

**PROFESSIONAL EDUCATION FOR MAJORS IN EARLY CHILDHOOD AND ELEMENTARY
EDUCATION AT ADELPHI COLLEGE**

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TABLE OF CONTENTS

CHAPTER	PAGE
I A NEW PROGRAM OF TEACHER EDUCATION AT ADELPHI COLLEGE	1
THE PROBLEM	4
PROCEDURES	5
THE ORGANIZATION OF THE STUDY	5
II A CHALLENGE TO TEACHER EDUCATION	7
A POINT OF VIEW	16
QUALITIES AND CHARACTERISTICS ESSENTIAL IN THE GENERAL EDUCATION OF TEACHERS	16
QUALITIES AND CHARACTERISTICS ESSENTIAL IN PROFESSIONAL EDUCATION	18
III AN ANALYSIS OF A ONE YEAR EXPERIENCE IN THE AFFILIATED SCHOOLS OF ADELPHI COLLEGE	23
AN ANALYSIS OF RELATIONSHIPS BETWEEN GENERAL AND PROFESSIONAL EDUCATION IN THE AFFILIATED SCHOOLS	25
Problems for Study	29
AN ANALYSIS OF SELECTED ASPECTS OF PROFESSIONAL EDUCATION IN THE AFFILIATED SCHOOLS AND THE GRADUATE DIVISION OF ADELPHI	29
Professional Curriculum Courses	35
Student Teaching	43
Seminar in Education	46

TABLE OF CONTENTS (continued)

CHAPTER	PAGE
Problems for Study	48
SUMMARY	49
IV A TENTATIVE PLAN FOR THE PROFESSIONAL EDUCATION OF MAJORS IN	
EARLY CHILDHOOD AND ELEMENTARY EDUCATION AT ADELPHI	
COLLEGE	51
THE FRAMEWORK	51
A POINT OF VIEW	54
THE EDUCATION SEMINAR	56
Areas of Seminar Study	57
Resources for Seminar Study	64
BROAD FIELDS COURSES	65
A Framework for the Development of Broad Fields	
Courses	66
Areas of Study	67
Summary	72
THE CURRICULUM IN EARLY CHILDHOOD	72
THE CURRICULUM IN INTERMEDIATE GRADES LEVEL	75
DIRECTED TEACHING	77
PROBLEMS FOR STUDY	80
V ISSUES IN TEACHER EDUCATION AFFECTING THE POSSIBLE DEVELOPMENT	
OF THE NEW ADELPHI TEACHER EDUCATION PROGRAM	82
THE SELECTION OF STUDENTS	82

TABLE OF CONTENTS (continued)

CHAPTER	PAGE
GUIDANCE AND ADVISING OF STUDENTS	85
THE FACULTY	88
LABORATORY EXPERIENCES	89
A PHILOSOPHY OF EDUCATION	96
VI SUMMARY AND CONCLUSIONS	
SUMMARY OF TRENDS AND DEVELOPMENTS IN TEACHER EDUCATION WHICH SUPPORT THE NEW ADELPHI TEACHER EDUCATION PROGRAM	100
SUMMARY OF PROBLEMS REVEALED IN A ONE YEAR EXPERIENCE IN ADELPHI COLLEGE AND ITS AFFILIATED SCHOOLS	101
General Education	102
Professional Education	102
SUMMARY OF PROBLEMS INHERENT IN DEVELOPING A PLAN FOR THE PROFESSIONAL EDUCATION OF MAJORS IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION	104
CONCLUSIONS	105
BIBLIOGRAPHY	108
APPENDIX	110

CHAPTER I

A NEW PROGRAM OF TEACHER EDUCATION AT ADELPHI COLLEGE

Adelphi College in Garden City, New York is a private liberal arts college with an enrollment of approximately 2100 students. Traditionally its emphasis has been upon the general education of young men and women through the arts, the physical and natural sciences, the social sciences, and philosophy and religion. In the past, its only concern with the education of teachers on the undergraduate level was expressed through provision for four basic education courses and one semester of student teaching for those students who wished to teach in their major fields in the secondary schools. The four basic courses, Introduction to Education, Educational Psychology, Philosophy of Education, and Secondary Methods, together with a semester of student teaching, made it possible for Adelphi graduates to enter graduate schools of education for the purpose of acquiring the 30 graduate credits required by New York State law for teaching certification on the secondary level.

In 1947 Adelphi inaugurated a graduate program in education. For the first time early childhood and elementary education majors were accepted. The New York State Department of Education, which rules on the eligibility of educational institutions within the state to offer programs leading to degrees in teacher education, sanctioned a program of education for elementary teachers on the graduate level whereas its policy regarding the education of teachers on the undergraduate level continued to prohibit such offerings in any but teachers colleges.

For the last five years Adelphi College has had associated with it two small teacher education institutions in New York City. Ann Reno Institute and Child Education Foundation specialize in the education of teachers for early childhood including nursery, kindergarten, and primary grades. When New York State raised its requirements for certification for teaching in the early childhood level, many small institutions could not meet the requirements for acquiring a degree-granting status. They, therefore, became affiliates of larger colleges and universities in the area. Thus Ann Reno Institute and Child Education Foundation became Adelphi's Affiliated Schools. Graduates of the Affiliated Schools receive through their schools a teaching certificate issued by the New York State Department of Education and a Bachelor of Science Degree from Adelphi College.

Thus, by 1949 Adelphi College's status as an institution providing for the education of teachers was established through several programs:

1. On the undergraduate level it provided the foundation of basic education courses and student teaching on the secondary level which would enable its students to enter graduate schools of education.
2. Through its affiliation with Ann Reno Institute and Child Education Foundation it conferred degrees upon students certified for teaching in nursery, kindergarten, and primary levels.
3. By its establishment of a Graduate Program in Education leading to the M. A. degree it provided for the education of teachers in early childhood, elementary, and secondary levels.

By 1949, a plan had evolved whereby Adelphi College would seek permission to establish a five year program of teacher education for prospective teachers of nursery through secondary levels. For some

years the President of Adelphi had envisioned the establishment of a program of education based upon the New College Program of Columbia University. It will be recalled that in the depression years of the 1930's Columbia University had sponsored the establishment of New College under the direction of Dr. Thomas Alexander and a staff including Dr. Agnes Snyder. The New College Experiment in Teacher Education was terminated after a seven year period. The President of Adelphi, after painstaking and careful study and consultation with leading educators at Columbia and elsewhere, was unable to find in the program itself any reasons for failure; rather the conditions of the 1930's contributed undoubtedly to Columbia's decision to terminate the New College Program. At any rate, a re-examination of the major features of the New College Program, which are presented in new context in A Challenge to Teacher Education¹, and an opportunity to secure the services of Dr. Agnes Snyder as director of the new program and Dr. Thomas Alexander as consultant, gave impetus to the President's plan to establish at Adelphi College a New Program of Teacher Education.

Accordingly, during the school year 1949-50 a New Program of Teacher Education at Adelphi College was submitted by the Chairman of the Education Division and accepted by the administration and faculty of the college. In addition, full approval of and support for the program was secured from the New York State Department of Education. Staff members holding key positions in the development of the program were appointed so that a working team could be obtained prior to the inauguration of

¹

Appendix , A Challenge to Teacher Education. pp. 111-155

the program in the summer of 1950.

The writer was appointed to the staff of the Education Division of Adelphi College in the fall of 1949. Her specific responsibility in the New Program was the development of a tentative plan for the professional education of students majoring in early childhood and elementary education.

THE PROBLEM

The establishment and development of a New Program of Teacher Education at Adelphi College constitute the challenge for cooperative planning and participation by the faculty and administration of the college and the framework within which the problem to be explored derives its direction and focus. This problem is concerned with one part of the total program, namely, the development of a tentative plan for the professional education of students in the third, fourth, and fifth years of the New Program who intend to become teachers of children in nursery, kindergarten, primary, and intermediate levels.

The tentative plan will be used by the Education Committee as a guide in setting up the Education Seminar, in establishing the framework of core or broad fields courses in the specialized professional levels, and in selecting laboratory experiences students should have with children and adults. In other words, the Education Committee will be concerned with those special aspects of the New Program which correspond to the usual professional preparation of teachers found in other programs. A major feature of the tentative plan will be an identification of problems in teacher education which the Education Committee should consider in its deliberations.

PROCEDURES

In receiving an appointment to the staff of the Education Division in 1949, the writer was assigned to the Affiliated Schools for the school year 1949-50. With the exception of a responsibility for teaching curriculum courses in early childhood and elementary levels in the Graduate Program, she worked exclusively with the Affiliated Schools for one year. This experience provided opportunity to analyze those parts of the programs of the Affiliated Schools with which the writer was to be identified, namely, the nursery, kindergarten, and primary curriculum courses, student teaching, and professional seminars. Within the framework of prevailing curricula opportunities were to be provided for experimentation involving procedures and content.

An analysis of the writer's one year experience in the Affiliated Schools provides a partial basis for proposals to be incorporated in the tentative plan for the professional education of early childhood and elementary education majors in the New Program.

A tentative plan for the professional education of majors in early childhood and elementary education, based upon 1) an analysis of a one year experience in the Affiliated Schools and 2) the writer's long experience in the fields of childhood education and teacher education, consistent with the general framework of goals and procedures suggested in the New Program of Teacher Education, will be presented in this report.

THE ORGANIZATION OF THE STUDY

To be fully understood, a tentative plan for teacher education on the professional level of the third through fifth years must be seen in relationship to the total program. It is proposed, therefore, that

Chapter II will include a statement describing the New Program of Teacher Education at Adelphi College together with a consideration of the writer's point of view regarding teacher education.

An analysis of a one year's experience in the Affiliated Schools will be presented in Chapter III.

Chapter IV presents a tentative plan for the professional education of early childhood and elementary majors consistent with the general framework of goals and procedures suggested in the New Program of Teacher Education and expressive of the point of view held by the writer.

