroom and school organizations	2
36. How to motivate	2
37. How to secure various types of experiences	2
38. Techniques depend on the type of subject matter to be taught	2
39. Problem method	2
40. Laboratory method	2
41. Techniques of testing	2
42. Developing appreciation for the course	2
43. How to work <u>with</u> pupils as well as <u>for</u> them	1
44. How to enrich a given course of study	1
45. Technique of giving verbal instructions	1
46. How to adapt children to social environment	1
47. Techniques of inductive and deductive reasoning	1
48. Technique of lecture method	1
MISCELLANEOUS REPLIES:	
1. Must understand children	3
2. Study of physiology and neurology	2
3. Activity program	1

CONCLUSIONS

In the replies to the question there seem to be considerable grouping around the first seven answers; then there are a great variety of techniques given with a few points for each. The trend is toward agreement on techniques centralizing around the first seven replies herein listed.

So much of the teacher's success depends on school room control and discipline problems, especially during the early adolescent ages, that this technique should be ranked near the top of the list.

If the technique of character building could be perfected, this suggestion could be ranked much higher in the list.

Although the development of appreciation for a subject or field is a specific procedure, its importance should not be minimized by its low ranking in this group.

Since so much college work is dependent on the ability to take notes in lecture courses, the secondary school teacher should know this technique in order to impart the necessary information to her pupils. The teacher should give actual experiences in note taking, so that the pupils will not be "lost" when they attend lecture courses at college.

The love for children and ability to create the desire and lead pupils to want to learn is very important. The teacher should learn the technique of

securing the good will and confidence of the students.

In-addition to the above, the following conclusions seem worthy of consideration:

Techniques and methods cover so large a field in the teacher training program that an attempt to cover the whole field would seem out of place here. A few suggestions, and also findings of authorities will suffice.

There seems to be an overtraining of the teacher in techniques and methods. Training is good but not a substitute for education. Too many teachers in the upper levels are teaching subjects that they have had no time to master.

Techniques should be acquired in such a manner that they will be functional. The teacher should acquire the methods and techniques correlating with her personality. Many a teacher finds that she has acquired many techniques and methods during her training which do not work for her when she goes out into the field of teaching.

Teachers should possess adequate training, not only in the techniques for teaching subjects, but also for understanding the physical and mental characteristics of her pupils. She should know the causes of physical, mental and educational disabilities, and personality maladjustments of all kinds - and the techniques for preventing or correcting these handicaps.

1

H.J. Hoke¹, Dean of the College of William and Mary, states: "Integration of the teacher's education demands that the facts and ideas obtained from subject matter fields be enlarged by the study of sociology, history and philosophy of the school. Depth and breadth of understanding in these backgrounds give validity in thinking and procedures which are intelligent."

It has been suggested by some educational authorities that techniques and methods be covered in four courses as follows:

1. Professional integration courses such as educational psychology, measurements, school management, administration and technique of teaching
2. Professional content courses of subjects which the student is planning to teach
3. Professional laboratory courses such as observation, participation and student teaching
4. Professional background courses including all other materials used as professional equipment

2

Dr.D. Henryetta Sperle² states that there has been a great amount of zeal in collecting records in school

1
H.J. Hoke, "Preparation of Secondary School Teachers",
(In W.S. Gray, Academic and Professional Preparation
of Secondary Teachers, 140)

2
D.Henryetta Sperle, The Case Method Technique in
Professional Training , 66-68

but not enough use of them. The fault is attributed to the fact that teachers are inadequately prepared in the technique involved. Teacher training institutions must include these elements in training which will result in the realization of guidance objectives.

In the modern school the pupil's personality, individuality and activities in and out of school must be understood by the teacher so that she may realize the objectives of the school in behalf of the pupil.

Dr. Sperle recommends as follows:

1. The training teacher be given a larger share in working out case problems
2. During first half of the student-teaching, experience in the writing of case problems be required of all students
3. Teachers send in problems that they encounter during the first two years of teaching
4. Also case studies contributed by teachers of five or more years experience taking extension work
5. Definite practice in writing up case problems before the student starts practice teaching
6. Also develop case book in professionalization of subject matter and the problems and technique courses every three or four years

That there does not seem to be enough coordination among college instructors in teachers' colleges for the purpose of eliminating the duplication of work, especially in education courses, is suggested by several college

professors.

