

THE STATUS OF THE FIFTH-YEAR PROGRAM

IN TEACHER EDUCATION

by

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ABSTRACT

The purpose of this study was to survey the status of the fifth-year program in teacher education in the United States and to devise an innovative program for Montana State University based on its present program plus what were considered to be the outstanding features of other current programs of teacher education at the fifth-year level.

The results of the study showed that the new design for classroom teacher education placed heavy emphasis on the internship program which culminated in the Master of Education degree with full certification to teach, and from which students could expect to emerge with a high degree of skill and a sophisticated understanding of the learning process and the role of schools in our society today.

CHAPTER I

INTRODUCTION

Educators of all types and at all levels are giving serious thought to the nature of the basic professional preparation of the nation's 1,800,000 elementary and secondary teachers—the largest single professional segment in our population. According to Denemark (5),

The times demand greater expertness in teachers, and such expertness in turn demands that more time and effort be devoted to the preparation of those teachers. Awakened concern about the nature of knowledge emphasizes a dimension of teacher preparation that must be expanded and enriched.

Another educator (37) expressed his concern in these words:

The need to increase the length of the program of teacher education has long been recognized, with the opinion among teacher educators being practically unanimous that a total of five years of higher education is necessary for the basic preparation of professional teachers, both for the elementary and for the secondary school.

The problem of some of the institutions of higher learning has been to decide what constitutes an effective fifth-year program in teacher education, and to what degree such a program is practicable and possible. The writer has felt that an investigation of the books and articles that have been written and published would be desirable as a base for determining the status of the organization, methods, and objectives of the fifth-year program in teacher education. Once determined, this should prove to be of interest and benefit to those already directly involved in such a program and to those who may be desirous of determining the criteria for setting up a fifth-year program at some institution of higher learning. It was

this feeling of need for the investigation of the status of the fifth-year program of teacher education in the United States that led to this study.

An examination of the history of teacher education in the United States revealed a steady trend in the increasing length of the period of professional preparation of teachers. The amount of formal study necessary for initial certification has gradually increased to the point that today most states require a bachelor's degree at both the elementary and the secondary levels. Considerable attention is being devoted to the planning of fifth-year programs of teacher preparation, with a few experiments being carried on which are looking forward to a sixth year of preparation for specified fields on the secondary level.

That there has been a wide range in defining an acceptable fifth-year program has been made evident by the many articles discussing the subject that have appeared in educational magazines, reports from the U.S. Office of Education, the National Commission on Teacher Education and Professional Standards, and from other professional organizations and informational media during the past several years.

A Minnesota educator (12) writing in the Minnesota Journal of Education, for March, 1962, said,

A growing number of school systems expect added study of their teachers on some periodic basis after their initial preparation. Most systems recognize such study through the granting of salary increments, and many of them link such increments with the earning of a master's degree. Such a requirement poses problems for many colleges and universities, for they are torn between

a sense of obligation to accept all teachers where they are and do whatever they can to upgrade their effectiveness and a sense of obligation to maintain standards of scholarship for advanced-degree programs aimed at preparing educational leaders.

The need for scholarship in depth becomes more intense as knowledge in all areas increases. Teachers must be broadly educated persons and able to understand those things that contribute to making well-educated individuals. They need to be leaders of youth and to be well-grounded in areas in which they are to carry on instruction.

Good teaching depends on wide knowledge and specific preparation in an area plus the techniques for imparting such knowledge. The rationale for a fifth-year program of preparation has been well summed up by the National Commission on Teacher Educational and Professional Standards (5) in its "New Horizons for the Teaching Profession."

The increased depth of scholarship required to gain the control of knowledge indicates as necessary to begin work as a teaching scholar and to continue to gain in professional stature suggests a five-year program as initial preparation for most students. The equivalent of five years would seem to be needed for the preparation of both elementary and secondary school teachers, even if content is carefully selected with reference to significance.

The obligation of the modern American school is to provide an efficient general education for all, rather than providing a pre-professional education for the few. The teacher of general education must find ways of fitting his subject matter to the wide range of abilities and interest of today's students. According to Stiles (21),

The development of high-quality programs of teacher education is the most pressing problem facing the American people today. It deserves first priority in colleges and universities and the

attention of the entire faculty. The final outcome depends on such variables as teacher supply and demand, economic conditions, tuition costs, teachers' salaries, and scholarship loans available to students.

No one knows the best answers to the problems our rapidly changing world poses for our schools and for teacher education, but the time would seem to demand a fresh appraisal of the ways in which the effectiveness of our teachers may be increased.

The writer has held the conviction that there is considerable diversity of opinion as to what constitutes a desirable program in fifth-year teacher education; that those who are concerned with increasing teacher expertness will need to consider carefully the objectives of the program, concepts of teaching and learning, curricular emphasis, student teaching, internship policies and practices, requirements for admission and completion of the program, and elements of organization and time allocation.

It was further felt that planners of such programs will need an open mind—an openness that will enable them to develop new designs for teacher education. The old familiar patterns of education no longer are applicable to the demands of modern education.

It is the purpose of this paper therefore 1) to summarize present practices of several of our large colleges and universities, and 2) to present an improved, "ideal" program for a university such as Montana State University.

CHAPTER II

REVIEW OF LITERATURE

History of the Fifth-Year Program

The need to discover sources of new personnel to meet the critical shortage of teachers as well as the desire to find ways and means of improving teacher education has resulted in the development of different types of fifth-year programs during the past twenty years in the United States. Harap (9) states this:

State standards of certification have had a powerful effect on the willingness of institutions to undertake fifth-year programs of teacher education. California, the pioneer, adopted the fifth-year requirement for secondary teachers in 1917. In the 1930's an over-supply of teachers increased public and professional interest in raising the standards, however only Arizona and the District of Columbia adopted the fifth-year requirements for secondary teachers in 1933 and 1936, respectively. Since that time professional groups and teacher education authorities have urged the extension of teacher preparation to five years; but in the last twenty-five years no state department of education has required an elementary or secondary teacher to have five years of preparation before beginning to teach.

Six states require candidates for high-school teaching certificates to complete a fifth year within five or ten years after beginning to teach: New York, Oregon, Indiana, Washington, Connecticut, and Maryland, with Maryland's requirement also applying to elementary teachers.

Three of the early fifth-year programs were established at Boston University, the George Peabody College for Teachers, and Harvard University. The Boston plan converted liberal-art and secondary-education graduates to elementary-school teachers. It embodied many characteristics of our best

present-day programs.

The Carnegie Graduate Fellowship Program admitted to the George Peabody College a few superior liberal arts graduates each year whose curriculums were planned individually to include student teaching and to strengthen the student's field of specialization. Although this program still produces excellent teachers, it has not been widely adopted because of its dependence upon foundation support.

The Harvard Twenty-nine College Plan has produced many teachers and continues to grow and improve. It is well-planned, established on a sound basis, given adequate publicity, and able to continue under its own efforts, financially and otherwise.

Most of the new fifth-year programs were established or reorganized with financial help from a philanthropic foundation which made possible the hiring of an adequate staff, services to that staff, and financial aid to the first classes of interns. The grants were made for a period of from three to five years, with the understanding that the institution would ultimately assume responsibility for its operation. Grants from the Ford Foundation or the Fund for the Advancement of Education have enabled many colleges and universities to inaugurate or to revitalize their fifth-year programs.

Summary of the Government Survey, Bulletin OE-58007

Many liberal arts colleges and teachers colleges during the past twenty years have begun offering fifth-year programs of classroom teacher education.

At the same time new types of programs such as preservice programs for college graduates and internship programs have spread rapidly. Because many new and varied programs have developed in recent years, the U.S. Office of Education in 1959-60, under the direction of Mr. Henry Hanap (9), Specialist for Teacher Education, conducted a survey to obtain a comprehensive picture of the status of fifth-year programs of classroom teacher education in the United States. The survey did not include such non-teaching specializations as administration, supervision, and counseling.

Participating in the survey were 138 universities, 178 liberal-arts colleges, 125 teachers colleges, and twenty-one other professional schools which offered some 1,976 fifth-year programs in the fifty states and the District of Columbia. Most institutions offered several programs, the range being one to twenty-eight. Programs were available to full-time and part-time students in the regular year and in summer sessions as well.