Chapter V discusses some of the issues in teacher education affecting the possible development of Adelphi's New Teacher Education Program and presents some proposals for action in meeting possible short-comings in the program.

Chapter VI concludes this report with a summarizing statement of pertinent problems submitted to the Education Committee for consideration.

CHAPTER II

A CHALLENGE TO TEACHER EDUCATION

An awareness of the crucial position of education as a social force and of the significance of the teacher and the role she plays in the development of individuals and cultures is fundamental in the challenge recognized by many teacher education institutions today. Those institutions which are participating in a widespread effort to effect constructive change in the kind of education provided young people preparing to enter the teaching profession accept the challenge and the responsibility entailed. Acceptance involves recognition of the seriousness of the problem, a deep conviction regarding the responsibility of teacher education institutions, insight and skill in seeing and using ways and means to achieve objectives, and enthusiasm for and faith in the capacity to function in a role of leadership. Adelphi College has accepted this challenge to teacher education.

For more than a century Americans have been studying the many problems relating to the education of teachers. Throughout these many years one experiment has followed another in efforts to prepare teachers to assume more intelligently their tremendous responsibilities. As a result, the essential qualifications of a teacher are quite well known and generally accepted: physical, emotional, mental, and spiritual health; sound personal character; sensitivity to human needs; feeling of civic responsibility; highly developed scholarship and professional abilities and skills. Definite progress, too, has been made both in recognizing and developing these qualities. But, in spite of all the study of the problems of teacher education, we are still, even in the best colleges, content to operate on standards far below what is possible of attainment. We apparently do not care to pay the price for educating teachers as well as we know how to do so. Moreover, we shall continue to fail to make use of even our present knowledge of the needs of developing superior teachers until we wholeheartedly:

- (1) make entrance to the teaching profession a privilege rather than a right;
- (2) utilize the contributions of mental hygiene in educating teachers who will possess that understanding of human behavior basic to living rationally with themselves and others and to performing the teacher role of developing the potentialities of others;
- (3) concern ourselves with a program designed to develop ability for independent thinking and resourcefulness in meeting changing problems; and, at the same time, develop mature sensitivity to the value of exchange of ideas in problem solution;
- (4) demand a broad educational background and high standards of scholarship;
- (5) prize quite as highly as scholarship the understanding and appreciation of human values;
- (6) develop appreciation of and ability for cooperative action;
- (7) regard the slow processes of Education as the most potent factors in the continuous improvement of society and the teacher as the most potent factor among the processes of Education.

It is proposed to establish a School of Education at Adelphi College which will make the above essentials in a sound program of teacher education matters of continuous concern. The School of Education will prepare teachers for secondary, elementary, and some types of special schools in the best possible way in so far as those responsible know that way. It is planned to begin in the summer of 1960 and limit the enrollment to freshmen. The standards of the School of Education will be such as will enable its graduates to do as adequate a professional job as is done by teachers where the highest standards prevail.²

The Adelphi Pattern of Teacher Education, Chart I, presents an overall picture of the organization and content of learning experiences encompassed in the program. It is suggested that the chart be studied and that the full report of the program, A Challenge to Teacher Education,³

² Ibid., pp. 111-112

³ Ibid., pp. 111-155

CHART I

THE ADELPHI PATTERN OF TEACHER EDUCATION

	BROAD BASE OF EXPERIENCE	DIVISIONAL SEMINARS	PROVISION FOR INDIVIDUAL NEEDS
Summer	CENTRAL COORDINATING SEMINAR Springdale Farm: community study; farm work; recreation; trips	Community studies coordinated with materials from social, biological and physical sciences	Courses to meet individual needs and special interests as revealed by guidance program
First Year	FOR ORIENTATION, EXPLORATION AND DEFINING PROBLEMS. INTEGRATES BROAD BASE OF EXPERIENCE, DIVISIONAL SEMINARS AND PROVISION FOR INDIVIDUAL NEEDS	Social sciences Biological and physical sciences The arts Philosophy and religion	Language: English and foreign Courses to meet individual needs and special interests Independent planned study Individual and group conferences
Summer	Work experiences: industry, commerce or social welfare	Industrial and commercial seminar or Social welfare seminar	Independent planned study
Second Year	Study of cultural and social resources of New York City; laboratory field experiences with children	Social sciences Biological and physical sciences The arts Philosophy and religion	Languages Courses to meet individual needs and special interests Independent planned study Individual and group conferences
Summer	Work experiences: industry, commerce or social welfare	Industrial and commercial seminar or Social welfare seminar	Independent planned study

CHART I (continued)

THE ADELPHI PATTERN OF TEACHER EDUCATION

	BROAD BASE OF EXPERIENCE	DIVISIONAL SEMINARS	PROVISION FOR IN- DIVIDUAL NEEDS
Third Year	<p>FOR ORIENTATION, EXPLORATION, AND</p> <p>DEFINING PROFESSIONAL EDUCATION PROBLEMS.</p> <p>INTEGRATES BROAD BASE OF EXPERIENCE, DIVISIONAL SEMINARS, AND PROVISION FOR INDIVIDUAL NEEDS</p>	<p>Curriculum and the educative process</p> <p>Educational psychology</p> <p>History and philosophy of education</p>	<p>Courses to meet individual needs with special emphasis on professional problems</p>
Summer	<p>Foreign study and travel</p>	<p>Comparative cultures</p>	<p>Independent planned study</p>
Fourth Year	<p>First semester: foreign study and travel continued</p> <p>Second semester: student teaching concentration in major field of interest</p>	<p>Comparative cultures Curriculum (major field)</p> <p>Educational psychology History and philosophy of education</p> <p>Thesis seminar</p>	<p>Independent planned study Courses to meet individual needs with special emphasis on professional problems</p>
Summer	<p>American travel and study</p>	<p>American regional problems</p>	<p>Independent planned study</p>
Fifth Year	<p>Internship</p>	<p>Thesis seminar</p>	<p>Independent planned study</p>
	<p>INTEGRATES EDUCATION, CLINICAL PSYCHOLOGY, PSYCHIATRIC NURSING, SOCIAL WORK UNITS OF THE GRADUATE DIVISION</p>		

be read at this time.

While the New College Program of Columbia University in the 1930's has been projected into a framework consistent with changes of locale and time, the features which it emphasized as a pioneer in modern, professional teacher education are recognized today as the characteristics of sound teacher education. The experimental approach to teacher education and the emphasis upon research, the lengthening of pre-service teacher education to a minimum of five years, the provision for personal development, the emphasis upon a broad base of experience and a rich general education, the significance of experience with children and adults, the importance of student teaching, and the study of children and how they learn, the emphasis upon quality of instruction in teacher education institutions, and finally, and perhaps of greatest significance, the deeper understanding of the social implications of education, all are trends reported in current literature in the field of teacher education. McGrath provides

⁴American Association of Colleges for Teacher Education, First Yearbook, 1948. The Association, Oneonta, New York: 1948, 228 pp.

⁵American Association of Teachers Colleges, Committee on Standards and Surveys, School and Community Laboratory Experiences in Teacher Education. The Association, Oneonta, New York: 1948, 340 pp.

⁶American Association of Teachers Colleges, Twenty-Fifth Yearbook, 1946. The Association, Oneonta, New York: 1946, 124 pp.

⁷American Association of Teachers Colleges, Twenty-Sixth Yearbook, 1947. The Association, Oneonta, New York: 1947, 156 pp.

⁸American Council on Education Commission on Teacher Education, Improvement of Teacher Education: A Final Report. The Council, Washington, D. C.: 1946, 282 pp.

⁹Cooperative Study in General Education, Cooperation in General Education. The Council, Washington, D. C.: 1947, 240 pp.

¹⁰Prall, Charles E., State Programs for the Improvement of Teacher Education. American Council on Education, Washington, D.C.: 1946, 379 pp.

the following summary of current trends, innovations, and planned changes sufficiently well established to merit description. Many of these characteristics of modern teacher education are consistent with those of the New College Program, a pioneer of the 1930's.

1. Rapid Growth of Experimental Teacher Education Programs.

During the past year, numerous institutions have set in motion or have set up machinery to plan truly experimental programs in preservice training of teachers. From such varieties of experimental attack, we can expect to find many of the answers to our problem of determining what types of competencies are developed by certain experiences or training. It appears evident, at the moment, that over a hundred such experimental programs will be underway by September, 1949.

2. The Increasing Trend Toward Five Year Preservice Programs of Teacher Training.

The spade work has been completed in many colleges and in several states to shift to a five year minimum preservice training period. We are beginning to admit more freely that an adequate and professional job of training teachers cannot be accomplished in less than five academic years. We have been stymied in progress toward such a goal by the unnatural teacher shortage and by agencies and institutions stressing preparation in shorter periods of time, but these handicaps will not continue to serve as obstacles very much longer. Important national groups have gone on record as favoring a minimum of five years of preservice training for teachers.

3. The Complete Restudy and Reorganization of Undergraduate Required Courses in Education.

The trend has been well established to provide a long chain of correlated and integrated functional courses in education throughout tertiary educational experiences. Overlapping and unmeaningful materials are being deleted to an extent that many of the education courses bearing the same titles of a decade ago are hardly recognizable as compared with content at that former time. In many cases this reorganization has carried with it new names for courses. Names of courses are of little importance as long as the content is arranged in a systematic and well chosen sequence of practical information adequately balanced between theory and practice. We have realized that the same old courses just relabeled, but essentially unchanged, will not do. In order to meet the needs for adequate training, new and different courses especially fitted for adjustment to the complex world are coming into being.