According to Dr. R.G. Linder,¹ the following courses need more intensive and exhaustive treatment:

1. Classroom management
2. Elementary educational psychology
3. Principles of teaching

Of secondary importance are the following that need more stress according to Dr Linder's suggestion:

1. Sociology
2. Tests, measurement and statistics

Additional topic suggested by graduates and compiled by him as valuable to teaching are:

1. Dealing with parents
2. Problem children
3. Over-age pupil
4. How to secure a position
5. Cooperation among school departments and interrelation of school subjects and activities
6. Racial and national differences in people
7. Good practical first aid courses
8. Orientation course
9. How to adjust slow pupils to the group
10. Correlation of social studies
11. A study of institutions and education

¹

R.G. Linder, An Evaluation of Courses in Education, V

12. How to make case studies of every pupil for educational and vocational guidance purposes
13. Use of analysis
14. Classroom discipline
15. A keen sense of professional ethics
16. Use of library
17. What to expect of the public and school boards

CHAPTER VI

WHAT EXPERIENCES EVERY TEACHER SHOULD HAVE

"What experiences should be available to every teacher in training that he may develop instructional skill, acquire guidance techniques, and attain insight into community and social problems?"

This question is answered partly under the first question: "What should the teacher know about Society?" If the teacher is to attain insight into community and social problems, she must have many of the experiences as suggested in the replies to the above question.

Some teachers were not clear as to the distinction between a technique and a skill.

As will be noted, the replies tend to centralize around about twice as many points at the head of the list as were recorded under techniques. Under techniques the replies centralized around about four main points, while under skills there are eight principal ranking points brought out in the forepart of the list.

The replies are as follows:

1. A longer period of practice teaching under expert supervision 40
2. Experience in working with people in community affairs 29
3. More freedom in practice teaching for the teacher to solve her own problems. Not under constant supervision 25

	53
4. More actual and practical classroom teaching practice	20
5. Experiences in the study of industry, government, etc	20
6. Some kind of social work during or after practice teaching	20
7. Observation of experts in teaching	17
8. Visits to social institutions such as churches, schools, courts, jails, hospitals, clubs and societies	17
9. Practice in counseling and guidance	13
10. Experience in other vocations besides teaching	12
11. Extensive travel if possible	10
12. Skill in analyzing a community as to the school attitude	8
13. Experiences in the many extra-curricular activities of a school	7
14. Experiences in analyzing and utilizing community resources and possibilities	6
15. More experience in listening to educational and inspirational lectures	5
16. Since many teachers go to a small community first, practice teaching should be done in that type of community	5
17. Practice teaching in several grade levels	5
18. More experience with administrative procedures	4
19. More experience with the practical teaching	

	54
load that is to be encountered	4
20. One year's experience in the elementary field to gain sympathetic understanding of the whole learning process	4
21. Experience in public playground work and recreation	4
22. More equipment for the practice of skills	3
23. Seminar participation on the major problems of classroom instruction	3
24. Making unit plans	3
25. Skill in actual initiating and carrying out plans	3
26. Skill in the use of scientific methods as applied to school and social problems	3
27. Skill in analyzing the school systems	2
28. Actual practical experience in the subject she is to teach	2
29. Participation in argumentation	2
30. Experience in keeping a classroom tidy and in order	2
31. Experience of contact with psychologists and psychiatrists	1
32. Teachers demonstrate before classes and have other student-teachers criticize	1
MISCELLANEOUS REPLIES:	
1. Knowledge of the records, health sheets, guidance sheets and the many other records kept by the school	4

	55
2. Adequate library for quick references	3
3. Reading and interpreting newspapers, radio and speeches	3
4. Eliminate required and elective courses in education	3
5. Planning the teacher's continuous professional growth	2
6. Affiliation with educational groups	1
7. How to look for the best in students so that she may find the best	1

CONCLUSIONS

The main trend here is that there should be a longer period of practice teaching under expert supervision; that this supervision should not be constant but the student-teacher should be permitted to work more on her own responsibility in the solution of problems; and that an attempt should be made to make the practice teaching as nearly like the actual situation as possible.

There is also a strong trend that the student-teacher secure all the experiences possible in any types of social work, vocations and travel that will broaden her background and assist in her judgments.

Since the modern school has many extra-curricular activities, the student's experiences in these will be a valuable aid to her and the school.

Public playground and other recreational experiences were suggested in only four of the replies. The teacher may not need to teach in this field, but her experiences will serve not only as a background but will build, within herself, the proper atmosphere toward this whole field. In other words, it becomes a common ground upon which to build teacher-pupil relationships.

The observation of experts, and also the evaluation of good and poor teaching, are valuable experiences for the teacher in training.

Additional conclusions that seem worthy of consideration:

Young teachers say that, after having had some experiences in actual situations of teaching, the theories of teaching are much more meaningful. The criticism of a large part of our education is that it is too far removed from its use, and consequently, does not function in the life of the individual.

