



8-1949

The Bulletin, series 45, number 2, August (1949)

Moorhead State Teachers College

Follow this and additional works at: <https://red.mnstate.edu/thebulletin>

Researchers wishing to request an accessible version of this PDF may [complete this form](#).

Recommended Citation

Moorhead State Teachers College, "The Bulletin, series 45, number 2, August (1949)" (1949). *The Bulletin (Newsletter/Journal)*. 90.

<https://red.mnstate.edu/thebulletin/90>

This Book is brought to you for free and open access by the University Archives at RED: a Repository of Digital Collections. It has been accepted for inclusion in The Bulletin (Newsletter/Journal) by an authorized administrator of RED: a Repository of Digital Collections. For more information, please contact RED@mnstate.edu.

THE BULLETIN

State Teachers College

MOORHEAD, MINNESOTA

THE TWO - YEAR CURRICULUM AND
ACADEMIC STANDARDS

REVISED CURRICULUM REQUIREMENTS
FOR TEACHER EDUCATION

THE EDUCATIONAL VALUE OF
ACADEMIC CREDITS

SELECTION OF CANDIDATES FOR
TEACHER EDUCATION

TEACHERS PROGRAMS IN MINNESOTA
HIGH SCHOOLS

August, 1949.

FOREWORD

Causes for the unavoidable delay in the publication of the August issue of *The Bulletin* are irrelevant except that they serve as an explanation to those who are accustomed to receiving an issue at the regular publication time. Instead of the delay being a misfortune, it has provided an opportunity to present material that could not have been included at an earlier date. The material will be of interest particularly to students and alumni of the College. It will also be of value to prospective students and teachers in service who desire to upgrade their professional education. Even the educational public will find material of interest in this issue of *The Bulletin*.

Series 45

August, 1949

Number 2

Published quarterly at Moorhead, Minnesota.

Entered as second class mail matter at the post office at Moorhead, Minnesota, under the act of August 24, 1912.

THE TWO-YEAR CURRICULUM AND PROFESSIONAL STANDARDS

The effect that the increased enrollment in the two-year curriculum will have on the standards of the teaching profession is a significant problem in education. There is common agreement that two years do not constitute sufficient time to prepare teachers for teaching on any level or in any field. In fact, there is common agreement that the greater portion of two years ought to be devoted to the extension of the educational background of high-school graduates in their preservice education for teaching. A two-year curriculum, therefore, curtails the program for the education of teachers either in general education or in professional education. Usually both suffer.

The enrollment in the two-year curriculum of the State Teachers Colleges for the Fall of 1949 shows an increase of 41 per cent over that of one year ago, 87 per cent over that of two years ago, and 125 per cent over that of three years ago. In other words enrollment in the two-year curriculum of the State Teachers Colleges is more than twice what it was in 1946.

On the basis of the undersupply of teachers in the elementary schools, the situation reported in the preceding paragraph appears to be desirable, but on a long-term basis the standards of the profession will suffer. The two-year graduates will secure certificates that are renewable and that will eventually become life certificates. For three decades, at least, the profession will be handicapped by members whose qualifications will be below standard. The effect will be a relatively large number of poorly qualified teachers and low salaries. Moreover, the situation will tend to inhibit desirable candidates from entering the teaching profession.

Apparently the relationship between the supply of teachers and the qualifications of teachers is the reverse of what is expected. In states which have high standards, the supply of elementary teachers is more adequate than it is in states which have low standards. Poor teachers apparently drive out good teachers. In view of the situation that exists in the education of teachers through the two-year curriculum, it seems that the State Teachers Colleges and the State Department of Education should combine their efforts to prevent the lowering of standards of the teaching profession by extending the two-year curriculum as rapidly as possible with the ultimate goal of a minimum of four years preparation for teachers in the elementary school.

At its recent meeting the State Teachers College Board authorized an extension of the requirements for the education of teachers for the elementary schools. Students who enroll in the Fall of 1950 will be required to complete two and one-third years of work in order to meet the requirements; those who enroll in the Fall of 1954 will be required to complete three years of work; and those who enroll in the Fall of 1958 will be required to complete four years of work.