4. A New Understanding and Philosophy for Student Teaching.

We are coming to a belief that there should be ample participatory experiences with youth long before actual student teaching is taken as a course. These activities may include extensive participation with out-of-school youth groups, a little preliminary teaching practice in demonstration classes as a part of all regular education courses or preferably both. In addition, increased observation in demonstration and regular public school classes assists in preparation for more effective student teaching. Such experiences pave the way for much more realistic preparation for the work of student teaching which provides a fitting climax to a long chain of training experiences. The actual student teaching is rapidly becoming an "off campus" away from home engagement where the trainee spends a minimum of six weeks in full time teaching and participation in school and community activities by living in and becoming a part of the area where the carefully selected school is located.

5. A Better Understanding of the Nature and Importance of Methods Courses

Gone are the days when the academician can defend his premise that it matters not by what method you teach something as long as you really know your subject-matter. Also in the trash heap is the concept that methods are all important to the exclusion of subject matter. We no longer believe that a teacher should have an inclusive bag of tricks designed to supply the proper technique or pattern of action for each step of the way in a school program. The latter has resulted in a stultifying stereotyped approach which inevitably holds ingenuity and resourcefulness to a minimum. Some rather fundamental changes have happened in the thinking of those who really understand methods as follows:

- a. Methods, as a theory of development, are practically fruitless unless accompanied by and intimately related to experiences with children where the methods can be tried as they are studied.
- b. Children probably learn quite similarly in terms of methods of presentation in varieties of courses, thus increasing the emphasis for general methods and diminishing the scope of special methods.
- c. General methods emphasis does not preclude the utilization of enrichment source courses within a field. Valuable helps for teaching are a natural component of a special methods approach.

- d. Special methods which tend to preserve the so-called sacred entity of subject matter courses as opposed to the importance of other courses are disappearing. Rather, we are now turning to an era of common learnings wherein each subject can cooperatively make some contribution to a blend of necessary skills and informations.

6. Getting at the Facts in Education.

For years we have accepted many assumptions and postulates, educationally speaking, without really getting down to the business of ascertaining facts about education. Only recently have systematic research projects, coordinated in some cases with several joint operations involved, been energized or activated on a large scale basis. These attempts to get at basic facts should develop new solutions to many of our dilemmas and serve as a point of departure for new innovations in preservice training of teachers.

7. Better and More General Education Courses in College.

It is quite generally accepted that teachers must be educated as well as trained. This basic education must of necessity be grounded on the common learnings requisite for all who would live the best possible life in adjusting to a world filled with obstacles for societal survival. Just as common learnings must be expedited in our secondary schools, the teachers in our schools must have had functional training in common learnings materials. Such a treatment does not delimit adequate professional training, nor is it to be construed as a substitute for professional courses. Proper provision can be made for a balance between creative activities, professional education and general education in our programs without an undue sacrifice of other existing requirements.

8. Co-ordination and Integration of our Services to Students in One Large Department of Teacher Education.

There is an increasing tendency toward integration and co-ordination of our services to students so that all aspects will be in resonance with the over-all objectives of the training program. These services include such areas as supplying information about the profession to students, recruitment plans, selection practices, retention techniques, required professional course structures, placement, follow-up, post supervision, in-service training assistance, and research in existing patterns and planning. At first this seems to be

too all-inclusive for effective organization but closer examination reveals the plausibility of inter-relating these services and structuring them through a closely knit organization or department of teacher education.

9. Emphasis on Quality of Instruction and Not Solely on Research or Writing.

Perhaps it is a serious indictment that teachers teach largely as they have been taught. Serious accusations of low calibre of instruction on the tertiary level have been levelled, especially during the past two decades. These two assumptions add up to a clear implication that the current shift on emphasis to consider quality of teaching on a more nearly equal plane with research and writing has not come any too early. It is high time that our trainees experience only the very highest calibre of instruction which an adequately trained staff can offer.

10. Deeper Understanding of the Social Implications of Education.

Perhaps the greatest gain, educationally, of the twentieth century is the new focus on social implications of education. We are face to face with accepting the promise that we can live in peace only through understanding and appreciation of all peoples for each other. Education is faced with the task of widening the social horizon through interparticipation with peoples through the world and concurrently defending and assisting the survival of the family as a key institution of civilization. The social awareness of problems, conflicts, dangers and opportunities of our culture in the world of social realities offers a constant challenge for better interpretation of social implications for education.¹¹

The New Program of Teacher Education of Adelphi College is thus not only an expression of a pioneer effort in experimentation to raise the quality of teacher education, improved, it is hoped, and refined as a result of experience, but representative of general and widespread efforts, based upon research, study, and experience, to develop more effective programs of teacher education.

11

McGrath, G. D., "Harbingers of Improvement in Teacher Education," The Educational Forum, Vol. XIV, No. 2, January, 1950, Kappa Delta Pi, Tiffin, Ohio: pp. 157-165

A POINT OF VIEW

The New Teacher Education Program of Adelphi College provides the general framework within which the problem to be developed, A Tentative Plan for the Professional Education of Majors in Early Childhood and Elementary Education, must take its direction. Within this framework the writer has been delegated to develop a plan based upon her professional knowledge, understanding, and convictions. It can be assured that her point of view is harmonious with that expressed in the New Program. Because of the necessarily subjective quality of an analysis of her one year experience in the Affiliated Schools, however, it is essential at this point to state those qualities and characteristics of sound teacher education which in the judgment of the writer seem significant. In an important sense these qualities and characteristics become criteria by which the tentative plan must be measured.

QUALITIES AND CHARACTERISTICS ESSENTIAL IN THE GENERAL EDUCATION OF TEACHERS

It is posited that:

- 1) One of the measures of an effective teacher education program is the quality of general education provided. General education, that process whereby an individual develops himself through the arts, the natural and physical sciences, the social sciences and philosophy and religion, has a distinct contribution to make to the development of the prospective teacher.
- 2) In addition to the contributions of general education to the development of the individual, there are distinct advantages in providing

for the general education of prospective teachers as an integral part of a teacher education program rather than by a separation of general education and professional education which often prevails in professional schools. The general education of the first two years of college should have a purpose over and beyond its primary goal of broadening and enriching the student as an individual. Important as this primary purpose is, the student who has enrolled in a teacher education program has already indicated an interest in a professional goal. The general education period should enable the student to become more closely identified with her goal and oriented to entering the professional level in the junior year. In the opinion of the writer identification with and orientation to the profession of teaching constitute important elements in "readiness."

- 3) Readiness for entering the professional education level of a teacher education program should be developed during the first two years of the program. Orientation to teaching through observation of children and participation with children and adults in the freshman and sophomore years is one of the ways in which the program of general education in the teacher education program may function over and beyond typical general education programs in the liberal arts colleges and is part of the justification for a freshman and sophomore experience in a teacher education program.
- 4) The climate for learning is an important factor in the education of teachers. It is a commonly accepted principle that children grow and develop well only in a democratic environment. Teacher education programs are committed to the obligation of educating students to

teach children in ways which will facilitate desirable development. This implies a need for students to be taught in ways consistent with the philosophy of democracy. A democratic environment is created by administration, faculty, and students acting together within the framework of commonly held beliefs. Such an environment recognizes and supports certain fundamentals: that behavior is caused; that the causes are multiple; that each individual is different; and, that therefore we must know each individual. Unless administration fosters the creation of a democratic environment, unless teachers in both the general and professional education areas of the total program demonstrate through their teaching the real meaning of democracy, the New Teacher Education Program of Adelphi College will be no more effective in educating teachers than are other programs.

- 5) While general education will receive its major emphasis in the first two years of the teacher education program, it should be continued throughout the entire program as a means of providing for the continuous development of the student as an individual and as a means of implementing professional education.

QUALITIES AND CHARACTERISTICS ESSENTIAL IN PROFESSIONAL EDUCATION

It is posited that:

- 1) Frequently, teachers teach as they themselves have been taught as children and students, not as they have been told to teach. Therefore, recruitment and selection of students for teacher education should be based upon some consideration of previous school experiences.

- 2) In addition, it is essential that the general and professional education programs in college be unified in theory and practice so that upon entrance into the program, the student learns through living in college the meaning and essence of democracy.
- 3) Especially during the first two years of the teacher education program it is important for students to be helped to understand the relationship between general education and professional education. When a student has entered a professional program, it can be assumed that at least tentatively, if not definitely, her goal is that of eventually entering that particular profession. In the general education program it is possible to highlight those aspects of study which have particular meaning for later professional development. Materials may be used which will relate general and professional education goals. A rich foundation for the experiences to be provided in student teaching and study of professional curriculum can be laid. Furthermore, emphasis upon interrelationships between general and professional education help prevent feelings of discouragement often found among freshmen and sophomores who fail to see the value of general education in achieving their professional goals or who feel that starting work on their professional goals is postponed too long.
- 4) Upon entrance into the third year of the program, with its shift in emphasis from general to professional education, it is essential that a study of educational theory and an opportunity to interpret theory through experience with children be provided students as parallel aspects of their education. Thus student teaching and organized study of children and of curriculum development should be two aspects of a single process.

- 5) Since education is a continuous process, since the processes of teaching and learning in the various maturity levels differ in degree only, it is essential that students of education on the undergraduate level, particularly, be concerned primarily with the total process of child development and the total process of curriculum development, leaving for graduate study areas of specialization for teaching in a particular maturity level. It is suggested that education for teaching children, rather than education for teaching kindergarten or sixth grade or tenth grade, would contribute more toward the breaking down of artificial barriers between levels in the profession than any other single means. Furthermore, such an education, it is believed, enhances the possibilities for developing professional teachers. Because the breaking down of artificial barriers between levels in education is essential if integration is to be achieved by children in the process of growing up, general courses in curriculum study should include prospective teachers of all levels. This does not mean that there should be provided no opportunities for specialized study of the curricula of the various levels represented by the student teachers. It means that special problems should grow out of the unifying matrix of general curriculum study and student teaching, with ample opportunity for specialized investigation and study.
- 6) Students of education must conceive of teaching as creative not mechanical; of learning as dynamic not static. The student's study of the curriculum should be based upon a recognition of the fact that the child himself and the society in which he lives shape

his curriculum. Thus a knowledge of child growth and development and an understanding of social forces and conditions in living are essential. Because society is always changing, because the culture is a determinant in setting the values society holds, because child development is conditioned by the expectancies of that culture, all students should find a continuous study of society and of child development essential to curriculum study. Curriculum development, so conceived, focuses attention upon the rejection of patterns and the conviction that teacher education should be concerned with the broad development of the student as a person and a potential professional teacher and not with the preparation of beginning teachers armed with a bag of tricks and prescribed patterns to meet any and all situations.