Lack of similarity between training and actual classroom situations make it difficult for the beginning teacher.

The following suggestions are offered:

1. Internship, beyond the campus, in public school systems
2. Faculty members practice the procedures that they offer in educational courses
3. Develop a scientifically critical point of view in the student

4. Colleges prepare the student by giving practical experiences, also give extra-curricular activity experiences.

Many administrators and teachers hold that a teacher should be given one year of probation in teaching during which time she must prove herself before she can be finally certified. This period of probation to follow a year spent in practice teaching under college supervision.

¹
J.F. Gonnely, principal of Hyde Park High School, Chicago, suggests as follows: "Is it desirable to have for each young teacher something comparable to the young doctor's year as an interne? Would it be helpful to the young teacher and wholesome for the school to have the young teacher associated with an older, more experienced teacher - assisting him in teaching, disciplining, keeping records, participating in extra-curricular activities? It would seem that such an internship should save the young teacher from many discouragements and should also save many students from the evils attendant upon poor teaching."

Good results would be derived from such a system if the young teacher could be allowed to assume gradual control of the whole situation.

1

J.F. Gonnely, "Present Status of the Preparation of Secondary-School Teachers", (In W.S. Gray, Academic and Professional Preparation of Secondary-School Teachers, VII, 132)

What is needed is not more theoretical methods in teaching, but methods learned on the job of teaching. Educational method, management and measurement secured from concrete classroom situations should be brought into the teacher training institutions, evaluated and studied by the students.

To sum up, the teacher training institutions should give all the experiences that serve as a greater background for the teacher in interpreting life to the pupils.

CHAPTER VII

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The following general conclusions and recommendations are drawn from the preceding chapters in this survey of teacher training.

1. Through actual contacts with society by means of occupation in some vocation or participation in some welfare work, the student-teacher will gain experiences that will assist her in the proper interpretation of society to the pupils.
2. The college, itself, should provide as many social experiences as possible.
3. The study of economics, political history and science, sociology, history, American and world civilization are important for the basic understanding of society. Also, current literature relating to each of the above is recommended.
4. Since the family is the basis of society, a separate, thorough study in this field should be a part of every student's training.
5. The study of society is good, but it should also include experiences in society.
6. The teacher needs to read many books and current magazines to secure a balanced interpretation of society.

7. The teacher should have a thorough understanding of the place, aims, organization, justification, philosophies, problems and development of the school. These are a part of her basic background in her orientation to the teaching field.

8. The teacher should be able to cooperate in evaluating, planning and making a school curriculum. She should be conversant with the many extra-curricular activities in the modern school.

9. A general background of school law and finance are necessary for every teacher.

10. Single traits or personal qualities are not so important as the proper combination, harmonization and integration of traits.

11. The teacher should rank high in the broad fields of desirable social qualities, diversified interests, desirable temperamental traits, good work habits and attitudes. Above all, she should have good physical and mental health. A check-up every two or three years on the physical and mental health of every teacher would tend to decrease, and eventually eliminate, the poor emotional state of many pupils. It would also tend to eliminate the derogatory criticisms of the teachers and school by the patrons in the community.

12. Good judgment, tolerance, sincerity and fairness correlate very high with successful teaching. To these may be added the ability to make explanations if we may call this a personal quality. Of course, a good teaching personality for that particular level of teaching is an outstanding quality.

13. The selective admission of students to the teacher training institutions seems feasible only to a limited extent. The personality and background of the student has not, at the time of entrance, sufficiently developed to make the selection fair. There are certain definite requirements in the skilled subjects. There are also certain extreme physical and mental characteristics that could be used for rejection at this time. If there is to be a general selection, it should be selective retention for training. Those students found not suitable for teacher training at the end of the junior college course should be redirected into other fields of endeavor.

14. To make the program of selection possible, the whole staff of the junior college should be educated and organized for guidance procedure.

15. For an understanding of the pupil, the teacher should know, as completely as practical, his personal, social, school, health, home and environment history.

16. The teacher should be aware of the pupil's interests, desires, ambitions, potentialities and general attitudes. Many pupils continue to fail in their work because they are never given an opportunity to show achievement in some field. Some type of achievement, even though it be a small thing, has a tendency to spread toward mastery in some other field.

17. For background in the understanding of the student, it is necessary for the teacher to have a thorough understanding of adolescent psychology, physiology and biology. Also, a study of emotions and emotional maturity will be found quite valuable.