Fifth-year programs were most often available for teachers in service who were seeking self-improvement or a master's degree, or for college graduates without previous professional preparation. Such programs were offered on all teaching levels from the kindergarten through the twelfth grade or subject major and jointly with programs for other types of students. More than two-thirds of the programs offered fifty-nine different subject specializations ranging from agriculture to zoology with the broad field being most available in mathematics, English, music, biology, and social studies.

The standards of the regional association of colleges, state departments

of education and boards of education had substantial influence on the policies regarding fifth-year programs. The evaluative criteria used by the regional accrediting associations included objectives, administration, curricular standards, and requirements for completion of fifth-year programs.

The most common administrative units of the programs in all institutions were the graduate school, the division of graduate studies, and the subject department. Most programs offered advisory services performed by a member of the faculty, a department head, an advisory committee, or other personnel. The most common special services available were teacher placement, health services, financial aid, and housing.

Approximately one-third of the institutions received some form of external aid in support of their programs, the chief sources being the Federal Government, state agencies, foundations, philanthropic organizations, and business institutions, with the most aid being received from the National Science Foundation.

The chief problems confronting the heads of programs were lack of sufficient financial support for the instruction and facilities, small enrollment and shortage of full-time students, lack of adequate teaching staff, and an insufficient number of qualified students.

The anticipated changes in programs reported by many of the institutions suggest a greater emphasis upon higher standards of admission and the addition of new programs by the liberal arts colleges; upon change in the internal organization and scope of the programs by teachers colleges, and upon

curricular revision by the universities.

The grade-point standards for admission varied from C- to B, and the most frequently mentioned external appraisal instruments were the Graduate Record Examination and the Miller Analogies Test. The median number of semester hours in undergraduate education courses required for admission was seventeen semester hours. It was the common policy to ask a student with an average grade falling below B to withdraw.

Upon completion of the fifth-year program, the formal recognition given to the student was a degree, recommendation for certification, or both. Some twenty percent of the programs required a thesis and seven percent a report on a project. The administration of a comprehensive examination was reported by seventy-seven percent of the programs with thirty-seven percent being written, thirty-three percent oral, and forty percent both oral and written.

Intellectual growth, cultural breadth, and professional competency were widely accepted aims of the fifth-year programs. Typical features of these programs were 1) emphasis on non-professional education, 2) an all-institution approach, 3) recruitment of superior candidates, 4) instruction on the graduate level, 5) individually planned courses of study, 6) the search for better ways of teaching, 7) emphasis on internship, 8) supervision of interns, 9) professional preparation in the first summer session, 10) close cooperation between institutions of higher learning and school systems, 11) identification of potential leaders for education, 12) interaction among the programs, and 13) initial financial assistance from outside the institution.

An Analysis of the Specific Types of Programs

Fifth-Year Programs for Qualified Teachers. The graduate school was the most common unit responsible for the administration of programs for qualified teachers. In 552 institutions a professional degree was awarded in fifty-eight percent of the programs, an academic degree in forty percent, and a professional or academic degree in two percent of the programs. An academic degree was most often awarded in programs for teachers of academic subjects; the professional degree in a majority of programs in other broad fields such as business and commerce, exceptional children, and physical education.

Fifth-Year Preservice Programs. The fifth-year preservice programs for recent and mature college graduates took five special forms: internship teaching, certification, Master of Arts in Teaching, intensive training programs, and programs for retired armed services personnel. Some three-fourths of the preservice programs came into existence between 1950 and 1960, with half of the institutions offering separately designed preservice programs being located in six states and the District of Columbia. Student teaching was required in 135 programs and internship teaching in thirty-two programs. The primary function of the preservice programs was to qualify the students for a teaching certificate, although a master's degree could also be earned in fifty-five percent of the programs.

Teaching Internship Programs. The fifty-year internship program is of fairly recent origin, the most rapid expansion being in the last fifteen

years. Seventy percent of the programs were clustered in the states requiring five years of preparation for a beginning high-school teacher or a deferred fifth year of study. Practice teaching prior to internship was a requirement in twenty-nine percent of the programs, the duration varying from one to six semesters with the amount of credit given varying from none to fourteen semester hours. The primary purpose of the internship programs was to prepare the student to qualify for a provisional or a permanent teaching certificate. In most programs the student was also awarded a professional or academic degree. The programs were most frequently designed for recent and mature college graduates who had had no previous professional preparation. Many school districts found it advantageous to cooperate with colleges in conducting internship programs. They not only paid the salaries of the interns, but also shared in the supervisory responsibilities and sometimes in the planning.

Certification Programs for College Graduates. Some eighty-five percent of the separately defined certification programs were devoted to professional courses, twelve percent to subject matter, and two percent to electives. These programs were conducted more frequently in liberal arts colleges than in universities and teachers colleges, with the main purpose being to prepare college graduates who had had no education courses to qualify for a teaching certificate.

Master of Arts in Teaching Program. Twenty-eight programs were identified which conformed to the basic policies of the Master of Arts in Teaching plan. The primary purpose of this plan was to prepare college graduates with

a strong background in liberal arts for a teaching position in a secondary school. Some programs were sufficiently flexible to admit practicing teachers and students in elementary education. The graduate emphasis was more pronounced in Master of Arts in Teaching courses than in comparable courses of other types of fifth-year preservice programs. Internship teaching was a part of twenty-seven percent of these programs.

Preservice Programs for Armed Forces Personnel. A few institutions provided programs designed specifically for armed forces personnel; others offered extension courses in locations near military or naval stations, and some institutions made room for recent and mature college graduates who had not had prior professional training for teaching.

Systematic Five-Year Programs for Teachers. Nearly three-fourths of the systematic five-year programs were concentrated in those states that required an unbroken sequence of five years or a fifth year of preparation within a specified period after initial employment. The major function of seventy-seven percent of the programs was to prepare students to qualify for a state teaching certificate with nearly seventy percent being for potential secondary school teachers. In most programs the fifth year was a logical sequel of the four preceding years.

The extension of professional preparation for teachers to include one year of graduate study was increasingly accepted as a minimum requirement to insure basic competence and understanding. Whether the five-year integrated curriculum should be broken or continuous was an unsettled issue. Some authorities agreed that it should consist of five consecutive years,

while others maintained that it should be broken at the end of the fourth year by at least one year of teaching experience. The trend seemed to be toward the requirement of a fifth year of study within five to ten years after teaching is begun, and a gradual expansion of a five-year preservice program designed for the beginning teacher, judging from the survey of current and prevailing programs the writer has made in order to bring the status of the fifth-year program in classroom teacher education in the United States up to date.

The writer has attempted to summarize in this chapter the history of the fifth-year program, the government survey, and to analyze the seven main types of fifth-year programs being offered in the United States to July, 1962. The next three chapters are concerned with current fifth-year programs, a new design for teacher education, i.e., an "ideal" program such as Montana State University might adopt, and a summary of the findings of this survey.

CHAPTER III

CURRENT FIFTH-YEAR PROGRAMS

The survey of current fifth-year programs in teacher education was made by writing to the Deans of Education of some twenty-four colleges and universities throughout the country for information regarding their programs. One hundred percent of the Deans responded with personal comments and helpful information describing their programs, regular and graduate-school catalogs, certification requirements, booklets describing their internship programs, and references to other courses of information on the subject.

Especially helpful were the "Administrative Handbook on the Teacher Internship Program" of the University of Wisconsin and "The Graduate Internship Program Progress Report" of the School of Education, University of Pittsburgh. Discussions by Stone (22) and Cartwright (2), together with articles in the Encyclopedia Britannica, helped the writer to comment on the role of the Ford Foundation in supporting many new ventures in teacher education.

The writer discovered that since World War II almost every major new fifth-year program has been established or reorganized with the help of a financial grant from a philanthropic foundation which, in turn, has made possible the initial employment of adequate staff, service to that staff, and financial aid to the first class of interns. The foundations have declared that their sole purpose was to get the programs started; that they would not give assistance indefinitely.