7) The education of teachers on the preservice level should be geared to the conviction that an individual makes herself a teacher on the job. It follows, therefore, that emphasis in teacher education should be placed upon the fullest development of the individual equipped with broad scholarship, an ability to use the scientific method, knowledge of content fields essential in the level of teaching to be entered, skill in human relations, and an eagerness to develop on the job the competencies associated with teaching successfully in the chosen field of specialization. The degree of competency expected of beginning teachers indicates how we see the function of modern teacher education.

8) Since experience with children and adults is of vital importance in the making of a teacher, students in the teacher education program should have continuous experience with children and adults in and

out of school situations. Upon entering the third year and throughout the remainder of the program, this experience should manifest itself chiefly through a student teaching role in which the student lives in a school community, participating in all school and community activities as a member of the faculty. Two years of student teaching, providing placement in a variety of situations in the major field, should provide adequately for the culminating experience of the internship in the fifth year of the program. Because of the significance of student teaching, it is imperative that schools and school personnel with which the student teacher will be associated demonstrate in practice the philosophy shaping the New Teacher Education Program. In the opinion of the writer, the selection of centers for student teaching is one of the major problems which will affect the achievement of sound teacher education. The quality of supervision of student teachers is a second important problem. It is the writer's conviction that the quality of professional attitudes and relationships developed by teachers in-service are often conditioned by the pre-service experience.

A Tentative Plan for the Professional Education of Majors in Early Childhood and Elementary Education thus will be developed within the framework of the New Teacher Education Program of Adelphi College, interpreted in the light of the writer's philosophy and her experience in teacher education, and conditioned by the problems to be met and strengths to be utilized in the existing programs in Adelphi College and its Affiliated Schools.

CHAPTER III

AN ANALYSIS OF A ONE YEAR EXPERIENCE IN THE AFFILIATED SCHOOLS OF ADELPHI COLLEGE

During the school year 1950-51 the Education Committee initiates its work of planning the broad framework of professional education for students enrolled in the New Teacher Education Program of Adelphi College. The writer was appointed chairman of the committee. Preparatory to initiating committee planning for this important area of the total education program, a one year experience in the Affiliated Schools and in the Graduate Division of Adelphi College provided the writer with a sampling of teaching and other activities with students, faculties, and administration. An analysis of problems and strengths in the existing programs was felt to be essential if the transition from old programs to new was to be successful in the institutions concerned. The analysis was to be limited, of course, to the writer's personal experiences in participating in the existing programs. The objectives of the New Teacher Education Program and the qualities and characteristics of sound teacher education identified by the writer in Chapter II as significant in her judgment were to be the conditioning factors in analysis.

The writer's participation in the programs of the Affiliated Schools and Adelphi College was wide, including a sampling of all phases of the professional education curriculum. Participation in faculty meetings, conferences, and committees was included. The scope of activities engaged in by the writer during the one year period in the Affiliated Schools and the Graduate Division of Adelphi includes the following

courses and supervisory activities:

I. PROFESSIONAL GENERAL CURRICULUM FOR NURSERY, KINDERGARTEN, PRIMARY LEVELS (UNDERGRADUATE).

An introduction to curriculum development with two emphases: The curriculum as rooted in society. The curriculum as rooted in child growth and development.

Ann Reno Institute - Junior Level - 1 semester - 4 hours.

Child Education Foundation - Junior Level - 6 weeks introduction - 2 hours.

II. PROFESSIONAL GENERAL CURRICULUM FOR NURSERY, KINDERGARTEN, PRIMARY, INTERMEDIATE LEVELS - (GRADUATE, IN-SERVICE).

Adelphi College - 2 semesters - 6 hours.

III. PRIMARY CURRICULUM

Ann Reno Institute - Junior Level - 1 semester (teaching or coordinating).

Reading - 2 hours.

Science - 1 hour.

Children's Activities and Group Conference - 1 hour.

Child Education Foundation - Senior Level - 1 semester.

The Curriculum of the Primary School - 2 hours.

IV. SEMINAR IN EDUCATION - A study of philosophies of education at work.

Child Education Foundation - Seniors - 1 semester - 3 hours.

V. THE CHILD AND THE ENVIRONMENT. A sociological study of community living and how it affects children.

Child Education Foundation - Sophomores - 1 semester - 3 hours.

VI. SUPERVISION OF ANN RENO DEMONSTRATION SCHOOL (NURSERY, KINDERGARTEN, PRIMARY). Working with staff, student teachers, parents.

VII. SUPERVISION OF STUDENT TEACHERS IN NURSERY, KINDERGARTEN, AND PRIMARY LEVELS IN PUBLIC AND PRIVATE SCHOOLS OF NEW YORK CITY.

Ann Reno - 13 students - First Semester

Child Education Foundation - 20 students - First Semester

In summary, the one year period provided opportunity 1) to work with students on all levels from sophomore to graduate, 2) to deal with all levels of professional curriculum study from nursery through intermediate, 3) to attack problems in both preservice and in-service education, 4) to observe and analyze the experiences of student teaching on a city-wide basis, and 5) to work closely with the staff of one student teaching center and less closely, but effectively with staffs of approximately twenty additional centers. From these experiences it is possible to define some of the specific problems to be met and strengths to be utilized in developing a Tentative Plan for the Professional Education of Majors in Early Childhood and Elementary Education in the New Program.

AN ANALYSIS OF RELATIONSHIPS BETWEEN GENERAL AND PROFESSIONAL EDUCATION IN THE AFFILIATED SCHOOLS

In the Affiliated Schools special emphasis is placed upon general education in the first two years of the four year programs with a shift in emphasis to professional education in the last two years. Students in the freshman and sophomore years have a heavy program of general studies. In addition, they have a program designed to acquaint them with children. This program varies in the two schools but essentially it is the same, consisting of observation and participation. In one school the emphasis is on guided observation of children in different schools, in nursery, kindergarten, and primary levels. There is some, but not much, opportunity for participation. In the other school there is a large amount of participation in one children's school attached to the college. Housekeeping chores and the mending of toys and materials are the chief activities. The large number of students

assigned to any one class minimizes the value of the experience for students and often impedes the work of teacher and children.

Observation and participation are valuable experiences in the development by students of a readiness for professional work. It is suggested, however, that: 1) the observation of children should not be limited chiefly to one school but that there should be a planned program of observation of children on all age levels, in many kinds of schools representing different philosophies, status, and community backgrounds, 2) the participation of students should provide a variety of experiences in different situations controlled in such a way that student participation handicaps neither students nor children. Housekeeping activities are important but only relatively so. Care should be taken that students do not deprive the children of experiences which help them become independent and self-directing. Other kinds of activities such as helping the teacher arrange for a trip, finding sources of materials and resources, being a member of a group engaged in story telling, playing games, and other group activities, constitute desirable participation by students.

Orientation to teaching through observation and participation in the freshman and sophomore years is one of the ways in which the program of general education in the teacher education program may function over and beyond typical general education programs in the liberal arts college and is part of the justification for a freshman and sophomore experience in a teacher education program.

A second factor creating readiness for entering the professional education level is the nature and quality of the general education the student has experienced. The first two years of a teacher education program should place chief emphasis upon general education, with concern

for the development of the student as a person. In the Affiliated Schools this concept has been recognized, but in development the writer feels that the schools have placed a handicap upon the student by holding on to some extent to the old normal school emphasis upon special education for teaching in the first two years. A course, "Children's Activities", taken by sophomores, is a case in point. It represents a typical curriculum problem of "adding to" rather than "building a-new." It makes for confusion and violates modern principles of teaching and learning, for we take out of the context of living with children a study of child growth and development and out of the context of curriculum building with children a study of the "activities of children." It is suggested, therefore, that a clarification of the purposes of general education and the place of professional orientation in the first two years be recognized as a "must" for the faculties of the Affiliated Schools.

The general education program offers unusual possibilities to students for developing a genuine readiness for entrance into the professional level, however. Much of the orientation to children through observation and participation should be an integral part of the student's general education in the four divisions of the curriculum: 1) The Natural and Physical Sciences; 2) The Social Sciences; 3) The Arts; 4) Philosophy, Ethics and Religion. For example, the sociological study of a community, provided as a part of the sophomore program in one of the Affiliated Schools, offered last year an excellent opportunity to understand the impact of environment upon children and set the stage for learning the values in and techniques of community study by children, modified, of course, which many students will later call upon during subsequent student teaching.

The art experiences which students have in their general education program could easily be extended to include observation of and participation with children using the same media of expression or appreciation. And so on throughout the general education program, those opportunities for orienting the student to his professional goal within the context of his own personal development should be seized upon and used. Studying the genuine possibilities for orientation to and readiness for entrance into the professional education program becomes one of the problems for consideration by the Education Committee. Again, this function of relationship between general and professional education implies additional justification for the inclusion of general education of students in the teacher education program rather than in a program separate from it.

Finally, and perhaps most important of all in analyzing relationships between general and professional education is a consideration of the climate for learning in the Affiliated Schools. If, as the writer believes, a democratic environment is essential for the best growth and development of the learner, if students of education need a climate for learning consistent with the philosophy of democracy, continuous effort should be made by administrators and faculties to establish practices and relationships which demonstrate a democratic philosophy at work. The students' self-direction in constructive channels should be a constant goal.