18. Since successful teaching techniques are often an individual matter, the teacher should study several several kinds.

19. Overtraining in techniques is no substitute for an education. General background is of great importance in the teacher's interpretation of society to the pupil. Knowing what to teach is inseparable from knowing how to teach.

20. There is no substitute for complete mastery of the subject to be taught.

21. In order to eliminate overlapping, duplication, and also to clarify the boundaries of education courses, college instructors should submit, to a committee, an outline of unit, purposes, objectives, readings and additional comments.

This should be kept on file in a central place so as to be available to students, instructors and teachers in the field.

22. A course in educational and vocational guidance should be a requirement for every teacher in the upper grade levels. The teacher in training should have more actual experience in working out case problems.

23. The primary function of the teachers' college should be to help the student develop capacities for intellectual and social leadership. To accomplish this, the student should be a member of a cooperating group composed of the students and faculty.

24. Basic methods and techniques should be secured from the teachers in the field and brought into the college for evaluation and study.

25. The courses in history of education need to be taught on an entirely different basis than at present, if the objectives are to function in the lives and work of the teachers.

26. In order that the teacher college curriculum be more functional, there should be more practical material, more emphasis on social and economic problems, more cultural contacts and a greater development of the philosophy of education and life.

27. Make the training situation as nearly like the practical situation as possible. The period should be longer with some type of training internship following the practice teaching period. This could be worked out by a committee consisting of heads of college educational departments and administrators in the field.

28. The teacher needs some experience before she can fully understand the significance of educational theories. These courses are given over a short period and, consequently do not function in the work of the teacher. If the teacher could continue her courses in education during the period of internship and at least one year thereafter, techniques and methods would function in her particular teaching situation.

29. The teacher should have a greater familiarity with national and world affairs. The most important functions of education are the interpretation of life, and the development of character and spirit.

30. Teachers of greater skill, understanding and techniques should be placed over children in the first few years of their schooling. This should be done in order that the children may develop the proper mental, social, emotional and physical characteristics. Thus, many of the problems that are carried into the upper levels in education will be eliminated.

31. The Junior High, Secondary and Junior College need teachers with sound scholarship, a cultural background, professional interests, and understandings and controls.

Real teacher-training must be functional in the work of the teacher. Confucius taught that, "Learning without thought is labor lost; thought without learning is perilous."

Greeting his pupils a schoolmaster asked: "What would you learn of me?" And the reply came: "How shall we care for our bodies? How shall we rear our children? How shall we work together? How shall we live with our fellow men? How shall we play? For what ends shall we live?" And the teacher pondered these words, and sorrow was in his heart, for his own learning touched not these things."¹

1

Chapman and Counts, Principles of Education, flyleaf facing title page

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APPENDIX A

MISCELLANEOUS SAMPLES OF RETURNS

The following papers are samples of composite replies from each Junior High, Secondary and Junior College teachers in response to the questions sent out by Dr. Clement of the California State Department of Credentials:

JUNIOR HIGH

PROFESSIONAL PREPARATION OF SECONDARY SCHOOL TEACHERS

I Society

- A. Teachers should have knowledge and sane view of social trends.
1. General Background
 - a. Background of history and traditions.
 - b. New information and ideas gained through reading, travel or contacts with people in various walks of life.
 - c. Training in "Critical-Mindedness" or the ability to be among the first to see the serious spots in society's struggle.
 - d. Training in interpreting the new and measuring consequences for the future.
 2. Specific Subjects
 - a. History and current international relations.
 - b. Economics including consumer evaluating.
 - c. Political science.

- d. Sociology including criminology.
- e. Ethics and character education with emphasis on social and spiritual values.
- f. Psychology

3. Problems

- a. Modern trends in government, democracy, facism, and communism.
- b. Changing social ideals and economic doctrines.
- c. Peace and its implications in a democracy.
- d. Labor groups and social structure.
- e. Adjustments of social institutions to inventions.
- f. Development of social responsibility.
- g. Defiance of law.
- h. Irresponsibility in regard to traffic and its regulations.
- i. Unbridled liberty resulting in degrading intemperance.
- j. Poverty, unemployment and relief.

4. Materials

- a. Research Committee on Social Trends
Recent Social Trends
McGraw-Hill Book Bompany 1933
- b. Kilpatrick, W.H.--Education for a Changing Civilization - MacMillan Company 1926
- c. Rugg, Harold --Introduction to Problems of American Culture
Ginn and Company
- d. Up to date books and magazines dealing with social problems.

II The School

A. School

1. The teacher should know

- a. What constitutes good physical conditions for the child (proper lighting, temperature, humidity, and ventilation)
- b. The ideal size and equipment for a classroom for her subject.
- c. Standards of use and value for the equipment and supplies.