If the State Board of Education adopts certification requirements which coincide with this program for the extension of the elementary curriculum in the State Teachers Colleges it would mean that after 1952, in order to be certified to teach in the elementary schools, a person must have two years plus one quarter of college work; after 1957, three years; and by 1962 no one would be certified without a degree. There is every reason to believe that the certification requirements will be made to coincide with the teacher-education program.

The results of this program should be evident in improved instructional practices, higher teachers' salaries, and in general better schools; all of which are natural sequences of securing more adequately prepared teachers.

REVISED CURRICULUM REQUIREMENTS FOR TEACHER EDUCATION

At its recent meeting the State Teachers College Board revised the curriculum requirements for teacher education leading to the professional degrees. The requirements for the two-year elementary curriculum had not been revised after adoption in 1928; the requirements for the four-year curriculum had not been revised after adoption in 1938. The new requirements affect both the program of general education and the program of professional education. Also the Board revoked the requirements of two majors or one major and two minors for the four-year curriculum leading to a certificate to teach in the secondary schools.

The requirements adopted by the State Teachers College Board are presented in the following outline:

Areas	Quarter Hours
I. General Education	44-68
<p>Understandings and abilities of a non-specialized character resulting from their systematic cultivation in broad fields of human experience and learnings that provide for intelligent citizenship and satisfying living and serve as a basic background for specialization.</p>	
II. Professional Education	30-56
A. Human Growth and Development	6-12
<p>The processes of continuous growth and development of children and youth and of the interactive influences of physical, social, emotional, and mental growth and development upon each other and upon the emerging self in the climate of its own continuously expanding cultural environment.</p>	
B. Orientation to Teaching	6-12
<p>The function of education in a democracy; the place of the school in the social order; the curriculum as organized ex-</p>	

- periences; the interaction between curriculum material and the human organism; diagnostic and evaluative procedures.
- C. Materials and Approaches in Learning and Teaching 8-16
Implementation of learning and teaching procedures in terms of classroom activities; realizable outcome; attainable sources of materials and devices; usable local and community resources; manageable learning and teaching units; suitable types of learning and teaching procedures; progressive diagnosis and evaluation of achievement.
- D. Community Experiences 2-4
Organized and supervised experiences in community activities relating to the school as an educational agency of society.
- E. Laboratory Experiences (including student teaching) 8-12
Administered within the framework of the standards of the American Association of Colleges for Teacher Education governing professional laboratory experiences and student teaching.

- III. Specialization (To be determined by each college)
Either jointly or singly the colleges should formulate requirements for concentration in teaching fields and on teaching levels in accordance with the needs of the public schools they serve, these needs to be determined by studies of teacher supply and demand and by studies of teacher assignments in terms of subject combinations, extra-curriculum activities, and community responsibilities.

The descriptions of the various areas are included because it seems desirable to have a frame of reference for each of the areas as an indication of the nature and scope of the content of each. The statements are not intended to be either inclusive or exclusive. They should be under continuous scrutiny of the faculties, periodically examined by the presidents, and currently revised in the minutes of the Board.

The revised curriculum requirements are designed to provide sufficient opportunity to allow the colleges to make optimum adjustments during the transition from traditional patterns of course content and organization to newer curriculum patterns. During the transitional period the colleges can not effect changes either at the same rate or in the same manner. The colleges have their peculiar characteristics in terms of their traditions, their administrative leadership, their faculty backgrounds and points of view, and their student personnel. To set up inflexible requirements, particularly during periods of rapid change, would impose upon the colleges patterns to which they could not conform even were they disposed to do so. Changes in the underlying philosophy of teacher education are developments which take place slowly and continuously. It is

believed, therefore, that the latitude provided in the revised curriculum will facilitate normal development in the colleges.

An analysis of the outline of the revised curriculum indicates areas of content rather than specific courses. Moreover, the number of quarter hours of credit for each area is designated with considerable range. Each college, therefore, is confronted with the responsibility of implementing the various areas through the organization of courses. These courses, together with the credit requirements for each, will be published in the catalogues of the various colleges for the ensuing year.