The Ford Foundation was established in 1936, with the Ford Fund for the Advancement of Education being established in 1951. It gave its support to many new ventures in education, ventures that made possible the early success of new fifth-year programs and contributed to their rapidly increasing numbers.

The Foundation, in 1959, made what were referred to as "breakthrough" grants totaling more than \$15,000,000 to nineteen institutions for the improvement of their programs in teacher education. In 1960, \$9,161,210 was given to higher institutions to attempt a "breakthrough in teacher education," which meant new programs combining liberal education with a teaching internship in place of courses in methods of teaching.

A total of \$255,700,000 went in 1960 mostly to colleges and universities to support education and culture and to accelerate and improve training programs for college teachers. The previous year \$2,355,000 was given for the improvement of the preparation of college teachers and the strengthening of master's degrees. A recent grant of \$2,000,000 went for various projects to upgrade instruction, curricula, and achievement of Negro and other culturally disadvantaged students, mainly in the South and in New York City.

The Ford Foundation has spent some \$29,000,000 since 1959 for experimental programs in teacher education in the United States. As a result, a new design for teacher education has evolved in institutions ranging from large, private, prestige universities to small liberal arts colleges, and from great state multipurpose universities to small state colleges.

The Foundation decided on an invest risk which it called

a breakthrough in the quality of men and women who enter the teaching profession, a breakthrough in the kinds of programs traditionally used by institutions to prepare them for teaching, and a breakthrough in the utilization of teacher talent in the classroom.

All programs that received Ford assistance provided for both liberal and professional education, the assumption being that both are essential for teachers, and they had to meet the criteria established by the Foundation to be eligible to receive grants. These criteria were 1) preparation in the subject matter in which the teacher is expected to teach, 2) a four year liberal-arts education or its equivalent, 3) a professional program concentrated in the fifth year with a teaching internship, 4) internships which provided experience in new media and utilization of teacher talent, and 5) joint responsibility of school district and college or university with the district supplying a stipend to the intern to be used in financing his fifth-year program.

Stone (22), Director of teacher education at the University of California, Berkeley, was assigned in 1964 to visit and evaluate the Ford Foundation-sponsored experimental programs at forty-two institutions. He found that the "breakthrough" programs differed in size and purpose, in sources of control and support, in administrative organization, in quality of the faculty, and in clientele they attracted. He also observed that the young people attracted to these programs were outstanding in personality, appearance, scholarship, teaching competence and leadership; and

they seemed filled with excitement and mission and were impatient with the old ways of doing things.

Exceptionally well-qualified men and women were entering teaching through experimental programs such as those sponsored by the Ford Foundation; also there seemed to have been a renewal of interest in teacher education by the academic departments. The professors in these fields believed that they were partners in institutional efforts to prepare teachers. These new programs seemed to have put education back into the main stream of higher education, and one might safely generalize that none of these innovations would have been established without the assistance of the Ford Foundation.

The graduate programs most frequently found in the Ford-sponsored experiments was that which culminated in a Master of Arts in Teaching degree, the so-called MAT-degree, which was pioneered seventeen years ago by James B. Conant at Harvard University. It was a master's degree program designed to increase the academic and professional competence of teachers.

Stanford and Reed had this type of MAT program. The graduate student arrived at the university or college in June after being approved academically as a prospective teacher. The first week of the summer she enrolled in six to eight units of education courses, assisting at the same time in teaching classes of children on campus or at a public school. The second six weeks of the summer session she took regular courses. Then the MAT candidates were divided, half beginning full-time teaching internships at nearby public schools and the other half continuing on campus as full-time

students. At the end of the fall semester the two groups reversed their activities. By the following June candidates were eligible for the MAT degree and they had also qualified for their teaching credential. At Reed the interns taught half-time for the academic year and took campus courses in education and subject matter at the same time. The Stanford program was organized similarly, but extended through the second summer.

Four different plans for the post-baccalaureate MAT-type programs were found, according to Stone (22), as shown in Table 1.

Table 1
MAT-Type Programs

Plans	1st Summer	1st Semester Fall term	2nd Semester Spring term	2nd Summer
I	7-12 weeks session	Gp A serve as full-time interns Gp B on campus	Gp B serve as full-time interns Gp A on campus	Optional
II	7-12 weeks session	AM half-time internship PM on campus	AM half-time internship PM on campus	Optional
III	7-12 weeks session	Full-time internship	Full-time internship	7-12 week session
IV	6-12 weeks session	AM half-time internship PM on campus	AM half-time internship PM on campus	6-12 week session

Plan III seemed to be the most advantageous in that it allowed interns to concentrate their energies and interest first in study, then in teaching, and finally back to study, thus alleviating the "intern anxiety syndrome" caused by double commitment of graduate study and classroom teaching.

Whitelaw (36) and other leading educators have long maintained that the professional element in a teacher's preparation should be clinical in nature and must be programmed as a clinical type of experience for the teacher-in-training. Theory is virtually meaningless in teacher education unless it is intimately related to practice, unless it is integrated with practical experience. This can best be done, as has been demonstrated in numerous successful fifth-year programs, by integrating what we often refer to as "the professional sequence" into the internship.

He also felt that there were five outcomes of fifth-year programs of value in plotting goals for teacher preparation: 1) five years for basic teacher education, 2) the internship, 3) professional courses integrated into the internship, 4) recognition in status and pay for supervising teachers, and 5) emphasis upon subject matter competence.

Recently, Masoner (15), Dean of the School of Education, University of Pittsburgh, stated:

The new design for teacher education must involve a program in which there is an integration of liberal and professional studies in a five-year curriculum with significant opportunities for relating of theory and practice through observations, participation, and teaching culminating in a true internship experience. Such a program should demand a graduate professional degree as the requirement for initial entry into the teaching profession.

A project in keeping with Masoner's (15) thinking was granted by the Ford Foundation in 1960 to the University of Pittsburgh that included these programs:

1. A Graduate Program in Teacher Education for Liberal Arts Graduates. This program was designed for selected liberal arts graduates whose undergraduate programs included little or no professional study in education. The graduate program comprised study of the learning process, preparation in professional studies included in a half-year paid internship experience, and opportunity for continued study in appropriate academic fields.
2. An Interim Fifth-Year Program for Graduates of Schools of Education. This program was designed for graduates of schools of education who had had substantial undergraduate preparation in professional study. The graduate program involved further academic and professional study. The graduate program involved further academic and professional study as well as half-time paid internship.
3. A Co-ordinated Liberal Arts Professional Program in Teacher Education. This program was designed to prove for students a co-ordinated five-year undergraduate and graduate program leading to the baccalaureate in liberal arts and a master's degree in education. Although the undergraduate years were primarily concerned with liberal arts, provision was made for an appropriate introduction into professional study in the upper division years. At the same time, in the interest of continued integration of knowledge, the graduate program provided opportunity for advanced professional study including a half-time paid internship experience and continued study in the academic disciplines.

The writer has attempted to summarize, in the next few pages, programs at the master's level of twenty-two other colleges and universities in different geographical locations in the United States. Some of the programs were described in detail, while others lacked detail in the various sources of information used in making the study of current fifth-year programs.

Chapman College. The four types of admission to graduate school were 1) graduate standing, which permitted students to take upper division undergraduate courses and graduate courses for graduate credit; 2) master's degree standing, which led to the master's degree; 3) limited graduate standing,

which was recommended for students who did not plan immediately to pursue a credential or a master's degree program, but who wished to begin accumulating graduate credits; and 4) interim graduate standing, which was available for those who did not hold a baccalaureate degree, but who wished to earn graduate credit concurrently with meeting remaining requirements for the bachelor's degree.

The Master of Arts degree program was designed primarily to meet the need of persons who had had adequate course work to meet the state's teaching credential requirements with reference to teaching majors and minors, but who lacked the required professional courses. The requirements for this degree were that 1) candidates with a baccalaureate in education had to complete a total of eighteen semester credits of upper division and graduate work in education of which at least twelve semester credits had to be in graduate work outside the field of education; 2) candidates with a Bachelor of Arts major in a field other than education had to fulfill the prerequisite of twelve upper division credits in education courses, and complete thirty semester credits of upper division and graduate level course work in education of which fifteen credits had to be in graduate level courses; and 3) candidates had to complete a program and area concentration approved by the Director of Graduate Studies.