B. Purpose

1. The teacher should

- a. Know the purpose of the American Public School and the history of the major enlargements of that purpose.
- b. Understand the objectives of democracy.
- c. Be trained in habits and skills necessary to transfer the seven cardinal objectives from paper into the lives of her pupils.

C. Curriculum

1. The teacher should

- a. Be trained in curriculum construction and should understand the objectives of the curriculum of her major and minor fields in order that she may assist in the revisions and construction of the curriculum.
- b. Do research in methods of teaching and developing skills.

- c. Be well enough qualified to choose books she wishes to recommend.
- d. Be familiar with the possibilities of extra-curricular activities.

D. Development

- 1. In order that she may appreciate the school of today and the reaction of some of her patrons to it, she
 - a. Should be familiar with the traditional concepts of the school as they have changed with the changing times.
 - b. Should be familiar with the various plans (such as the 6-3-3, and 8-4, etc.) and the major movements in education and know the advantage and disadvantages of each.

E. Present Organization

1. The teacher

- a. Should understand and appreciate the place of the school in the changing American Culture of today and the future.
- b. Should be familiar with the reasons for recent changes in organization, curriculum and methods.
- c. Should realize the contributions of the school to the child, to the adult, and to the community.
- d. Should study taxation problems, know the economic values of the school, and something of school finances.

F. Changes

1. The teacher should familiarize herself with local, state and national problems in education and should see the relation of our educational aims to the objectives of democracy. She should realize that society is constantly changing its ideas of what is worth teaching and how it should be done and that instruction must be adjusted to social needs.

III The Teacher

- A. Basic innate personal qualities every teacher should possess.
 1. Good physical health and vigor.
 2. Good mental health and vigor.
 3. Emotional stability.
- B. Criteria which should be used as a basis in accepting candidates for teaching
 1. Integrity and sincerity
 2. Interest in and sympathy with children
 3. Enthusiasm and optimism
 4. Initiative and resourcefulness
 5. Patience
 6. Perseverance
 7. Adaptability
 8. Sense of humor
 9. Sense of justice
 10. General appearance
 11. Personal habits

12. Voice
 13. Poise
 14. Ability to cooperate
 15. Loyalty
 16. Industry
 17. Accuracy
 18. Promptness
 19. Social culture
- C. Subjects, topics and problems which are considered essential in the professional preparation of the secondary teacher.
1. Mental hygiene
 2. Schoolroom hygiene
 - a. Lighting, ventilation, etc.
 3. Physiology and health program
 - a. Care of the eyes
 - b. Care of the teeth

(We recommend a ban on smoking for the teacher)
 4. Better background on general subjects taught in schools
 5. General cultural education
 - a. Emphasis on use of good English
 - (1) Modern acceptance of slang regrettable
 - (2) Mastery of spelling needed
 6. Etiquette and social culture.
 7. Parent education and home life problems.

IV The Pupil

A. His Nature

1. A knowledge of his environment (physical and social) and early training.
2. His heredity.
3. Normal, abnormal, delinquent.
4. Introvert or extrovert.
5. A child's capacity for growth (physical, mental, social and emotional).
6. Adjustments necessary into the physical and social.
7. His emotional drives.
8. His behavior patterns.
9. His dependence upon intelligence as he grows older.
10. Delinquency a child's attempt to adjust.

B. His Growth and Development

1. Characteristics of adolescents. (Physical, mental, moral and religious, emotional.)
2. Adolescent personality.
3. Testing.
4. Understanding of maladjustments before attempting to correct them.
5. Knowledge of physical conditions causing maladjustments.
6. Knowledge of mental diseases.
7. Opportunities for Junior High School students to "explore".
8. How to find the real cause of an excessive emotional reaction.

9. What is back of daydreams and how to use them effectively.
 10. How to deal with fears.
 11. Understanding of social hygiene.
 12. Equal opportunity for under-privileged (welfare) children.
 13. Full development of capacities in order to cover up any physical handicap.
 14. How to substitute healthful outlets for morbid anxiety.
 15. A study of vocational opportunities.
 16. How to develop a child's appreciation of life.
- C. His Place in Society
1. Influences of Social-Economic conditions on the child.
 2. Knowledge of how to give a child a breadth of social contacts helpful in laying a foundation for wholesome social life.
 3. The School Community
 4. Integration of school and community life.
 5. How to make every child feel he's essential to the happiness of others.
 6. Show the child that society is a cooperative scheme requiring the participation of all. (Failure to participate brings personal loss.)
 7. Guidance. (Avocational, Vocational, Health, Moral)
 8. How to discover how a child learned his unsocial tendencies. (How to deal with them).