THE EDUCATIONAL VALUE OF ACADEMIC CREDITS

A significant problem in education is suggested by a situation that seriously troubles the administration of the Moorhead State Teachers College. All academic records of the institution were destroyed by fire in 1930. In the meantime pressure has been brought to bear on the administration to reconstruct records for individual students. Obviously credits cannot be written into the record without evidence of their having been earned.

In view of the fact that the records were destroyed nineteen years ago, it would seem that the problem of their reconstruction at this time should be reduced to a minimum. As a matter of fact, however, the problem has increased during the past five years rather than diminished. The inadequate supply of teachers has induced a relatively large number of older persons to re-enter the teaching profession. In many instances this college is not able to provide the record that students desire and that the State Department of Education requires for certification.

Without any effort to rationalize the institution out of an embarrassing situation the issue with respect to the educational value of credits earned as much as two decades ago is raised for serious consideration. The content of education has undergone radical changes within this period of time. In many subjects assumptions upon which basic principles rest have undergone fundamental changes. The modern point of view in the field of educational psychology is radically different from the point of view prior to 1930. In like manner the approach to an understanding of the physical world has been materially modified by the discoveries concerning the atom. Even history, which is primarily a matter of record, has a different significance in the post-war world from what it previously had.

In view of changes that have taken place both in general education and in professional education it would seem wise to disregard the sanctity of credits and to substitute therefor more valid and reliable measures of competency. Since the welfare of children, and ultimately the welfare of the nation, is at stake, colleges for the education of teachers should assume the responsibility for finding and utilizing procedures for deter-

mining competency. In dealing with this problem the matter of prime importance is not whether the candidate for the teaching profession has had certain courses in college but whether he has capitalized on those courses to become an educated person—not what he was but what he is, is the important question. His educational status twenty years ago may or may not affect his current educational status. His record of twenty years ago provides no guarantee concerning his current point of view and his ability to deal with materials in areas in which competence is expected. These are matters of prime importance in sending recruits into the teaching profession.

The profession is not as destitute of the techniques and devices for determining points of view and abilities as many people believe. The G. E. D. tests illustrate procedures for determining general ability in four important areas of education at the college level. They are based upon the assumption that functional education is measured in terms of ability to deal intelligently with materials in these various fields. The tests, therefore, are designed to measure functional ability rather than amount of accumulated information. In the last analysis, these abilities are the essence of the ultimate ends of general education.

Since functional tests have been devised in the field of general education, it is logical to assume that such tests can be devised in the field of professional education. The techniques for doing so have been illustrated in a reasonably satisfactory manner. Colleges engaged in the education of teachers should set themselves the task of devising such measures. Their application to candidates desiring to re-enter the teaching field would not only eliminate the problem with which the Moorhead State Teachers College is confronted as the result of the loss of records, but it would also screen all candidates on the basis of current competency rather than on the assumptions that courses taken and completed in an educational era long since past have functional value.

SELECTION OF CANDIDATES FOR TEACHER EDUCATION

The progressive selection of students is dependent upon finding and using valid measures of competency. That progressive selection of candidates for the teaching profession should be practiced is generally admitted by all interested groups. In many instances selection does not go beyond advisement. In too many instances advisement is inadequately conceived and/or inadequately implemented. Practices that deny students the privilege of admission to college or to its professional program require both administrative machinery and courage to use it. Selective admission and retention are more frequently matters of profession than matters of practice.

An examination of college catalogs shows that sporadic efforts are being made to select likely candidates for the teaching profession. In almost all instances, the primary criterion used is the scholastic ratio. An

average mark of "C" is usually required in pertinent areas of teacher preparation such as the area of specialization in terms of majors and minors and the area of professional education, including student teaching. An average mark of "C" is usually a requirement for graduation. In many instances, the scholastic requirement for admission to the Upper Divisions is also an average mark of "C."