The MAT degree was designed primarily to meet the need of persons who had had all, or a major part of the professional courses required for a teaching credential, but who desired graduate course work in a teaching major or minor field. The requirements for this degree were 1) prior completion of

a Bachelor of Arts major in a subject field and twelve semester credits in professional education courses, 2) six credits of graduate work earned in the subject field of the teaching major, and 3) twelve credits including at least nine credits of graduate work earned in education courses. The prerequisite and requisite courses for this degree included completion of requirements for a public school teaching credential and graduate work which included research methods and a thesis or a research project.

The eligibility requirements of the Internship Program included 1) completion of forty-five semester hours of general education as specified for the teaching credential, 2) completion of a teaching major, 3) completion of a public speaking course, 4) completion of fourteen semester hours toward a teaching major, 5) health examination based on standards for the teaching credential, 6) acceptance as an intern by the Teaching Intern Selective Committee, and 7) statement from a school district of its willingness to employ the applicant as a teaching intern.

The requirements for the completion of an internship were 1) a minimum of thirty credit hours in upper division or graduate level courses taken while in graduate standing, 2) a minimum of six upper division or graduate level credits in the teaching major or minor taken in graduate standing, 3) completion of a teaching minor, and 4) completion of the internship and professional courses listed for it.

The usual sequence of courses for interns follows. First summer: Psychological Foundations of Education, Principles of Curriculum, Observation, Participation, Teaching of Reading and Teaching of Mathematics. Spring

semester: Intern Seminar II and one three-credit course in a teaching minor. Second summer: Development and Guidance of the Pre-school Child, Teaching of Science, Mathematics for Teachers, and one three-credit course in a teaching minor.

Colorado State University. The Master of Arts for Teachers degree met the distinctive needs of secondary school teachers who wished to place emphasis on subject-matter courses. Plan A was offered with a thesis and Plan B without a thesis. The minimum credit requirement was forty-five hours in an approved course of study. Although the student concentrated his course in one field of specialization, he was required to complete courses in related fields. The candidate must also have been qualified for teacher certification. Credits earned for this purpose were in addition to the minimum requirements for the degree.

University of California at Los Angeles. The master's degree was conferred on graduates upon the satisfactory completion of a carefully planned curriculum, including a thesis and twenty-four units of required and elective courses. Optional arrangements involving additional units and a comprehensive examination in lieu of a thesis could be made in certain departments.

The student might elect a major in either a department or a division. The minimum prerequisite requirements for a department major were eighteen undergraduate upper division units in that department. The minimum prerequisite requirements for a division major were twenty-three undergraduate upper division units in that division, of which at least thirteen must have

been in the department of concentration.

The Master of Arts degree was normally given for study in the humanities and social sciences. The Master of Science degree was normally given for study confined to the natural sciences exclusively. The degrees not given under the jurisdiction of the Graduate School included the School of Education's Master of Education and Master of Science in Education.

University of Miami. Students applying for admission to graduate study to work toward the Master of Education degree were required to have an undergraduate background in education equal to certification requirements. Thirty credits at the graduate level were required with half the courses on the 600-level. Half of the student's work was expected to be in his field of concentration. Either a comprehensive written examination plus a possible oral examination, or a thesis, were required of all students. Courses required of all candidates for the degree were Essentials of Educational Research, Psychological Bases of Education, and Philosophical Bases of Education.

University of New Mexico. The program of the Master of Arts degree was developed under two plans. Plan I required 1) a minimum of two semesters in residence, 2) a minimum of twenty-four semester hours of course work, 3) six hours of thesis, 4) a minimum of six hours of 500-level courses in the major and minor fields combined, 5) a limit of six hours of problems or independent research in the major and minor fields combined, 6) at least eighteen semester hours completed in residence, and 7) a foreign language optional with each department. Under this plan from fourteen to seventeen

hours, exclusive of thesis, constituted a major; and from seven to ten hours, a minor.

Plan II required 1) a minimum of two semesters in residence, 2) a minimum of thirty-two hours of course work, 3) a minimum of twelve hours of 500-level courses in major and minor fields combined, 5) a written comprehensive examination covering the major and minor fields, 6) at least twenty-six semester hours in residence, and 7) a foreign language requirement optional with each department. Under this plan from eighteen to twenty-one hours constituted a major; and from twelve to fifteen hours a minor. The minor field had to have a definite, logical relationship to the major field.

The student who elected a major in one of the departments of education must have completed at least eighteen semester hours of advanced course work in education and psychology at the undergraduate level before being admitted to a master's degree program in that department. Eligibility for professional certification in the chosen field was required prior to the awarding of the master's degree.

Plan I for elementary education candidates required the following specifications: 1) Research Methods in Education, 2) a limit of six hours of 400-level courses in elementary education, 3) at least six hours of 500-level courses in elementary education, 4) six hours of thesis, 5) a minor of from seven to ten hours in fields taught in elementary schools, and 6) a final oral examination.

Plan II for elementary education candidates specified: 1) Research

Methods in Education, 2) a limit of six hours of 400-level courses in elementary education, 3) at least eight hours of 500-level courses in elementary education, 4) two two-hour problems, 5) a minor of from eleven to fifteen hours in fields taught in elementary schools, and 6) a written final examination plus a possible oral examination.

Candidates for advanced degrees in secondary education must have had eighteen hours of advanced work in education including Principles of Secondary Education and High School Methods. The requirements for Plan I applied with the exception that a subject matter minor of from ten to twelve hours was recommended. Minor work distributed in other areas of education or psychology was permissible with the adviser's consent.

Oregon State University. The Master of Arts, the Master of Science, and the Master of Education degrees were offered here. In the first two programs, the student had to complete a program of study totaling forty-five term hours in courses approved for graduate credit. Two-thirds of the work had to be done in the major field and one-third in the minor field. A reading knowledge of one foreign language was required for the Master of Arts degree.

The Master of Education was a professional degree for which a minimum of forty-five term hours in graduate courses and satisfactory teaching experience were required. A candidate might qualify under one of the following plans: 1) by submitting a thesis on some applied or professional aspect of education for which he received six term hours of credit, 2) by majoring in guidance and completing thirty hours in this area with a minor of fifteen hours, six

of which had to be in the field of psychological tests and teaching, or 3) by completing forty-five term hours with twenty-four hours in specific courses. No thesis or field studies were required, but oral and comprehensive examinations were required in the student's major field.

George Peabody College. At least twenty-four quarter hours of graduate credit were required for a Master of Arts major. The prerequisite for a graduate major usually amounted to an undergraduate major or its equivalent, but in no case fewer than twenty-eight quarter hours. The graduate minor and undergraduate preparation for it had to total at least sixty quarter hours. The program also included a minor of at least twelve quarter hours of graduate credit or a minor of twelve hours of work outside the major field but related to it. The prerequisite number of hours for a minor was the same as for a major.

Under Plan I the student wrote a thesis and under Plan II he was required to pass a comprehensive examination in his major field. All graduate students with a major or a minor in education were required to take History and Philosophy of Public Education in the United States, The School and its Instructional Program, Social Foundations of Education, and Contemporary Psychology.

Harvard University. Six programs were offered at the master's level: 1) The Master of Education for Experienced Teachers, open to experienced teachers who wished to strengthen their preparation for teaching and supervision in elementary and secondary schools; 2) The Master of Education for General Purposes, open to candidates who wished to prepare for doctoral

study, but whose professional interests did not fall within one of the more specialized master's degree programs; 3) The Master of Education for Inexperienced Candidates in Elementary Education, open to recent college graduates who planned to enter elementary school teaching; 4) The Master of Arts in Teaching, open to recent college graduates who planned to enter secondary teaching; 5) The Master of Education in the Academic Year Institute, open to experienced teachers of science and mathematics who had been admitted to the Academic Year Institute; and 6) The Master of Education in Special Fields, open to candidates who wished initial preparation in Guidance, Human Development, Measurements and Statistics, or Research in Instruction.