Unless administration makes possible the creation of a democratic environment, and unless each teacher in both the general and professional education areas of the total curriculum demonstrates through her teaching the real meaning of democracy, the New Teacher

Education Program of Adelphi College will be no more effective in educating teachers than are other programs.

Problems for Study

1. In varying degrees, but present in both Affiliated Schools and Adelphi, we find a conflict between philosophy and practice. One of the major problems of the Education Committee and the faculties and the administration is a study of the practices and processes currently used and their implications for achieving goals.
2. How can the general education program of the Affiliated Schools achieve its important and primary goal of helping students in their personal development and at the same time contributing to the professional goals of students?
3. It is important to have frequent and varied experience with children of all ages before assuming a student teaching role. What kinds of experiences should be provided? How can the general education program be so organized that adequate time may be provided for experiences with children?
4. What constitutes "readiness" for entering the professional education program?

AN ANALYSIS OF SELECTED ASPECTS OF PROFESSIONAL EDUCATION IN THE AFFILIATED SCHOOLS AND THE GRADUATE DIVISION OF ADELPHI

The roots of professional education are deeply embedded in the experiences students have had before entering the professional level. It has been previously stated that relationships between general and professional education represent a problem area in teacher education. One of the suggestions made for strengthening relationships between

the two areas concerns the examination of the general education program to discover ways in which students may be given help in developing readiness for entering the professional program in the junior year. As a means of experimenting in this area, the writer worked with a group of sophomores in one of the Affiliated Schools as instructor in sociology. The course, "The Child and the Environment", was designed as a sociological study of a community in which emphasis was placed upon effects of environment upon people, particularly children. The scope of this course and the plan for its development should be studied at this point.

"The Child and the Environment"

It is proposed that instead of attempting to help students in this course develop understanding theoretically and apart from children, the entire course be developed in cooperation with the personnel of a specific school community so that the motivation for learning is real and meaningful. Such development entails careful selection of a school. Selection will depend upon:

- A. Special need evidenced by a specific group of children living in their community.
- B. The presence of problems in and resources for community living which offer the greatest richness of learning experience for students.
- C. The eagerness of administration and faculty for assistance of the kind offered.
- D. The willingness of the principal and faculty to participate fully with students in making a community study.
- E. The quality of working relationship established by the instructor and the principal of the school.

Preliminary Planning

- A. Conferences between instructor and principal to discuss the feasibility of the plan; possible scope of plan; needs of students in this course, and needs of school and how they can implement one another.

- B. Conferences between instructor, principal, and faculty for discussion of points noted under letter A. above.
- C. A thorough exploration of the possible scope of development by the instructor and the administrative agents of the school.

Background Development for Students

Introduction to course

- A. Objectives of course and its relationship to the total professional education of the undergraduate.
- B. A presentation of the proposed plan of achieving the objectives through:
 - 1. The development of a sociological study of a real school community and
 - 2. The cooperative efforts of students in this course and the faculty of a public school which needs help.
- C. Experiences which help students develop a readiness for undertaking a community study:
 - 1. A visit to the British Information Center to see a showing of Children of the City, the Scottish film which depicts the effects of community in dealing with the problem of correcting the evils of unfavorable community environment.
 - 2. A group conference with the school principal to become acquainted with the needs of children in the selected school - what the children are like - what the schools are doing to meet their needs - ways in which the school would like us to help them through a community study.
 - 3. A morning's observation in the selected school by students to see the children at work; to study facilities, and to begin to get some understanding of the school at work.
 - 4. A student-faculty meeting to discuss the school's cooperative efforts with other agencies in the community which are working to help the children.
 - 5. A tour of the school neighborhood under the direction of a community agent who knows what we should see and will help us see it.

Development of a Community Study

Individual students will accept major responsibility for the development of various aspects of community study among which will be the following:

I. The Home and Family Living

- A. What is the child's place in the family and what factors determine it (e.g. the economic status of families, the standard of living, the customs and mores of the people); the effect of all of these factors on the child and his place in the family.
- B. Housing in this community and what it means to the child and his family.
- C. Health status of children and their families and what factors condition it.
- D. The nature and extent of participation by the families of this community in the life of the community:
 - Religious
 - Political
 - Civic
 - Recreational and Social
 - Educational

II. The Home and Community Living

- A. The physical environment of this community; its location and relationship to other communities in the city and what this means to the child and his family.
- B. The institutions of this community - what they are, how they came to be. How they are affecting the lives of the people of this community. (cultural, religious, health and welfare, recreational, educational, political, civic.)
- C. The history of this community; its origins, how it has developed and changed; where it seems to be headed.
- D. The interaction between this community and other communities in the city. What needs of its people are satisfied within the community; what needs of the people must be satisfied outside the community; which special contributions this community makes to those living elsewhere in the city.

III. The Responsibility of the City for its Children

- A. City laws, regulations, and codes affecting children - how effectively they are enforced; what changes seem to be needed.
- B. City services for children and their effectiveness in helping children and their families achieve greater satisfaction in living.
(Educational, welfare and health, cultural, recreational)

Processes

The students' carefully guided development toward skill in self-direction is of equal importance to the understandings and information sought in a study of environmental effects upon children's growth and development. As sophomores these students' maturity level in self-direction warrants a more controlled learning experience than is necessary in the junior and senior years. For this reason individual semester projects will be avoided. Instead, all students will work individually and in small groups in each division of the community study planned for the semester. Thus, each student will have three opportunities to raise his level of maturity in self-direction and at the same time experience the values of individual and small group participation in achieving the objectives of a large group. These three opportunities will correspond to the major divisions of the study:

- I. The Home and Family Living
- II. The Home and Community Living
- III. The Responsibility of the City for its Children

In developing our plan for community study, we found that, because of factors beyond our control, it was impossible to confine our study to a single school in our community. We used, therefore, our own college community for study. Essentially, the plan was carried out as proposed, with a few minor changes.

Students engaged in this community study were preparing to enter the junior year in the fall of 1950, with subsequent student teaching and curriculum study as the core of their professional curriculum. Apparently, learning through first hand experience, with emphasis

upon becoming self-directing, was a novelty to be met by resistance at first. Assignments in books were requested by students as a substitute for exploring their community and discovering conditions and resources in community living. It was interesting to note that the junior group in another Affiliated School experienced this same problem but evidenced attitudes quite different from those of the sophomore group. The juniors, student teaching at the time, reflected their reactions to self-directing processes in the words of one student who commented, "My parents sent me to good schools, yet I never had opportunity to plan my own work in my own way. I always had an assignment in a book. I knew that if I studied the assignment and could answer the questions I was all right. Now I plan my own work and I like it, but I'm having to work out a whole new set of study habits."

To the writer, this situation seems to support her conviction that the recruitment and selection of students upon the basis of serious consideration of their previous school experience is necessary. It is not easy, nor is it always possible, to substitute for the autocratic philosophy many students have experienced before college entrance, a democratic philosophy upon which modern education is built. Similarly, the illustration cited seems to support the writer's conviction that it is essential that the general and professional education programs in college be unified in theory and practice so that, at least upon entrance to the program, the student learns through living in college the meaning and essence of democracy.

A second problem evidenced by work with the sophomore group and one which seems to be common, was that of helping students see meaning in many of their general education experiences. The advantage

to the student of entering the general education program which is part of the total teacher education program rather than separate from it, was clearly evidenced in the sophomore group studying "The Child and the Environment." A sociological study of a community is generally considered a desirable part of the education of students. For students of Education, however, it is possible to highlight those aspects of study which have particular meaning for later professional development. Materials may be used which will relate general and professional education goals. A rich foundation for the experiences to be provided in student teaching and study of professional curriculum may be laid. Furthermore, interrelationships between general and professional education help prevent feelings of discouragement often found among freshmen and sophomores who fail to see the value of general education in achieving their professional goals or who feel that starting work on their professional goals is postponed too long.

Professional Curriculum Courses.

The analysis of the professional curriculum courses taught by the writer during the one year period in the Affiliated Schools and the Graduate Division of Adelphi will be discussed under two main headings: 1) general curriculum, and 2) curricula of special school levels.

The term "general curriculum" refers to the introduction to and survey of curriculum development as distinct from the study of specialized curricula for different levels such as nursery, kindergarten, and others.

General Curriculum Study. The general introduction to and survey of curriculum development was provided for an undergraduate group of approximately thirty juniors having their first professional study and student teaching in nursery, kindergarten, and primary levels, and a graduate group of approximately thirty, one-half of whom were in-service, representing all levels through junior high school. In the general curriculum course it was found that the framework for study was essentially the same for both groups but the content and processes used were different, depending on needs and skills of the students.

Undergraduate Level. On the undergraduate level, study of the general curriculum was a one semester course,¹² four hours weekly. This course was built upon the writer's conviction that the curriculum is rooted in society and in child development. In the general curriculum course then, the first thesis to be discovered and understood was that the curriculum is rooted in society. Education in the freshman and sophomore years contributed to the student's readiness for understanding this thesis. Students had had observation of and participation with children and, in some cases, varying individual work experiences with children and adults in camp, church, and community. They had also participated in a study of child growth and development and in a course, "Children's Activities." These were, supposedly, the related resources students might bring to their professional studies and to student teaching. The first problem, then, became one of helping students find from past experience meaning and relationship to professional goals. For two

¹²

Appendix, The Major Curriculum Course. p. 156

years at least, the student had been studying about society and herself in that society. What are the implications in such study for professional education? Helping learners 1) to derive meaning from experience, and 2) to comprehend the teacher's function not only of meeting the immediate needs of children but of enabling Education to fulfill its role in modern society, became major goals of the instructor.