The following paragraph copied from the 1949 bulletin of the Ball State Teachers College is typical of bases of selection other than scholastic ratio.

The College reserves the right to refuse the privilege of further attendance to a student when it has become convinced that the student lacks the personal qualities, professional characteristics, general health, or scholastic attainments essential for success as a teacher. Such student desiring to re-enroll will supply the College with evidence that his difficulties have been corrected.

A cursory survey of the literature will also reveal points of view and suggestions concerning selective admission and retention of candidates for the teaching profession. Unfortunately, however, the literature does not provide a great deal of help in implementing reliable and effective practices.

There are two crucial points at which selection takes place—one is admission to college and the other is admission to the upper divisions. Since the basis on which students are admitted to the colleges is uniformly established both in theory and practice, there seems to be little value in elaborating on this issue. Admission to the upper divisions is an issue that deserves both individual and joint consideration by the colleges.

Obviously admission to the upper divisions is only the culminating point in the program of selection and retention that is progressively applied throughout the first two years of the college life of students. During freshman and sophomore years, students may be observed, data may be accumulated concerning their personal and scholastic qualifications, and they may be advised with respect to their fitness for entering upon a program for preparation to teach; but their applications for admission to the upper divisions as candidates for teacher education should be honored only in case the evidence supports their qualifications for doing so successfully.

Standards for admission to the upper divisions should be both personal and academic in character. The evaluation of personal qualities is largely subjective. However, there is general agreement that teachers should possess emotional organization that stamps them as balanced persons. Tests and rating scales are available that measure with a fair degree of reliability emotional characteristics. These, together with the best judgments mature people can render, should provide a sufficiently reliable index to prevent emotionally unstable persons from entering upon the program of teacher education. Physical defects and anti-social behavior that would militate against successful work in the classroom are usually

of such obvious character that courage is the only essential factor needed for dealing with this situation.

An attack should also be made on the improvement of the academic standards now customarily used for promotion from the lower to the upper divisions. With progress that has been made in the development of evaluative instruments and techniques a program of evaluation detached from course credits and marks might be used to supplement these indices of achievement. Such program of evaluation would provide two types of evidence of competency. It would have the further value of relieving individual faculty members from taking full responsibility for evaluating their own work. Moreover, it would provide a scholastic tone for the colleges that would command the respect of students, faculty, and public alike. The implementation of the procedure should probably be a joint undertaking of the colleges.

TEACHERS PROGRAMS IN MINNESOTA HIGH SCHOOLS

The problem of appropriate majors and minors for students preparing to teach in high school has been brought to the front recently by several factors. It has been difficult to place certain students because their patterns of majors and minors have not coincided with the qualifications stipulated in the requests for teachers. There are obvious discrepancies between the proportions of students preparing to teach certain subjects and the demand for teachers in those subjects. These and other factors prompted this study.

The proximate aims of the study were: (1) to determine the actual combinations of subjects taught by the high school instructors, and (2) to obtain from the superintendents or principals what they considered to be the ideal situation for their school as far as teaching combinations were concerned. It is hoped that the results of this study will be of value to those studying and making recommendations concerning major and minor requirements for students who are preparing to teach in high school, and also to school administrators in evaluating their own curricula.

In March, 1949, a questionnaire was sent out from the office of the President at Moorhead State Teachers College to the administrators of 227 high schools in Minnesota with eighteen or fewer teachers. Replies were received from 120 of these high schools. Questionnaires were also filled out by school superintendents in five nearby North Dakota towns.

The questionnaire was in two parts corresponding to the two proximate aims. The subjects commonly taught in high school were listed. In Part I the superintendents indicated by check marks the subjects offered in their high schools and the subjects taught by each teacher. In Part II they were asked to "check those courses which you believe should be offered in your high school, assuming that adequate facilities and appropriately prepared teachers were available." The course schedules were indicated for each teacher, "not one of the teachers now employed in

your school but an imaginary person who conforms to your ideals, at least in so far as preparation for teaching is concerned."