Harvard offered the Apprentice Plan and the Internship Plan for elementary and secondary teachers. The Apprentice Plan provided a year-long combination of course work, observation in a variety of school situations, and an extended period of apprentice teaching. Students in this Plan ordinarily observed in classrooms during the fall term and served at least one hundred half-days of apprenticeship in the spring term. Teaching assignments were at two different grade levels from K-6 and were made in accordance with the student's interests. Apprentices were required to arrange from eight to fifteen half-days of observation in elementary schools before registration. They enrolled in the equivalent of four academic half-courses in the fall semester, and in the equivalent of two academic half-courses in addition to apprentice teaching in the spring term.

The Internship Plan provided a combination of graduate study and paid

employment as a teacher. The interns started training in the Harvard-Newton Summer Program which included student teaching, usually in grades 3-6. They spent half the following academic year as full-time graduate students, and taught during the other half of the year while carrying a minimum course schedule. Two interns were employed as a pair to replace one regular teacher. One intern taught the first half-year, followed in the next term by the second intern. Completion of the Internship Plan required a full calendar year, starting in July and ending the following June.

The Harvard-Newton Summer Program for elementary school candidates was an intensive seven-week program at the Horace Mann School in Newton, Massachusetts, designed to provide initial professional training and supervised teaching for the interns. There was a week of intensive course work followed by a six-weeks' teaching-study program. The programs during the six weeks of teaching involved two closely related parts: a morning of teaching by the interns under the supervision of a staff of outstanding teachers, and an afternoon which included planning and evaluation conferences and courses in curriculum and methods of teaching in the elementary school.

The Apprentice Plan for secondary school teachers combined graduate study in the candidate's teaching field with a systematic introduction through course work and student teaching to the problems of secondary school instruction. Students in this Plan took a full-time program of courses in the Faculty of Arts and Sciences during half of the year. Observations were made of a variety of secondary schools and of teaching in the candidate's

field. In the other half-year, formal course work continued in the afternoon; during the morning hours, students served as student teachers in local schools under the direction of experienced master teachers and Harvard supervisors. Each student taught two classes of different ages and abilities and observed a third group. Student teaching assignments were made in public and independent junior and senior high schools.

The Internship Plan for secondary teachers provided a combination of graduate study and paid, responsible employment as a teacher. The interns started training in the Harvard-Newton Summer Program which included student teaching. They spent half the following academic year as full-time graduate students and taught during the other half-year while carrying a minimum course schedule. Two interns were employed as a pair to replace one regular teacher. One intern taught the first half-year, followed in the next term by a second intern. Completion of the Internship Plan required a full calendar year, starting in July and ending the following June.

University of North Dakota. The Master of Arts, Master of Science, and Master of Education degrees were offered here. The fifth-year program was for students holding a baccalaureate degree who desired to become qualified for either elementary or secondary school teaching. This program included the completion of forty-five semester hours of work in general education, a teachable major of thirty-six semester hours and twenty-one hours of work in a minor field. In selecting electives, the student was advised to choose courses that would strengthen any deficient areas in his professional training and which would help him prepare for the duties of teachers in smaller schools.

DePauw University. The Master of Arts in Teaching degree provided more advanced preparation for high school teaching. A baccalaureate degree with fifteen semester hours in undergraduate education and psychology courses was required for admission to the MAT program. Thirty semester hours, including a thesis, and final oral and written examinations on the thesis and on the academic and professional fields were required of all candidates.

Candidates might follow one of two programs. Plan A (for students preparing to teach one subject in high school) required two-thirds of the thirty credit hours in that academic subject and one-third in graduate professional courses selected from the 300, 400, and 500-levels in accordance with the requirements for the Master of Arts program. Plan B (for those preparing to teach two subjects in high school) required one-third of the credit hours in each of the two academic fields and one-third in the graduate professional courses. At least half the work in each academic subject had to be selected from strictly graduate courses. A thesis might be written in any of the three fields. Plan C (for those preparing to teach in elementary schools) required one-third of the credit hours in one or more of the academic subjects and one-third in graduate professional courses with the remaining third allocated to academic subject and/or professional education. The thesis might be written in any one of the fields of interest. Half the graduate work was to have been selected from 500-level courses.

Other requirements for the MAT degree were the same as for the Master of Arts degree which were these: 1) possess a reading knowledge of a foreign language if required by the major department, 2) complete thirty semester

hours with a minimum of from eighteen to twenty-four hours in the major subject, and 3) pass an oral examination on the thesis and the major field of study. Course work in a minimum study had to be chosen from a subject other than, but closely related to, the major subject. At least nine hours in the major subject in addition to the thesis, which carried from three to eight credit hours, had to be in the 500-level courses.

North Dakota State University. A program of study consisting of not less than fifty-six credits in courses that carried graduate credit were required for a master's degree. A candidate's program had to consist of a coherent group of studies with not less than thirty credits in one department or field of study. A related minor from ten to fifteen credits was advised.

The Master of Science degree offered Plan A, a thesis option, available in all departments; and Plan B, a comprehensive study option, available only in a few departments. Plan A emphasized research and the ability to analyze data and to prepare a scholarly dissertation. Plan B emphasized a broader understanding of a more general field.

The Master of Education degree candidates had to meet the general requirements for a master's degree and have completed a minimum of twenty-four quarter hours of undergraduate work in education, including practice teaching.

University of Iowa. Their MAT program was a thirty-eight hour, non-thesis plan requiring two academic semesters and one summer session to complete the prescribed curriculum. A minimum of eighteen hour of approved graduate course work in the student's teaching field was required. The

program included twenty semester hours of graduate work in professional education, including at least one course from Educational Psychology, History of Education, or Philosophy of Education, or Introduction to Secondary School Teaching, Special Methods of Teaching, and Student Teaching or Internship.

University of Texas. The Master of Arts degree required the equivalent of thirty semester hours of senior or graduate instruction, the program to include at least twenty-one semester hours of graduate work, including a thesis for which six semester hours were usually given. The maximum number of semester hours of courses of senior rank that might be included was nine, of which not more than six might be in either the major or minor fields of study.

The Master of Education degree required at least twelve semester hours of advanced education, including practice teaching. In addition to the requirements of a general master's degree, the candidate had to complete a minimum of thirty-six hours of senior or graduate courses, of which a minimum of eighteen hours had to be in the College of Education. The program required the inclusion of at least twenty-one hours of graduate work, including the thesis; the remainder of the courses had to be of senior or graduate rank.

University of Nevada. The Master of Arts, Master of Science, and Master of Education degrees were offered here. Eighteen credits in an undergraduate major department were a prerequisite for admission to the Graduate School. For the Master of Arts and the Master of Science degrees the candidate was required to complete a minimum of twenty-four credits of course work carrying graduate credit, plus six credits of research for a thesis. Twelve credits

in courses numbered 500 and above were required for all master's degrees.

Candidates for the Master of Arts and the Master of Science degree chose one of these procedures for the selection of graduate courses:

1) He selected a department in which to pursue a major field of study to comprise at least twelve of the graduate credits and a minor field to comprise at least six credits, or 2) he selected a department offering courses for a field of concentration, after which a graduate course was then arranged that would best meet the needs and abilities of the student. Under the first plan, the minor could be in a different department or it could be in a second division of the major department if it consisted of two or more separate divisions. Then any remaining credits not required for the major or minor could be elected in any department with the approval of the student's advisory committee.

Candidates for the Master of Education degree had to meet all of the requirements for the other master's degrees except that 1) they had to have completed a minimum of two years of satisfactory teaching or administrative experience, 2) they had to prepare a professional paper equivalent to a two-credit individual problem course, and 3) they had to complete a minimum of thirty-two credits of acceptable graduate course work with a major of at least sixteen credits, including two credits in Research Methods, and a minor of eight credits, to be earned in cognate courses or educational electives.

University of Oregon. Two classes of graduate students were recognized here: 1) students enrolled for work toward a graduate degree who followed

programs organized in conformity with definite rules and 2) students enrolled for post-baccalaureate studies without intent to earn a graduate degree who enrolled for the courses they desired.