The second emphasis in general curriculum study was centered in student teaching. Every student participating in the course taught children every morning. Meeting problems on the job was of first concern to all students. Student teaching problems and how to deal with them thus become the core of the course in curriculum development. In facing these problems the second thesis was discovered: that the curriculum is rooted in child growth and development.

But what of the student teacher, typical of many, whose theoretical knowledge of the developmental characteristics of a given age was excellent but who, while student teaching, often failed to recognize these same characteristics in terms of child behavior and, consequently, dealt with a child in ways which thwarted, rather than facilitated sound development? This kind of situation occurred frequently enough to support the belief that theory learned out of context has little meaning and that the only way to really understand children is to live with them. This calls for the study of child development during student teaching, rather than, as in the Affiliated Schools, in the sophomore year when there is a proportionately small amount of time provided for experiences with children. Furthermore, it is essential that living in school with children while student teaching, a study of child growth and development, and a study of the curriculum, including

community study, be parallel experiences about which professional education is centered.

Graduate Level. A consideration of the graduate level of study of general curriculum is important because it supports the convictions reached in the study of curriculum in the undergraduate level.

13

The group of graduates in the general curriculum course at Adelphi represented not only different levels of teaching, but pre-service student teaching experience of varying length and quality, as well as no teaching experience. The composition of the group posed the first problems. There is a trend, not as widespread as we would like to think but still apparent on a very limited scale, toward teachers' recognition and support of the fact that children of different maturity levels differ only in degree and not in kind, and that teachers of any level have a legitimate interest in all children. In the Adelphi group, there were some teachers who at first saw no reason why their time should be spent in studying curriculum problems of any level not clearly identified as their own. Furthermore, the needs of students with and without teaching experience at first threatened a cleavage in our group. Both of these hurdles were cleared but they served to emphasize the integrating quality of the writer's two basic theses of curriculum study: 1) that the curriculum is rooted in society, and 2) that the curriculum is rooted in child growth and development. Because the culture is a determinant in setting the values society holds and because child development is conditioned by the expectancies of that culture, students found a continuous study of society and of child development essential to curriculum study.

The findings in regard to the basic premises underlying a study of curriculum support the writer's similar findings in work with groups of teachers in other teacher education institutions and in in-service education in the field. It is suggested, therefore, that whatever the level of professional study, whether graduate or undergraduate, the approach to curriculum study be based upon two fundamental concepts of equal importance: the curriculum as rooted in society; the curriculum as rooted in child growth and development.

It is imperative also, that the content of the general curriculum study be centered in the problems of the participants. Where problems of participants seem to be far removed from one another, as they at first seemed to students in the graduate course described, it is the role of the teacher to help students see relationships. For example, in the Adelphi graduate group, teachers of intermediate and upper grades at first saw little reason why they should be interested in problems of block building presented by teachers of early childhood years. When they had the opportunity to learn about blocks from a specialist and when they experimented on the floor with blocks, their understanding of and interest in blocks as a medium of development were tremendously changed. They saw through the little child's block building, his discovery of spatial relationships, his understanding of mathematical concepts, his working through of inner emotional problems, his understanding and interpretation of what he had experienced, his creating of something self-satisfying, his development of social relationships, and many other learnings. And for the graduate students, more important than those primary learnings regarding the value of block building in the development of little children, there

were the beginnings of an appreciation of play as a medium of growth and development and an interest in the kinds of experiences which had contributed to the present developmental status of the older boys and girls in their classes.

Because the breaking down of artificial barriers between levels in education is essential if integration is to be achieved by children in the process of growing up, it is the writer's belief that general courses in curriculum study should include teachers of all levels as now provided in the Adelphi Graduate Division. In addition, more adequate provision should be made for courses in the study of curriculum problems peculiar to specialized levels, for at the present time the demands of teachers for specific help in teaching children on their various maturity levels is not being met. The implication is for additional staff to meet demands of graduate students.

The Curricula of Special Levels. During the writer's one year experience in the Affiliated Schools, the study of the curriculum in the primary level was provided under different conditions in each of the two schools. In one of the Affiliated Schools the study of the curriculum of a special school level parallels the student teaching experience. Thus, during the first semester in one school, senior students were having their third and final semester of student teaching with all placements in primary classes. The full semester of curriculum study paralleled and clarified problems encountered in primary teaching.

In the second school juniors having their second of three teaching experiences were placed in classes of nursery, kindergarten, and primary levels, with very few students placed in primary classes. These students had had one semester of study of general curriculum with

much emphasis upon the developmental needs of children in nursery and kindergarten and how these needs affected curriculum building in specific levels. In the second semester curriculum study was centered in the primary school.

With the senior group, problems encountered in teaching primary children became the content of our curriculum study. Awareness of problems and real motivation in developing an understanding of and skill in curriculum building with primary children were genuine characteristics of this group. Greater maturity was a factor, of course, in the quality of learning achieved. But of equal significance, in the opinion of the writer, was the factor of concurrent teaching experience in the level being studied by students.

In the senior group, primary curriculum study was divided into two parts, taught by two different instructors. Part I consisted of intensive study of the subject matter areas of the primary curriculum.

14

Part II followed the framework of general curriculum study, being centered in helping students meet problems on the job through using what they knew about child behavior, finding resources available for experiencing in their school communities, and evaluating their own growth and that of their children.

Where two or more instructors are engaged in teaching the same groups in the curriculum area, it is essential that close cooperation and planning prevail. While senior students felt much satisfaction in their primary curriculum study, it was found that staff

failure to plan even more closely, and perhaps, some staff mis-interpretation of responsibilities for curriculum study, resulted in omissions and some duplications of areas of study.

The junior group functioned under several handicaps, some of which have already been cited. Because many juniors were studying the primary curriculum before student teaching experience in the primary school, to some extent they were learning theory apart from practice. This failure of the college to demonstrate through its program of teacher education the functional rather than the theoretical aspect of learning represents, in the writer's opinion, one of the great weaknesses in teacher education.

15

The organization of study of the primary curriculum course represented an attempt to acquaint students with distinct content areas of the primary curriculum and yet maintain the unity of curriculum as it develops with children. The instructor who had guided the development of the general curriculum study during the first semester remained as coordinator of a staff of four in developing the primary curriculum study. She also assumed responsibility, aided by another instructor, for a study of reading. Science, children's activities, and reading instruction received major emphasis. In the science area, the instructor was able to help students whom she had taught as freshmen draw upon their background of science developed in general education and use it in student teaching to enlarge children's science experiences. In studying children's activities, the instructor and coordinator were able to plan with the students

experiences in handling and using materials which helped them meet immediate teaching problems.

Concentration upon the teaching of reading prevented adequate attention to other content areas in the language arts and yet failed to accomplish much more than rudimentary understanding and skill. There were two reasons for this: first, the previously mentioned factor of separation of theory and practice and second, the fact that the very complex nature of reading demands intensive study and experience which junior students usually do not have. This experience supports the writer's convictions that the curriculum of a specialized school level should be studied while working with children in that level. A clarification of the competencies expected of a beginning teacher and an evaluation of the prevailing practices employed by the Affiliated Schools to achieve their goals are essential steps in preparing to participate in the New Teacher Education Program of Adelphi College.

Student Teaching.

Student teaching, during the writer's one year experience in the Affiliated Schools, represented one of the strongest areas of the total professional program. The great emphasis placed upon experience with children provides for each student three full semesters of teaching on a half-day basis, five days per-week. In one of the schools, provision for an additional afternoon of teaching one day per week has partially met the problem of providing for students experience in living with children on a full day basis. Student teaching placements recognize the New York State requirements for experience in three different learning levels in early childhood. The schools provide for each

student, where possible, placements in public and private schools, with contrasting social backgrounds.

From the writer's personal observation, supervision of student teaching, participation in conferences, and meetings with faculty, cooperating teachers, and students, several needs emerged. The first is centered in the selection of schools in which students will be placed for teaching experience. This is a most important problem and needs examination. Presumably our teacher education program has been developed in such a way as to implement a certain philosophy of education. We also believe that we learn by doing or experiencing. Often student teachers from the Affiliated Schools were placed in schools representing a philosophy completely opposite to that of the teacher education institution guiding their development. They frequently learned, on the job, the autocratic philosophy of education with all that this implies in seeing children, in building techniques and skills in teaching, in laying a foundation for professional growth and relationships, and in perpetuating a misinterpretation of the role of education in modern society. It is reasonable to assume that the selection of schools for student teaching is among the greatest problems of the staff concerned with professional education. The factors which make this an acute problem are the difficulty in securing student teaching experiences in a metropolitan area whose schools are sought for the same purpose by a number of teacher education institutions, the fact that schools and teachers providing student teacher experiences are rendering a service without compensation, and that close and continuous planning and evaluating by faculties of cooperating schools with the teacher education institution is difficult under such circumstance.

In one of the Affiliated Schools a major effort was made last year to bring about close relationships between supervisors, students, and cooperating teachers, with very good results. This should be continued in the future.

A second need evidenced in the Affiliated Schools was that of developing a more effective supervision of student teaching. In a very real sense every student has two supervisors: her cooperating teacher and the faculty member who visited her and usually placed her in each situation. Because the student was living in a situation where close relationships are natural, the cooperating teacher's influence was tremendous. It is essential, therefore, that placement of students recognize the need for cooperating teachers who personally and professionally are able to make a constructive contribution to the student's development. Equally important, also, is the relationship between cooperating teacher and supervisor. Rapport, mutual understanding, and mutual concern for the student's development are essential.