A comparison of Part I, showing the actual situation, with Part II, the "ideal" situation, for seventy-four schools shows that 85 per cent would like an increase in staff; 11 per cent indicated that decrease would be ideal if the teachers were appropriately prepared.

The 120 high schools which supplied information for this study have a total of 1,140 teachers, an average of approximately ten teachers per school. One-third of these high school teachers teach at least one class in social studies, more than one-fourth of them teach English, and approximately the same number teach science. The number and per cent teaching in each field are given in Table 1.

Table 2 shows the "ideal" situation as recommended by the superintendents. In comparison with the actual situation, these data show a general decrease in the per cent of teachers teaching each subject but an increase in the proportion of schools offering the subject. This is explained by the fact that if appropriately prepared teachers were available the superintendents would have each teacher teaching in only one or two fields rather than being responsible for isolated courses in several fields. This is especially true at the senior-high-school level.

All or practically all of the smaller high schools of Minnesota offer courses in English, science, mathematics, social studies, commerce, and physical education. Courses which are now offered in a limited number of high schools and which the superintendents seem especially desirous of adding to their curriculums are agriculture, industrial arts, and fine arts. In each there is a difference of 40 per cent or more between the proportions of schools now offering courses in the field and those who would offer them if facilities were available.

TABLE 1

THE NUMBER OF TEACHERS TEACHING IN EACH OF THE SUBJECT-MATTER FIELDS AND THE PROPORTION OF THE HIGH SCHOOLS IN WHICH COURSES IN THESE FIELDS ARE OFFERED

Subject-Matter Fields	Teachers		Schools	
	No.	Per Cent	No.	Per Cent
English	321	28	120	100
Foreign Languages	30	3	29	24
Science	314	28	120	100
Mathematics	242	21	120	100
Social Studies	378	33	120	100
Art	38	3	34	28
Music	131	11	96	80
Commerce	203	18	117	98
Industrial Arts	61	5	59	49
Home Economics	73	6	73	61
Agriculture	37	3	35	29
Physical Education	233	20	120	100
Total number	1140		120	

TABLE 2

THE PROPORTION OF HIGH SCHOOLS IN WHICH THE SUPERINTENDENTS BELIEVE THAT COURSES IN THE VARIOUS SUBJECT-MATTER FIELDS SHOULD BE OFFERED AND THE PROPORTION OF TEACHERS WHICH THEY WOULD LIKE TO HAVE TEACHING THESE COURSES

Subject-Matter Fields	Teachers		Schools	
	No.	Per Cent	No.	Per Cent
English	178	18	76	100
Foreign Languages	30	3	28	37
Science	155	16	76	100
Mathematics	141	14	76	100
Social Studies	173	18	76	100
Art	56	6	51	67
Music	87	9	71	93
Commerce	95	10	76	100
Industrial Arts	69	7	66	87
Home Economics	75	8	73	96
Agriculture	72	7	65	86
Physical Education	136	14	76	100
Total number	973		76	

A study was made of the 1948-49 enrollments in 90 per cent of the high schools of Minnesota by A. L. Gallop, statistician for the State Department of Education.* In comparison with a similar survey made in 1939-40, the following trends stand out:

History—World history classes almost doubled; American government and advanced civics up to 8,955 regular, 3,603 part-time students, as against 168 before; state history now studied by more than 5,000, none before; American and United States history up about one-fourth; ancient and mediaeval history extinct as separate course topics.

Science—General science classes almost doubled; biology, chemistry, and physics classes smaller; botany out entirely as a course topic.

English—Increase in speech and public speaking, dramatic art, and journalism.

Music—Music appreciation and musical history drawing ten times as many students as the 515 enrolled in 1939-40; chorus most popular music class.

Art—Art enrollment tripled; applied art students up to 7,461 from seven.

Health—Almost ignored in 1939-40; high school health, physical education, safety and driver training courses now serve 128,210 students.

Mathematics—Less geometry, more arithmetic and algebra.

Business—Bookkeeping, shorthand, and typing enrollments have slumped; "economic geography" off two-thirds; salesmanship, psychology of business, business English attracting negligible number of students.

Agriculture—Off slightly.