The University offered three master's degrees: Master of Arts in Education, Master of Science in Education, and Master of Education. Students working toward the Master of Arts or the Master of Science degrees had to complete an integrated program of study totaling forty-five term hours in courses approved for graduate credit. Integration could be achieved either through a program of interdisciplinary studies or through a departmental major. For the latter, a minimum of two-thirds of the work had to be in the major field and one-third in 1) a related minor, 2) appropriate service courses, 3) suitable complementary courses in the major, or 4) some combination of 2) and 3). The student's program had to include at least thirty hours of work in subjects having no direct connection with his thesis. A strong minor was recommended, especially for candidates for the Master of Science degree. A thesis was required in some fields and optional in others.

A reading knowledge of French, German, or Russian was required for the Master of Arts degree but not for the other degrees, unless required by a school or a department. A one-year sequence in the 500-599 series, normally of seminar or research nature, was required for the Master of Arts or the Master of Science degrees with a departmental major.

The programs for the Master of Education degree were designed to provide graduate training for teachers in both the elementary and secondary schools. The candidate might be required to submit a report of a field study. A

written comprehensive examination in his field of specialization was required. A final examination was required of every candidate for a master's degree. For students presenting a thesis, a two-hour oral examination was a requirement; for those not presenting a thesis, both a written and an oral examination were required.

Rutgers, the State University. All Master of Education degree programs in the Department of Curriculum and Instruction required the successful completion of student teaching, or a successful year of teaching experience, before the degree was granted. Programs designed for graduates certified as elementary classroom teachers included one elective from Educational Psychology and one from Social and Philosophical Foundations. Electives from the area of English, Social Studies, Mathematics and Science were to be chosen in consultation with the adviser. Required courses were The Elementary School Child and His Curriculum, Problems in Elementary Education, and Foundations in Reading Instruction with general electives to total thirty hours of credit. Programs designed for graduates not certified as elementary classroom teachers included Principles and Practices of Elementary Education, Curricular Materials and Activities for Elementary Grades, Child Growth and Development, Elementary Curriculums I, II, and III, and Elementary Student Teaching.

Programs designed for graduates certified as secondary school teachers included background electives in other curriculums, courses in curriculum and instruction, teaching field, and electives in a teaching field and/or professional education. Each candidate was required to complete by the time

he received his Master in Education degree these minimums in his combined program of undergraduate and graduate study: six credits in Educational Psychology and Guidance, six credits in Social and Philosophical Foundations, forty-five credits in a major teaching field or related subject matter, and nineteen hours of curriculum and instruction.

Programs designed for graduates not certified as secondary school teachers included Educational Psychology, Health Education for Teachers, Principles and Techniques of Teaching in the Secondary School, Materials and Methods of Teaching Specific Subjects, and Student Teaching.

Kent State University. The Master of Arts was designed for students interested in carrying on intensive study and research in subject matter areas and for those who expected to teach at the secondary or college levels. At least forty quarter hours of credit, plus an acceptable thesis, were required. A major consisted of twenty-three hours of credit and a minor of fifteen hours. Some departments offered double majors of thirty-eight hours with no minor requirement. Candidates had to present evidence of at least one year's successful teaching experience before the degree was granted. The universal requirements in the education sequence were Research, Curriculum, and Personnel.

Another master's degree program was offered for both the elementary and the secondary school teacher. For the elementary, from ten to fifteen hours in general education courses and from seventeen to twenty-one hours in professional courses, plus two subject-matter oriented professional alternates, were required. For the secondary, or junior high school, from twenty to

twenty-four hours each in special education courses, in additional work in the teaching field, and in professional courses in the fields of philosophy, research, curriculum and methodology were required.

Indiana University. The Master of Science in Education degree without a thesis required the completion of a minimum of thirty-six semester hours, thirty of which had to be in graduate courses. Included were at least fifteen hours of education which included Introduction to Research; one course from Psychology of Teaching, Behavior and Development of the Elementary School Child, Adolescent Behavior and Development, Advanced Educational Psychology, or Learning and Cognition in Education, and one from the following sequences of courses: History of Education in Western Civilization, Historical Foundations of American Education, Education and Social Issues, Philosophy of Education, or Reflective Thinking. A major in education from nine to eighteen hours and at least nine hours in schools and departments other than education had to be selected. Electives were chosen either within or outside education to complete the required thirty-six hours of credit.

For the Master of Science in Education degree with a thesis, the student had to complete a minimum of thirty semester hours of graduate courses, including a thesis in the field of education for three credits.

University of Michigan. The standard credit requirement for the master's degree was thirty hours, including one seminar related to the student's sequence, and a minimum of ten hours of cognate work of which six hours might be undergraduate courses, provided they clearly met the professional needs of the student. If a student had a B-plus average for his first twelve hours

of graduate work, he might write a thesis and complete twenty-four hours of graduate work for his master's degree. In such a case, a minimum of eight graduate hours should have been in cognate fields.

The student selected the sequence which most closely met his professional objectives. These sequences included required courses, suggested electives, and suggested cognate courses. From one-third to one-half of the courses had to be cognates selected from the social sciences or major teaching fields. Required courses in elementary education were Psychology and Teaching of Reading, Writing, and Spelling, Psychology and Teaching of Arithmetic, Elementary School Curriculum or Elementary School Organization and Administration, with from ten to fifteen hours of cognate courses from the fields of psychology and sociology. For secondary education, the required courses were Psychology of the High School Subjects, Modern High School Curriculum, or Secondary Administration, with from ten to fifteen hours in cognate courses in the teaching field, Anthropology, Philosophy, Psychology and Sociology.

University of Kansas. Candidates for the Master of Arts or the Masters of Science in Education degrees might elect a program in which they divided their work between courses in education and courses in a teaching area. Thirty hours of graduate credit were required for each degree, with not less than ten or more than fifteen hours to be earned in the teaching fields. Some work in at least two of the professional areas had to be elected. A thesis was required which was to be related to the teaching field chosen for study with six hours allowed for the thesis.

Other candidates for the degree of Master of Arts, Master of Science, in Education, or Master of Education selected one of the professional areas as an area of specialization. In this area the student would not only complete his thesis or project, but must also have earned not less than ten nor more than twenty hours of credit of the total of thirty offered on the degree. He had to elect work in at least two other areas, one of which might be a liberal arts teaching field. Under this plan, the maximum number of hours allowed for a thesis and for work in a teaching field was six hours.

The MAT degree was available to superior students who had completed a Bachelor of Arts or a Bachelor of Science degree with a major in one of the following fields: Biological Science, Chemistry, English, French, German, History, Latin, Mathematics, Political Science, Russian, Spanish, or Speech. In addition to meeting the requirements in the major teaching field, candidates met the liberal arts requirements for teacher certification. The minimum number of hours of credit required for the degree was forty, which included eighteen hours of graduate work in a teaching field or related area, six hours of graduate work in education, and sixteen hours in professional courses required for teacher certification. The program normally required full-time enrollment for two summer sessions and an intervening academic year.

Washington State University. The fifth college year of teacher education was to be planned carefully in the light of the teacher's first teaching experience and/or professional goals. The fifth year of study provided an

opportunity for further strengthening of teacher competence and for specialized study, and was to have been completed following a period of at least one year of initial teaching experience.

The preservice institution might designate fifth-year requirements to the extent of one-half the program, subject to the approval of the recommending institution. The study had to be in both academic and professional fields with a minimum of forty-five quarter hours of which at least half were in studies of the third, fourth, and postgraduate years. It was recommended that only fifteen of the required forty-five hours be completed prior to or during the first year of teaching experience.

Atlanta University. The Master of Arts degree with a major in education might be obtained for following sequences in nine different areas. Successful completion of a sequence leading to a master's degree in education also qualified the student to receive certification on the fifth-year level from the State Department of Education of Georgia. The completion of at least twenty-four semester hours of graduate work was required at the University. Candidates for degrees in the School of Arts and Sciences and the School of Education had to meet a foreign language requirement and write a satisfactory thesis.

University of Pittsburgh. This institution has directed its efforts toward the development of a five-year integrated liberal-professional curriculum in which the faculties of the School of Liberal Arts and the Graduate School of Education have shared. Also developed were demonstration-experimental summer schools whose new curricular patterns and new approaches

in teaching have been incorporated into the programs of the regular school year.