The relationship between student teaching and professional study represented a third need. In the writer's opinion, student teaching and professional study should be developed so that they are mutually supporting in contributing to the development of the student. Meeting problems on the job should be the motivation for professional study. Students have varying degrees of insight and skill in recognizing their own problems. Furthering this skill is one of the objectives of the supervisor. She thus has an important role in planning and developing professional courses. Where it is possible to arrange for the supervision of teaching by a small number of students and their parallel study of curriculum under the guidance of the same staff member,

integration of student teaching and professional study tends to be more closely achieved. Where this is not possible, staff planning with the supervisor and cooperating teachers should be supplemented by staff observation of the student teacher on the job whenever conditions make it possible for staff members to be present. Efforts of the Affiliated Schools should be strengthened in this area.

The general education program carried by students while student teaching represented a fourth serious need in the Affiliated Schools. The load of teaching and the preparation of work entailed, together with parallel professional study, represents a full time job. Of importance, also, at this period is the continued development of the student as a person. Pursuing personal interests and exploring new paths are essentials, not only for personal development but for professional development. A rich and full personal life is a component part of professional maturity. While all of these aspects of development are important, in the writer's opinion students in the Affiliated Schools had a work and study load too heavy for sound mental and physical health. An adjustment is in order.

Seminar in Education.

In the final semester's work of the senior year, students in the Affiliated Schools had finished their student teaching. Much of the final semester was devoted to general education, but in each school there was an attempt toward rounding out the students' professional education. In the school in which this aspect was studied by the writer, the seniors were given professional experiences centered in a seminar in education. Work of the seminar centered around field

trips providing half day observations, once each week, in public and private schools representing philosophies of different kinds. Observations were followed by discussion sessions. Wide and varied readings supplemented observations. Independent study of individually selected problems was pursued.

Senior students, whose previous professional education had helped them become ready for a more mature level of learning, considered the function of education in our society, the teacher's role, current educational trends, and the special contributions of early childhood education to the total educational process.

Problems of finding a job and becoming oriented in the profession were uppermost in the minds of the students. Help was given students in locating jobs, in providing opportunities for interviewing school superintendents, in observing potential school situations, and in evaluating job opportunities.

The English Workshop provided for seniors emphasized skills essential to getting a job and participating in the profession. Students were given help in writing letters, filling out applications, organizing credentials, securing references, and planning interviews.

Senior experiences in the seminar described were, on the whole, exceptionally valuable to students and imply an even more closely coordinated staff effort for the future. Motivation was real, for students were concerned with the problem of finding a job. The learning experiences were functional. By graduation, every student who planned to teach in the fall, with one exception, had a job. By July every student was placed. Close follow-up service to these students in the job has provided the writer an opportunity to evaluate

the effectiveness of the kinds of experiences provided in the seminar. On the basis of the outcomes observed, it is the writer's opinion that close integration of general and professional education, such as that of the English Workshop and the Education Seminar described, be provided in the New Program and that the Education Seminar of the New Education Program be as functional as that provided in the Affiliated School.

Problems for Study.

Several important problems arise in analyzing the content and processes used in the studies of primary curriculum in the one year period described. These problems are significant in specialized curriculum study regardless of level:

- 1) The writer believes that the curriculum is rooted in society and in the developmental needs of children. In the organization of curriculum study in our undergraduate programs, how much emphasis should be placed upon differentiation by levels such as nursery, kindergarten, primary, intermediate? Are there common elements in curriculum building with children, regardless of the level of the learner, significant enough to justify a reorganization of curriculum study in terms of the processes of learning rather than in terms of levels of learning?
- 2) In the light of our philosophy of teacher education and the amount of time provided, how much competency might be expected of students in mastering content and techniques of teaching children subjects in the elementary school such as arithmetic, reading, and others? The degree of competency expected on the undergraduate level indicates how we see the function of modern teacher education and the role of the teacher.

These are problems which should challenge our faculties and the Education Committee for it is essential that we know, first, what we are expecting to achieve in terms of preservice development, and second, that we plan the framework of curriculum study in such a way that it becomes possible to achieve expectancies.

- 3) What factors should operate in selecting schools in which students will be placed for teaching experience?
- 4) How can more effective supervision of student teachers be developed?
- 5) How can student teaching and professional study be developed so that they are mutually supporting in contributing to the development of the student?
- 6) How extensive and what should be the nature of the general education program carried by a student while student teaching?
- 7) How can the Education Seminar become increasingly effective as an integrating medium in the student's professional development?

SUMMARY

In analyzing the one year experience in the Affiliated Schools, major emphasis has been given to those aspects of the programs experienced personally by the writer. One of the chief purposes of the year's work in the Affiliated Schools was that of helping the writer develop readiness for leadership in planning that part of the Adelphi Teacher Education Program which is concerned with the professional education of teachers for nursery, kindergarten, primary, and intermediate levels. Accordingly, it is suggested that the problems identified in the preceding analysis be given serious consideration by the Committee.

Typical of many teacher education institutions, the programs of education in the Affiliated Schools have outstanding strengths and major needs. The one year experience herein analysed highlighted two important essentials which present problems for participants in the New Education Program of Adelpmi:

1. It is essential that administration and faculty have in mind a long term goal which acts as a guide and as a brake, when necessary, to the selection of component experiences which make up the total education program.
2. It is equally essential that the processes of administration, the relationships between and among administration, faculty and students, and the quality of teaching involved be continuously examined so that the achievement of goals is facilitated rather than impeded.

CHAPTER IV

A TENTATIVE PLAN FOR THE PROFESSIONAL EDUCATION OF MAJORS IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION AT ADELPHI COLLEGE

A tentative plan for the professional education of students majoring in early or later childhood education in the Adelphi Teacher Education Program must recognize two important factors: 1) it must be developed within the framework of the total program of which it is a part; 2) it should become a guide, only, within which the professional curriculum of any group of students will be developed through the cooperative action of students and faculty.

THE FRAMEWORK

17

It will be recalled that a major feature of the Adelphi Program of Teacher Education is the provision for a Central Coordinating Seminar, continuing throughout the student's study in college. It is the coordinating seminar which provides guidance in the definition of problems in broad terms. At first, students are concerned, primarily, with the personal and social aspects of problems in the major areas of living. As discussion shifts from personal and social to professional aspects of these problems, the Central Seminar becomes, for most stu-

17

Appendix, A Challenge to Teacher Education. p. 121

dents in their third year, the Education Seminar. This seminar becomes the integrating center of the students' work throughout the remaining years of study.

Areas of living identified in the program constitute a constant factor in both the Central Coordinating Seminar and the Education Seminar.

The educational program postulates a curriculum based upon those situations, problems, and issues which, in one form or another, persist in human existence. For convenience in maintaining balance in the curriculum, the following list of the several areas of living common to all people is used as a frame of reference:

- (1) adjusting to and cooperating with others in the family, community, state, and nation, and with other peoples;
- (2) adjusting to, controlling, and developing the natural environment looking toward its continuously better utilization for individual and social needs;
- (3) achieving, maintaining, and improving physical, mental, and emotional health;
- (4) achieving economic security; satisfying wants beyond the essentials of existence in food, clothing, and shelter;
- (5) finding a satisfying vocation;
- (6) creating, interpreting, and appreciating art and beauty;
- (7) using leisure in satisfying recreational activities;
- (8) acquiring, transmitting, and enriching the social heritage, the means by which each generation builds upon the achievements of its predecessor;
- (9) developing principles and enduring values, and readiness and ability to act in accordance with them.

The above framework serves a two-fold purpose; (1) those problems, situations, and issues in each area which are of universal concern form the common core of the curriculum; (2) in individual guidance, they become, in the form in which they manifest themselves in the lives of the students,

the point of departure for goal setting, planning and evaluating.¹⁸

In addition to and coordinated with the Education Seminar are broad fields courses designed to assist students in solving problems which have arisen in the seminar or in planning with advisors.

The broad aspects of education in terms of maturity levels will be met in three broad fields courses:

The Curriculum in Early Childhood Education
The Curriculum in Intermediate Grades Education
The Curriculum in Secondary Education

The major problems opened up in the Education Seminar will be treated in these three broad fields courses in terms of the maturity level of the pupils considered in each of the courses. The same approach to the curriculum experienced by the students themselves in the School of Education will be applied to the curriculum for children from three to eight years of age, nine to twelve, and thirteen to eighteen. That is, the areas of living will be analyzed in terms of the way children at different maturity levels meet and are affected by the situations, problems, and issues of these areas. Following such analysis, the very exacting task is proposed of determining suitable experiences under different environmental conditions best adapted to help children meet the problems, issues and situations on their own level. Out of such consideration, curricula will be developed.¹⁹

Specific courses taken by students of education will depend upon an analysis of individual interests and needs revealed by records of past experiences and present performance.

Students majoring in elementary education will take whatever courses in the several disciplines their special needs require for an extensive background of general education and, besides, will cultivate some one field more intensively as a source of their own satisfaction and as a special contribution to the curriculum of an elementary school.²⁰

¹⁸

Ibid., pp. 122-124

¹⁹

Ibid., pp. 125-131

²⁰

Ibid., p. 133

The Education Seminar and broad fields and specific courses are a part, only, of the professional curriculum of the prospective teacher. Included, also, are the broad experiences students bring with them and continue in general education, in living experiences on campus, in group living at Springdale, in work experiences in industry, in work with children and adults, and in travel. And equally significant in the curriculum of the prospective teacher is the program of directed teaching consisting of four phases - exploratory contacts, teaching, integrating procedures, and an internship.

The above aspects of the professional curriculum constitute the framework within which the tentative plan to be developed should take form.

A POINT OF VIEW

A re-statement, summarizing in general the writer's point of view, which was developed in detail in Chapter II in terms of the qualities and characteristics essential in teacher education, is herein provided for it affects the interpretation of the New Teacher Education Program and provides the direction of the tentative plan to be developed.

It is the writer's belief that Education is concerned with helping the learner find meaning in experience. In fact, if there is any single test of the effectiveness of teaching, it is the degree to which the learner has become able to read meaning in his experience. For students of Education it is essential that they develop an understanding of the nature of the learning process and knowledge of and skill in using effectively the resources and materials which will foster learning. The achievement of these objectives should be fostered through emphasis upon the following three major areas of professional education.