9. Study and organization of Youth Movements.

V The Nature of Learning

A. Techniques of instruction which every teacher should acquire to further the learning process.

1. Problem method technique
2. Project
3. Socialized
4. Recitation method: Question, assignment, study
5. Drill
6. Demonstration
7. Laboratory
8. Excursions
9. Visual Education helps
10. Technique of developing appreciation
11. Technique of developing self-activity
12. Technique of standardized tests

VI Skills

A. Experiences which should be available to every teacher in training in order that he may

1. Develop instructional skill
 - a. Observation and participation in classroom before beginning practice teaching.
 - b. Practice teaching in more than one grade
2. Acquire guidance technique
 - a. Courses in psychology, Growth and Development of the Child and Mental Hygiene.
 - b. Contact with experienced psychologists, social

workers, and psychiatrists.

c. Experience in observing, home visitation, class discussion of an assigned case.

3. Attain insight into community and social problems:

a. Classes in sociology

b. Study of some particular community

(1) Transient problems

(2) Foreign born population

(3) Unemployment

(4) Relief agencies

(5) Industries

(6) Schools

(7) Hospitals

(8) Clinics

(9) Libraries

(10) Recreational opportunities

(11) Churches

c. Taking part in civic organizations

d. Taking active part in school affairs thereby coming in contact with various organizations such as political clubs.

SENIOR HIGH

PROFESSIONAL PREPARATION OF SECONDARY SCHOOL TEACHERS

1. What should every teacher know about society, its modern trends and its educational implications?

A. Before or along with specialization in his particular field, a prospective teacher should have a broad cultural background derived from courses and experiences that would include the following points:

1. Knowledge of the cultural heritage, or history of civilization.
2. Understanding of the composition of society and the nature and cause of social changes such as those brought about by science and invention.
3. Understanding of the major social problems of the day.
4. Understanding of modern social trends and their educational implications.
5. Knowledge of the aims, purposes and functions of our democracy, and acquaintance with other forms of political organization.
6. Understanding of the rights of the individual and his corresponding responsibilities in a democratic society.
7. Knowledge of the means through which public opinion is formed.

B.A prospective teacher should be familiar with the current thought of the best minds in the field.

The following is a list of books which are now available for interpreting society and social trends to a person being trained for teaching. Time will produce others and doubtless will render some of these obsolete.

Author	Title	Publisher
Adamic, Louis	Dynamite	Viking Press, 1934
Benjamin, Harold	Education for Social Control	The Amer. Academy of Pol. & Soc. Science, 1935
Beard, Charles	Economic Interpretation of U.S.A. Const.	Macmillan, 1935
Beard, Charles & Mary	The Open Door at Home (Immigration)	Macmillan, 1934
Beard, Charles & Mary	Rise of American Civilization	Macmillan, 1933
	The Bible	Univ. of Chicago Press, 1935
Chase, Stuart	Rich Land, Poor Land	McGraw, 1930
Counts, George	The Social Foundations of Education	Scribners, 1934
Counts, George	The American Road to Culture	Day, 1930
Curti, Merle	Social Ideas of American Education	Scribners, 1935
Dewey, John	Democracy and Education	Macmillan, 1916
Doughton, Isaac	Modern Public Education	Appleton-Century
Hart, Joseph K.	A Social Interpretation of Education	Holt, 1929

- Kilpatrick, Wm. Education for a Changing Civilization Macmillan, 1927
- Nat. Ed. Assn. Year Book of Dept. of Superintendence Nat. Ed. Assn. 1936
- Nat. Ed. Assn. Social Change in Education Superintendence Nat. Ed. Assn. 1935
- Yr. Bk. 13
- Niebuhr, Reinhold Reflections on the End of an Era Scribner, 1934
- Pres. Research Com. Recent Social Trends on Social Trends McGraw, 1935
- Rugg, Harold American Life and the School Curriculum Ginn, 1936
- Schorling & McCluskey Education and Social Trends World Book 1936
- Washburn, L.C. Remakers of Mankind Reynal, 1932
- Webb, Sidney & Beatrice Soviet Communism esp. Chap. II Scribner, 1936
- Wells, Herbert Autobiography Macmillan, 1934

II. What should every teacher know about the school, its purpose, its development, its changes, its curriculum and its present organization?