Emphasis was placed on high academic standards and desirable personal-social characteristics for admission into the Graduate Teaching Internship Program. The criteria for admitting students were as follows: 1) a candidate must have a baccalaureate degree in liberal arts or in teacher education and meet all requirements for admission to graduate study at the University; 2) candidates must have satisfactory references regarding personal qualities and character traits and must possess good potentialities for becoming teachers; 3) candidates must receive satisfactory interview ratings from three members of the faculty of the School of Education; 4) candidates must be accepted as teachers by cooperating school centers; and 5) liberal arts candidates must agree to complete requirements for Interin College certification through participation in a summer school session prior to the opening of the regular school term.

Interns who were graduates of liberal-arts colleges and who had had little or no undergraduate study in education were required to complete a maximum of thirty-six to forty-two credits. For those students the graduate program was weighted more heavily with professional courses, but included an opportunity for further study in academic fields.

Interns who held the baccalaureate degree and who had already completed substantial undergraduate study in education completed thirty graduate credits. For those students two options were available. Option I provided for about one-third academic study and two-thirds professional study. Option

II, designed in connection with the new internship program, provided for a concentration of two-thirds of the work in academic fields and one-third in professional studies.

The program of graduate study included course work in the humanistic, and behavioral foundations of education, the academic disciplines, and the professional field of concentration. During the summer session liberal arts and education interns completed the teaching internship and the courses, both required and elective, necessary for meeting the requirements for the master's degree in education. Upon completion of the program the liberal arts interns were eligible to apply for the college provisional certificate; the education interns had completed course requirements for the permanent teaching certificate.

Interns in the elementary program assumed full teaching responsibility for one-half the public school year. While teaching, they were permitted to carry a maximum of four to six credits. During the next two tri-mester periods, interns enrolled as full-time graduate students and completed the remainder of their program of studies. Some interns in the secondary program followed the same teaching plan as the elementary interns while others taught on a half-time basis for the entire public school year and carried appropriate graduate courses while teaching.

New courses in the foundations of education and the professional fields of concentration were planned for the interns. These courses were broadly conceived and involved interdisciplinary and inter-professional faculty drawn from various departments of the University and from the administration

and teaching staffs of the public schools in a team-teaching situation. These individuals reflected their areas of specialization and served as lecturers, discussion leaders, panel members, and resource persons in class discussions or as consultants for graduate students.

Other courses were planned so that interns had opportunities to study new educational practices in school organization, curricular patterns, grouping practices, materials of instruction, and methodology. A laboratory was provided with professional books, instructional books and other educational materials for individual study, group planning, conferences, and other activities connected with the internship program.

The graduate interns received advice and counsel throughout the program both from the program coordinator and from the University supervisor. At the beginning of the academic year a tentative program of study was drafted by the student and his counselor that took into consideration the student's interests, academic background, internship teaching assignment and teaching career objectives.

The liberal-arts graduates met the minimum requirements for certification in a summer program that incorporated graduate course work and direct teaching experience. The program for interns in elementary education covered a ten-week period; interns beginning work in specialized fields of secondary education enrolled for an eight-week period. Elementary interns began with a two-week survey course in methods and materials of reading instruction. All liberal arts interns enrolled for a six-week session where they observed, planned for, and taught elementary or secondary children as well as attended

seminars directly related to classroom experience. Then, both elementary and secondary interns joined together in a course in Human Growth and Development.

Prior to the opening of the summer school orientation and planning sessions were conducted. Initially interns observed experienced teachers working with pupils. Elementary interns first worked with children in areas of their special abilities and/or interests. After the first week they increasingly assumed responsibility for planning and teaching in all areas of the curriculum. Guidance and supervision were given to interns by classroom teachers and University personnel. Induction of secondary interns followed the same procedure but within their academic areas. All interns had experiences with large groups, small groups, and individual instruction. Daily conferences were scheduled between interns and their supervisors. The plans of the interns were reviewed and suggestions were made. Together the interns and their supervisors evaluated the interns' daily teaching. The six-week teaching experience enabled the liberal arts interns to become prepared for full-time teaching responsibilities.

Graduate courses were offered teachers each year at the site of the summer school. Courses at the summer center permitted students to observe children and experienced faculty working in a nongraded, teaching situation where newer materials of instruction were utilized and evaluated. Members of graduate classes were also invited to participate in the lecture series which was planned for the interns and summer school staffs.

Tables 2 and 3 summarize the curriculums for the elementary and secondary education credit requirements of the Graduate Internship Program of the University of Pittsburgh.

Table 2

Curriculum Summary

Secondary Education Credit Requirements

FIELD OF STUDY	GRADUATE COLLEGES OF LIBERAL ARTS	GRADUATES OF SCHOOLS OF EDUCATION	
		OPTION I	OPTION II
Humanistic Foundations			
Social Foundations of Education	3	-	-
History & Philos. of Education	4	4	2-4
Behavioral Foundations			
***Human Growth and Development	3	-	2
***Psychology of Human Learning	22	2	2
Introduction to Research and Statistics	2	2	0-2
Professional Field of Concentration			
***Principles and Practices in Secondary Ed Summer Teaching Practicum	6	-	-
***Seminar in Curriculum & Method Secondary School in American Culture			
Researches in Secondary Education	2	2	2
*Teaching Internship	(6)	2	2
*Internship Seminar & Conferences	X	(6)	(6)
Secondary Education Electives	-	X	X
		6	
Academic Studies			
Humanistics, Social Sciences, and/or Natural Sciences	10	10	20
***Seminar in General Education	X	X	X

*New courses specifically planned for Graduate Internship Program

**Courses involving as a part of the content interdisciplinary and inter-professional seminar activities

***Six credits not counted in totals

Table 3

Curriculum Summary

Elementary Education Credit Requirements

FIELD OF STUDY	GRADUATES OF COLLEGES OF LIBERAL ARTS	GRADUATES OF SCHOOLS OF EDUCATION	
		OPTION I	OPTION II
Humanistic Foundations			
Social Foundations of Education	3	-	-
History and Philos. of Ed.	4	4	2-4
Behavioral Foundations			
Human Growth and Development	3	-	-
Psychology of Human Learning	2	2	2
Introduction to Research and Statistics	2	2	0-2
Professional Field of Concentration			
Principles and Practices in Elem. Ed. Summer Teaching Practicum	6	-	-
Reading in the Elementary School	3	-	-
Problems in Elementary Education	3	3	-
Elementary School Curriculum	3	3	3
Methods of Teaching in the Elementary School	2	-	-
Researches in Elementary Education	3	3	3
Teaching Internship	(6)	(6)	(6)
Internship Seminars Conferences	X	X	X
Academic Studies			
Humanistics, Social Sciences and/or Natural Sciences	8	10	10
Seminar in General Education	X	X	X

*New Courses specifically planned for Graduate Internship Program

**Courses involving as a part of the content interdisciplinary and inter-professional seminar activities

***Six credits not counted in totals

The writer has attempted in Chapter IV to summarize the present programs at the fifth-year level that were offered at Montana State University and to suggest innovations that might improve current programs, based on her study of other teacher education programs in the United States that were summarized in the present chapter.

CHAPTER IV

A NEW DESIGN FOR TEACHER EDUCATION

Montana State University's Master's Program for Teachers

The 1966-67 Catalog of the College of Graduate Studies of Montana State University offers a number of possibilities to school personnel interested in graduate work. Each degree or program is designed to serve a different purpose with specializations available in elementary, secondary or college teaching; school administration; and guidance and counseling.

Regular master's degrees being offered at the University include the Master of Education, the Master of Science in Education under Option A, and the Master of Science in Applied Science degrees. The degree most commonly pursued by the experienced teacher is the Master of Education degree which requires a minimum of forty-five quarter hours of credit with a major in elementary teaching, secondary teaching, guidance and counseling, or administration. Twelve hours of the forty-five are required for a minor in an academic area of interest to the student. Neither a thesis nor reading knowledge of a foreign language is required.

The Master of Science in Education under Option A is a classical research-oriented degree, particularly recommended to the students whose educational and professional goals make early research experience desirable. A thesis and at least thirty hours of course work, together with a reading knowledge of one foreign language, are required by the College of Letters and Science, but not in the College of Agriculture, Engineering, or Professional Schools.