*The Minneapolis Star, July 5, 1949. Data originally obtained from A. L. Gallop, "Offerings and Enrollments in High School Subjects." State of Minnesota, Department of Education, Statistical Division Bulletin, Code XVIII-B-70. (Mimeographed.)

Languages—Shift to Spanish; Spanish is the only language (including English) to show a gain in enrollment; French, German, the Scandinavian languages, and Latin are dropping rapidly.

Industrial Arts—Five times as many students taking industrial arts now as in 1939-40.

Home Economics—Decided increase in popularity.

Table 3 will give the college student an idea of the opportunity for teachers in the various subject-matter fields. This study includes only the smaller schools since the inexperienced teacher is generally employed in this type of school. Comparison of Table 1 and Table 3 will give a more complete picture of the situation than either table alone. For example, health and physical education is offered in every high school, so is English. Since boys' and girls' physical education courses are taught separately and often by different teachers and since four years of work are generally offered, the number of courses per school is very high (8.17). In English there is an average of less than three courses taught per school. However (referring to Table 1) there are only 233 physical education teachers in the 120 high schools while 321 teachers teach one or more courses in English. Opportunities in other areas may be similarly analyzed.

TABLE 3

THE TOTAL NUMBER OF COURSES OFFERED IN EACH SUBJECT-MATTER FIELD IN 120 SMALL HIGH SCHOOLS AND THE AVERAGE NUMBER OF COURSES OFFERED PER SCHOOL

Subject-Matter Field	Total Number of Courses	Courses Per School
English	321	2.68
Foreign Language	30	.25
Science	314	2.62
Mathematics	538	4.48
Social Studies	378	3.15
Art	38	.32
Music	131	1.92
Commercial Subjects	486	4.05
Industrial Arts	246	2.05
Home Economics	293	2.44
Agriculture	126	1.05
Health and Physical Education	980	8.17

The most prevalent subject combinations of the teachers included in this study are given in Table 4. Forty per cent of those who teach one or more classes in English also teach classes in social studies; between 10 and 25 per cent of them teach classes in science, physical education, or mathematics; those subjects taught by less than 10 per cent of the English teachers are not listed in this table. The subject-matter fields listed in the first column of this table do not indicate college majors nor major teaching fields. Any teacher who teaches one or more classes in a given subject is included in that subject-matter field. Thus a person who teaches English, Social studies, and art would appear three times, once under each of these subject-matter fields.

The space allotted for this brief summary does not permit the inclusion of the detailed analysis of the findings which was made in each subject-matter field and at the junior and senior-high-school levels, nor a comparison of the present situation and the "ideal" situation as outlined by the school administrators. However, one statement will express the conclusion reached in every field: The superintendents would prefer to have a teacher's program include more courses in only one or two subject-matter fields rather than isolated courses in many fields, a condition which seems to be prevalent in the small schools at the senior-high-school level.