A. A teacher should have a thorough knowledge of the following factors in the institutional development of education:

1. Philosophies of education upon which schools are based in different countries of the world.

2. Purposes and functions of the school in the United States as embodied in the Seven Cardinal Principles. (Health, command of fundamental processes, worthy home membership, citizenship, vocations, worthy use of leisure time, ethical character.)
3. History of the development of education in the United States from the education of the few to the education of the many, the growth of the public school system and the corresponding changes in curriculum content.
4. Organization of the school
 - a. The administration and its functions
 - b. The faculty and its functions
 - c. The student body organization and the way it operates.
5. Curriculum of the school
 - a. Principles of curriculum building
 - b. Schools of curriculum thought.
 - c. Trends and tendencies in modern curriculum making.
6. Support and regulation of the school in California, and laws governing taxation and means of apportioning money to the schools.
7. Forces which seek to control the school.
8. Rights and responsibilities of the teacher

B. For these purposes the following types of books would be needed:

1. History of education
2. Educational psychology
3. Educational sociology
4. Educational philosophy
5. School administration
6. Curriculum principles and practices

III. What basic personal qualities should every teacher possess? What criteria should be used in accepting candidates for training?

<p>A. Every teacher should possess the following basic personal qualities:</p> <p>Physical health</p> <p>Mental health</p> <p>Healthy social experience and background</p> <p>More than average intelligence.</p> <p>Intellectual honesty and curiosity</p> <p>Enthusiasm</p> <p>Ingenuity</p> <p>Tolerance</p> <p>Discretion</p>	<p>B. These qualities may be judged by the following criteria:</p> <p>Physical examination or health certificate</p> <p>Personal appearance</p> <p>Wholesome integrated personality</p> <p>General education with more than average achievement.</p> <p>Leadership</p> <p>Good judgment and appreciation of fitness of things.</p>
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Adaptability Ability to work with others. Ability to follow directions.

Interest in society and Participation in community and school social justice organizations for betterment of social ends.

Interest in adolescent youth Participation in youth's organizations and activities.

Professor Paul Shorey said that the sole qualifications of a good teacher are "Know your stuff and be alive."

IV. What should every teacher know about the pupil, his nature, his growth and development, his place in society and his varying needs?

A. The teacher should have an understanding of the following factors which enter into the building of youth:

1. Growth and development of the child.
2. Adolescent psychology.
3. Nature of individual differences.
4. Influence of home conditions.
5. Effect of such modern inventions as radio, movie, automobile, and labor-saving devices.

B. The teacher should have some knowledge of conscious efforts to direct child development such as

1. Youth building agencies (Y.M.C.A., Y.W.C.A., Boy Scouts, etc)
2. Health and rehabilitation agencies
3. Psychological testing and guidance
4. Legislation for protection of youth
5. Leisure time activities.

V. What techniques of instruction should every teacher acquire in order to further the learning process?

A. Every teacher should know how to organize classroom experiences by

1. Planning the work so that it represents a progressive ascension from one stage of growth to another (curriculum building)
2. Motivating the work so that pupils identify themselves with it by recognizing its worth and significance.
3. Providing ways and means for taking care of individual differences.

B. Every teacher should know how to present the classroom experiences by

1. Applying in proper place and time the different methods of instruction (project method, visual aids, etc)
2. Applying the laws of learning
 - a. Sensory-motor learning which is related to

- perception and skills
 - b. Associative learning, or memory
 - c. Problem solving, or reflective thinking
 - d. Appreciation, or development of attitudes and ideals.
- C. Every teacher should know how to apply in the classroom such specific techniques as
1. Maintenance of proper physical conditions
 2. Maintenance of social decorum and favorable emotional conditions
 3. Lesson assignment
 4. Presentation of the new as an outgrowth of the old
 5. Work, study, and socialized periods
 6. Directed study (note taking, etc)
 7. Discussion
 8. Question and answer
 9. Effective drill and repetition
 10. Testing
 11. Encouragement of initiative and independent study
 12. Stimulation of the imagination and creative activity
 13. Use of the library
 14. Use of visual materials
 15. Use of educational excursions, visits, etc.

VI. What experiences should be available to every teacher in training in order that he may develop instructional skill, acquire guidance techniques, and attain insight into community and social problems?

A. Every teacher in training should have the following specialized educational experiences:

1. Training in effective use of the voice
2. Participation in a seminar on the major problems of classroom instruction
3. Participation in curriculum building

B. Every teacher in training should have the following experiences in a secondary school:

1. A longer period of practice teaching
2. Opportunity to teach more than one class in order to experience more nearly a full teaching load.
3. Practice in counseling and home visitation
4. Opportunity to observe experts handle problems of instruction and guidance
5. Experience with administrative procedures.