The Master of Science in Applied Science is the most flexible graduate degree, in terms of subject matter, offered at the University. This degree is designed primarily for educators with a wide range of departmental specialities and inter-departmental programs possible. It is considered terminal with neither a thesis nor reading knowledge of a foreign language required. The minimum course credit required is forty-five hours.

A fifth-year program of undergraduate and graduate study may be planned for teacher-training candidates and for experienced teachers who return to campus. Admission to this program is based upon a bachelor's degree with a teaching certificate for either the secondary or the elementary level. The program planned for each candidate has to be of such nature as to supplement the academic preparation of the applicant in teaching subject fields and related professional training. It includes a minimum of fifty credits in courses approved by the candidate's committee. The fifth-year program will be designed to serve individual teachers who are not interested in a graduate degree program or who might not qualify for the graduate program, and for those who have been out of school for a number of years.

The University admits students to its graduate program with regular, provisional, non-degree, or transient-student status. To be granted regular admission, the student has to 1) hold a baccalaureate degree or equivalent preparation in the field in which he wishes to do graduate study, and 2) demonstrate a potential for graduate study. Provisional admission may be granted to the student who 1) lacks some basic undergraduate courses in his minor field, or 2) has not satisfied scholastic requirements for regular admission.

Students who do not desire a graduate degree may apply for graduate standing or be admitted as non-degree students. Unlike the other two admissions, this does not constitute admission to the College of Graduate Studies. A student who has been officially admitted to another recognized graduate school and who is in good standing and actively pursuing a graduate program may enroll at Montana State University for a single quarter.

The remainder of this chapter suggest a new, innovative, fifth-year program of classroom teacher education based on the present program of Montana State University plus ideas generated from the review of the other fifth-year programs previously presented.

A New, Innovative Fifth-Year Program

The teacher-training programs at the graduate level at Montana State University compare favorably with programs offered at similar institutions. However, after the writer had made a survey of some twenty-four other fifth-year programs, she concluded that those colleges and universities which, during recent years, have offered the Master of Arts in Teaching degree together with the internship experience, have done the most to provide teacher-trainees an opportunity to learn by doing in a realistic structure. An innovative, modern fifth-year program can be built on the Ford view that follows:

The most promising new developments in the preparation of teachers have four characteristics: 1) they provide for an extended scholarly knowledge of the subject or subjects to be

taught; 2) they provide for the development of insights into child psychology, the learning process, and the meaning and purpose of education through seminars in which these concerns are brought into relation with the problems experienced by beginning teachers; and 3) they involve arrangements for acquiring the art of teaching through carefully guided apprenticeships on the principle that an art is best acquired by practice under direction and criticism.

The trend, indicated by Whitelaw (37), to move from a state-level "credits-course basis" for the certification of teachers to an "approved institutional programs basis" has made it possible to reconstruct existing programs. Such revised programs can be less concerned with traditional certification requirements and more concerned with teaching competencies. A program of studies perhaps might be developed to achieve the goals and objectives of students who enroll in the graduate teaching internship program, based on the ideas that follow.

Five areas of concentration—responsibility for the programs, development of curriculums, redistribution of courses, seminars, and the internship—need to be stressed if a strong fifth-year program is to be developed.

Responsibility for the Programs. The preparation of teachers should be a function of each department in which teachers-in-training receive their basic and professional education; therefore, responsibility with commensurate authority should be delegated to subject-matter departments for the subject-matter competence of those students planning to become teachers. Such responsibility should include the training of students in methods of teaching their subject specializations that will be of optimum benefit to them as teachers.

Development of Curriculums. The development of the curriculums of fifth-year programs should begin with the determination of broad aims—the widely accepted aims of intellectual and cultural growth. The fifth year should be prescribed only within the limits of liberal, specialized, and professional studies, and should be flexible enough in content and in administration to meet the differing backgrounds, abilities, and interest of the students. The nature of the work completed within the program should be of a quality warranting a master's degree, and a master's degree should be awarded upon the successful completion of the fifth year of study.

Essential professional study at the undergraduate level should be limited to work in the curriculum, in methods of teaching the student's field of specialization, and in observation and preparation for the internship. Each student should have as part of his undergraduate program comprehensive courses in general psychology, general sociology, introduction to philosophy, and the cultural history of the United States.

The student's particular course of study at the graduate level should be adjusted to his particular professional needs. The program should contribute not only to his professional growth but also to his personal growth. The majority of courses should give him an opportunity to make a minor study of a problem encountered in teaching or in a field of knowledge. The curriculums in each field of specialization should include some of the contributory arts and sciences as well as general studies. Greater emphasis should be put on the cultivation of the "will to investigate," to experiment, and to

test the validity of what is taught.

Seminars and the Internship. Moving from student teaching to the internship would be a logical and practical step in carrying forward the good work that has been done in establishing meaningful laboratory experiences for teachers-in-training at Montana State University. Courses should be planned so that interns have opportunity to study and observe newer educational practices, materials of instruction, and methodology. A laboratory should be provided with professional books, instructional tools, and other educational materials available for interns to use in individual study, group planning, conferences, or other activities connected with phases of the internship program.

Course work and seminars, some of them concurrent with the teaching phase, should form one major portion of the internship program. These studies should fall into three categories: 1) foundation courses, i.e., the history, philosophy, and psychology of education, plus an introduction to research and statistics; 2) courses related to the development of professional competence; and 3) graduate study in the academic disciplines. Such courses should be broadly conceived and should involve interdisciplinary and inter-professional faculty drawn from various departments and divisions of the University and from the administration and teaching staff of the public schools in a cooperative teaching situation.

Special seminars for the interns should be scheduled each week with the University supervisors and conducted both in small groups and on an individual basis to provide an opportunity for interns to relate the classroom teaching experience with graduate study. Summer seminars, keyed to

elementary or secondary teaching, might be devoted to curriculum, teaching methods, materials, and evaluation. Such seminars would be conducted by a teaching team composed of the faculty from both Education and the academic disciplines, and concerned with problems of classroom instruction, moving into concepts and principles. The main purpose of the seminars would be to clarify the relationship between theory and practice.

In summary, the essential changes suggested are those concerning the responsibility for the programs, the revising of professional study at the undergraduate level, and the incorporating of internship experience with concurrent seminars into the program.

CHAPTER V

SUMMARY

The purposes of this study were to 1) summarize present practices of several of the large colleges and universities in the United States and 2) to present an improved, "ideal" fifth-year program for a university such as Montana State University.

The writer, in order to bring the status of the fifth-year program in classroom teacher education up to date, contacted the Deans of Education of twenty-four leading colleges and universities throughout the country requesting information about their current fifth-year programs. The Deans proved most helpful by sending the writer a variety of materials for her perusal: graduate and undergraduate catalogs; brochures on MAT-degree programs, internship programs and certification requirements; an evaluative study of the Ford Foundation's "breakthrough" programs in teacher education; and a few personal letters that explained certain programs and offered further help if needed.

The writer discovered that most of the programs at the fifth-year level led to various master's degrees: the Master of Arts, the Master of Arts in Education, the Master of Science, the Master of Science in Education, the Master of Education, and the Master of Arts in Teaching degree. There were a few non-degree programs that were pursued for the purposes of certification or for strengthening teacher competence or specialized study. The writer, after making the study of current programs, attempted to devise a new, innovative program leading to a master's degree in education for

Montana State University.

Both teaching's fast-growing technology and its creative programs for the education of teachers are flowering today as never before. Compared with traditional programs of teacher education, the current ones devote more attention to instructor-student conferences, cooperative teaching, and the impact of technology on education. Such programs will serve the schools and society best by preparing as teachers college graduates those who have superior academic records, personalities which give promise of success in teaching and a genuine desire to teach.

Already fifth-year programs have achieved much. They have provided thousands of superior teachers who might not have entered the profession. They have helped to bring together professors of education and their colleagues who are concerned with the education of teachers. They have pioneered in the development of new techniques in teacher education and in teaching, and they have provided a useful outlet for philanthropy. The continuation of these activities will justify the existence and expansion of fifth-year programs from which our country hopefully will reap the benefits.

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