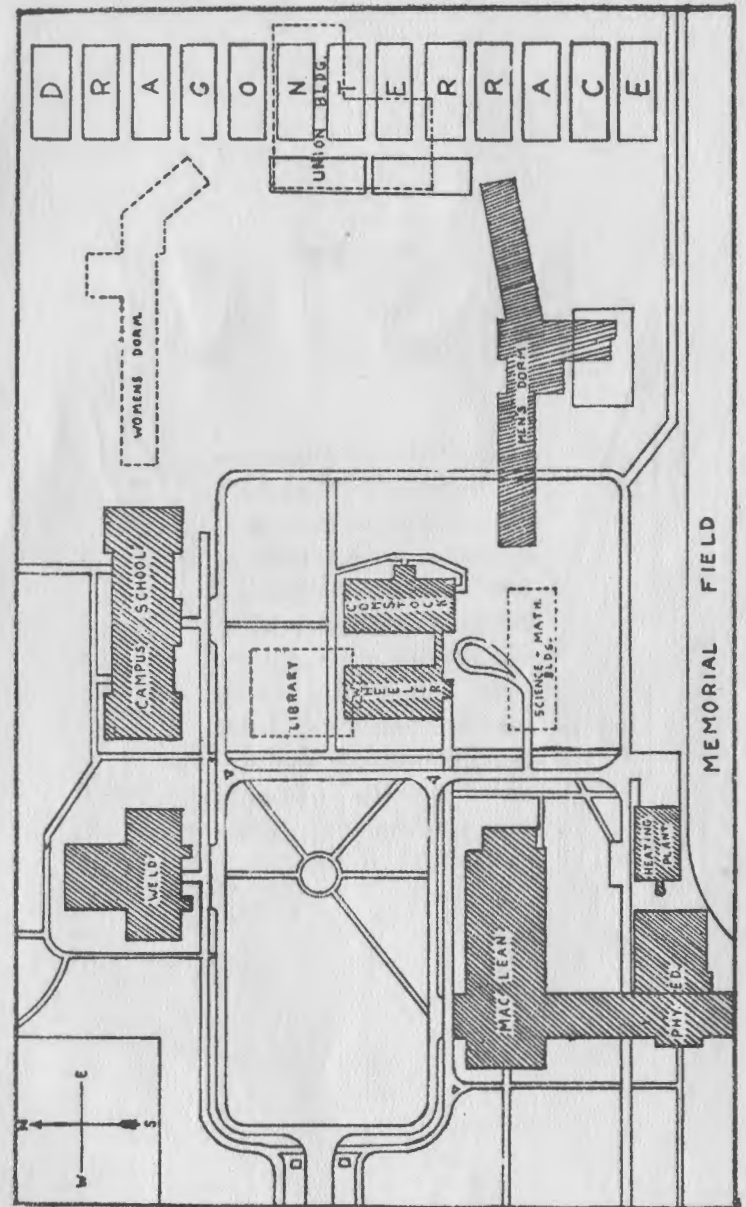
TABLE 4

OTHER SUBJECTS TAUGHT BY VARIOUS PROPORTIONS OF THE TEACHERS IN EACH SUBJECT-MATTER FIELD

Subject-Matter Fields	Subjects Taught by: 40+ per cent	25 to 40 per cent	10 to 25 per cent
ENGLISH	Social Studies		Science Physical Ed. Mathematics
FOREIGN LANGUAGES	English	Social Studies	Music Commerce
SCIENCE		Mathematics Social Studies Physical Ed.	English Commerce
MATHEMATICS	Science	Social Studies	Physical Ed. English Commerce
SOCIAL STUDIES		English Science Physical Ed.	Mathematics Commerce Music
ART	English Social Studies	Science Mathematics	Music Physical Ed.
MUSIC		Social Studies	English Science Mathematics Commerce
COMMERCE		Social Studies	Science Physical Ed. English Mathematics
INDUSTRIAL ARTS			Physical Ed. Science Social Studies Mathematics
HOME ECONOMICS		Science	Physical Ed.
AGRICULTURE			Science
PHYSICAL EDUCATION	Social Studies	Science	English Mathematics Commerce

The facts presented in this study can be of especial value to prospective teachers and to those who advise students considering entering the teaching profession. Divisional advisers in particular major fields should be cognizant of the demands which are made upon the high-school teachers in terms of subjects to be taught outside their major fields. For example, an adviser of English majors should consider the advisability of encouraging many of them to complete a minor in social studies, since more than 40 per cent of the high-school English instructors also teach one or more social-studies classes. Forty-three per cent of the foreign language teachers in the small high schools of Minnesota also teach courses in English. Mathematics and science are frequent teaching combinations. These and other data from Table 4 should be recognized in the counseling program.

A careful study of the information concerning the demand for teachers in the various subject-matter fields, the enrollment trends in the different fields, and the combinations of subjects most frequently taught should be of value to the student in formulating a program for his professional preparation which would equip him in the best possible way for securing a teaching position.



MSTC

... A State College established in the faith that public education is essential for a society of free citizens—exerting a religious influence without fostering creedal beliefs—constituted of a faculty educated in leading universities and devoted to the personal and professional development of youth.