C. Every teacher in training should have the following extra-curricular experiences:

1. Practice in the supervision of non-classroom activities
2. Participation in campus and community activities
3. Wide reading experience through facilities made available by the training school, accompanied by guidance in the use of those facilities

4. Opportunity to attend cultural programs made available by the training school
 5. Experience in earning a living for a definite period in some field other than teaching.
- (This is a suggestion only.)

JUNIOR COLLEGE

A. Society

1. What should every teacher know--about society, its modern trends and its educational functions?

Every teacher should have clear insight into the degree in which contemporary social trends influence a child's behavior. To cultivate this, it would seem that teachers should acquire definite knowledge as to the static social conditions of this country and of the impending social movement and change.

Above all, the teacher should be made to realize that learning is continuous, not a matter of class-room only, and that quite as much is learned in social contacts outside of school. Particularly, then, should a teacher know the morals, habits, ambitions, and social limitations of the group in which he is to become a leader.

2. What books or types of books should be used to give the background of social conditions and social change?

Very good use can be made of such publications as "Current History", "Reader's Digest", "American Mercury", etc.

B. The School

1. What should every teacher know about the school, - its purpose, its development, its changes, its curriculum, and its present organization?

Every teacher should have thorough grounding in "History of Education".

Then - if one enters a strictly academic, scholastically minded situation, he need not know much beyond his own subject matter field, and the limitations placed upon his teaching it will be few.

However, in a school where the curriculum is compounded on the basis of the more modern trends in education, the teacher should have his hand on the pulse of the whole institution. Aims, methods, machinery, administration, should each and all, be his concern. The training of teachers entering the school of the present embraces a much wider foundation in each of these fields than did that of the teacher of twenty years back.

In order that the whole system shall be unified in purpose and successful in results, each unit of its staff must be in full cognizance and accord with each other unit.

C. The Teacher

1. What basic innate personal qualities should every teacher possess?

- a. Sympathy for and adaptability to the child's point of view
- b. Should be an extrovert, at least in his dealings with students, interested primarily in their welfare and advancement

- c. Must have patience and to spare
- d. Must be scrupulously just and fair-minded
- e. A cheerful personality is a requisite essential
- f. Must emphasize personal neatness and cleanliness
- g. Promptness and efficiency in carrying out duties is important
- h. Good health is a primary consideration
- i. Should be cooperative and imbued with initiative

2. What criteria should be used in accepting candidates for training?

- a. A proven desire to enter teaching as a profession because of the love of teaching and not for a means of putting in time until future employment.
- b. Should be possessed of a good constitution and be in good health
- c. Above average in intelligence
- d. Should show ability to suspend judgment and consider all sides of a question. (Could be determined by thorough personality rating tests)
- e. Should present a fine personal appearance and be well groomed.
- f. Should have made previous, agreeable, social and guidance contacts with young people.

7. Must have a fine basis in subject matter fields

8. Preferably, should have travel experience

D. The Pupil

1. What should every teacher know about the pupil,- his nature, his growth and development, his place in society, and his varying needs?

Everything he can assimilate and record for reference. Use of school record sheets of individual pupils is one way of obtaining material. Private and confidential talks with parents and even with the pupils themselves, if wisely handled, should be of great benefit towards a mutual understanding between teacher and those taught.

E. The Nature of Learning

1. What techniques of instruction should every teacher acquire to further the learning process?

Any which are currently accepted as the best methods of promoting this learning. Emphasis should be placed, however, on the proven worth of these methods before they are put into practice. In this connection it is doubly important to stress upon teachers that their methods must necessarily change with change in pupil personnel and school location.

A basic technique, not to be overlooked, is that of learning with the pupil - by personal application and example, keeping interest high.

F. Skills

1. What experiences should be available to every teacher in training in order that he may develop instructional skill, acquire guidance techniques, and attain insight into community and social problems?
 - a. Practice teaching is excellent, of course
 - b. It should be tempered with "practice watching" - observation of the skill of older, more experienced workers, as they handle their everyday classroom problems.
 - c. Visiting various systems to note different techniques in operation, is important. A comparison of methods sheds a lot of light.
 - d. These teachers to be should have access to the records of some school. Let them learn, firsthand of I.Q. ratings, various teacher devised personality ratings of pupils, health sheets, and other data which a school gathers about its pupils.
 - e. Entrance into community Theater and recreation work with pupils and parents, is valuable training.

G. Other Comments

Teacher training, especially for higher grades and secondary level should be given after, and in addition to, the bachelor's degree. Train teachers to the extent of doctors and lawyers (seven years at

the least, after high school) and watch the rise in standards of the school systems and the parallel rise of teaching as a worthy and influential profession.