Child Development. The student should possess a thorough knowledge and understanding of human growth and development. A general knowledge of the growth and developmental characteristics of children of all maturity levels and an intimate and specific knowledge of the developmental needs and characteristics of children of the maturity level of the student's specialization are essential. Study of and experience with children should go hand in hand.

Curriculum Development. The student should comprehend the relationship between society and education on the one hand, and the needs and interests of the learner on the other.

In addition, the student should understand the principles of curriculum building common to all maturity levels and demonstrate increasing skill in participating in curriculum building on her level of specialization, in the school communities in which she has teaching experience.

Personal Development. The Adelphi Teacher Education Program provides for the continuous general education of the student throughout the years of study, depending on individual need. In addition, for students majoring in elementary education, it provides for the cultivation of some one field intensively as a source of their satisfaction and as a special contribution to the curriculum of the elementary school.

It is the writer's belief, in harmony with that expressed in the New Teacher Education Program, that it is the responsibility of the Education Seminar and advisors to help students identify specific problems in personal and professional development and plan ways of

solving them. It is the responsibility of the broad fields and specific courses, student teaching, and other experiences to provide the means for solving problems. It is the responsibility of the student to seek and the college to provide experiences which help students achieve personal, social, and professional satisfactions through their contributions to society and to the profession of teaching. This is the heart of the guidance function envisioned in the New Program.

The general point of view expressed in the preceding statement underlies the following specific suggestions in planning the professional education of students. It is suggested that, at this point, a restudy of Chart I, The Adelphi Pattern of Teacher Education, pages 9 and 10, will be helpful in recalling the framework in which the specific plan will function.

THE EDUCATION SEMINAR

The Education Seminar is designed to provide over-all guidance of students of education in recognizing problems and planning ways of attacking and solving problems. The seminar adjourns whenever students can be more profitably engaged in course work, field work, or other types of experiences. It convenes from time to time to share results of efforts made outside the seminar toward the solution of problems, to give guidance and direction for next steps, and to consider new problems. It should comprise faculty and students of education regardless of level or area of specialization.

The Education Seminar is concerned with the study of education as a complex social science - a science which uses as its content the resources, materials, and processes of many other fields, including

philosophy, psychology, sociology and other social sciences, the natural sciences, the political sciences and the arts. It is concerned, also, with the development of students as individuals and as professional teachers able and eager to use knowledge, understanding, and skill in dealing with the problems of children and society.

Areas of Seminar Study.

The sequence of study and the specific aspects of problems to be studied will emerge from the seminar group on the basis of needs, interests, and experience of students. The following suggested areas of study in the Education Seminar should serve as a framework within which specific problems will arise. Students should be directed into broad fields and specific courses and field experiences (teaching, work, etc.) when intensive study of any area is warranted.

1. The Role of Education. Students usually enter the professional education program in their third year of college following a rich and intensive general education program of study and experience in the social sciences, the natural and physical sciences, the fine arts, and philosophy, religion and ethics. They have had a guided experience in rural living, recognizing and sharing the problems faced by typical communities. They have had an urban work experience in industry and have had some experience with children. A definite effort has been made by instructors and advisors to help students become aware of the persistent problems in living which all people face and of the conditions which shape these problems. Furthermore, students have been helped to identify the peculiar aspects of these problems which they are facing at their particular level of development and to deal with them intelligently and with satisfaction.

This richness of experience has developed a readiness to ask, as students of education, "What is the role of education in helping people solve persistent problems in living? Is it that of transmitting culture exclusively or partially? Does it have a responsibility toward changing culture? What is culture? How and why do cultures differ? What are the implications for education?"

Questions like the above, and others which may arise in the seminar discussions, open up a number of avenues of exploration. For example, a study of simple cultures portrayed by Benedict's Patterns of Culture, Mead's Coming of Age in Samoa, Dennis' The Hopi Child and many similar anthropological studies may help students discover information which will shape their concepts regarding the function of education.

A study of the individual and society which is implemented in such studies as Allison Davis' Social Class and Child Training, Davis and Havighurst's Father of the Man, Gesell and Ilg's Infant and Child in the Culture of Today and Bell's Youth Tell Their Story throws additional light on the problem.

The changes and conflicts in American culture may offer a profitable area of study. Those reported by Myrdal's An American Dilemma, Kinsey's Sexual Behavior in the Human Male, Mead's And Keep Your Powder Dry, and Hays' A Pound of Prevention give rise to implications of tremendous importance in forming concepts of the role of education.

A fourth avenue of study, that of comparative education, may appeal to mature students. A study of Soviet education for the Soviet way of life, of education in Nazi Germany for the Nazi way of life, of education in the United States for a democratic way of life would be thought-provoking and stimulating to students who are developing concepts of education and its function.

These and other problems for study should be explored continuously throughout the professional education program so that students develop increasingly more mature concepts of the role of education in modern living.

2. Community Backgrounds of Education. It is a generally recognized principle that any school's laboratory for learning is the community in which its children live. Participating in the life of a community enables the student to interpret and understand the problems confronting the people of that community. She learns to study the relationships between those problems and the work of the school. The Education Seminar provides opportunity to emphasize school-community relationships and how they function. Students bring to the seminar individual life experiences in community living. In addition, the group has had a guided experience in living during one summer in a rural community. It has had additional guided experiences in urban and rural community living throughout the work of the general education program. In fact, through their own curriculum in the Adelphi Teacher Education Program, students have experienced the principle of community living as a laboratory for learning.

Understanding the relationship between community life and the work of the school will be deepened by the students' new experiences in student teaching. Through student teaching, the student is a participant in the development of community-school relationships and shares in curriculum building in a specific school situation. Thus the problems of student teaching may be used by the seminar in opening up the study of community backgrounds of education. The broad fields

and specific courses should provide for intensive study of curriculum problems and community living in specific student teaching situations.

The Education Seminar should deal with the implications for education in such problems, for example, as social class and regional cultures of America. Warner's sociological studies of modern communities, Social Life of a Modern Community, Social Class in America and others should be consulted. The Lynds' Middletown and Middletown in Transition and Davis and Gardner's Deep South are suggested types of reports to be studied.

Cultural institutions and how they develop suggest another avenue of study. Lloyd Cook's A Sociological Approach to Education, Bossard's Sociology of Child Development, Whyte's Street Corner Society, and Who Shall Be Educated? by Warner, HaviGhurst, and Loeb are valuable sources of stimulation to thought in this area.

Ethnic cultures and the process of acculturation present a problem challenging to the student of education. Novels like Ross' Education of Hyman Kaplan and Richard Wright's Native Son should be used as source materials as well as scientific studies which are available.

These problems and others selected by the seminar group should make it possible for the student to grasp the real significance of community study and the vital contributions to community living which education should be prepared to make. While the reference materials mentioned above will extend the students' knowledge of community backgrounds of education, the most valuable source of learning will be the first hand experiences students have in studying the variety of communities available in Metropolitan New York City, Long Island and adjacent areas.

3. Child Development. Students have entered the Education Seminar with a sound background of study in human growth and development. In their student teaching they are living with children and learning to deal with child behavior and behavior problems as they arise. It is at this stage of student development particularly, that guidance in using knowledge and understanding of human growth and development is needed. It should be the function of the seminar to orient students to a study of child development and the techniques for child study. Intensive development of both aspects of study should be provided in the broad fields and specific courses paralleling student teaching.

Throughout the Adelphi Program emphasis has been placed upon helping students understand and deal with the persistent problems of living which all peoples and all individuals face. They have been helped to see that these problems, while always the same, manifest themselves differently at different levels of development. They have learned that at each stage of development human beings have some common tasks to meet. They know, for example, that while each student in the seminar group may have unique problems of adjustment, all students are concerned with the following mutual developmental

21

tasks of late adolescence and early adulthood:

- I. Achievement of self-hood in their own right; breaking of childish ties of dependence upon adults; assuming adult responsibility.
- II. Achieving satisfying adjustment to the opposite sex.
- III. Finding satisfying work.
- IV. Finding values that give meaning to life.

21

Appendix, Relation to Developmental Tasks of Students to Persistent Problems of Living. pp. 168-169

Students should consider, in the seminar, the developmental tasks of early childhood, later childhood, and adolescence, and the implications inherent therein for the school in meeting developmental needs and interests of children. Focus should be continuously placed upon the relationship of the developmental tasks of different maturity levels to each other and to persistent problems of living. Thus, through study in this area as in others, the student becomes accustomed to thinking about the great problems in education and will be able to avoid the pitfall, too common at present, of living in the narrow professional world bound by a specific age group. There is no place in modern education for the high school teacher, for example, who views the elementary school as a strange and unknown land, nor the kindergartener whose interests and efforts never extend beyond the walls of the kindergarten room. Specialization that enriches the teacher's quality of service and broadens her vision is needed. Specialization that excludes and restricts is foreign to the philosophy of modern education encompassed in the New Program.

Of equal importance is the emphasis to be placed by the seminar group upon the values of child study. Students should be helped to understand that child study - the teacher's study of her children - is the most effective tool available for discovering the developmental needs of a specific group of children. How to study children and how to use the resources available for helping children meet their needs are the problems of immediate concern to students in student teaching and in broad fields and specific courses.

References such as the 1950 Yearbook of the ASCD, Fostering Mental Health in Our Schools and Prescott's Emotion and the Educative Process would be excellent sources for the seminar group.

4. The Curriculum. Intensive professional study of the curricula of three maturity levels, early and later childhood and adolescence, is provided in the broad fields courses of the education program. The Education Seminar should be concerned with those broad aspects of curriculum study which are common to all learning levels. Who builds the curriculum? What determines the content (experiences, subject matter to be learned, skills to be developed) of any specific curriculum of a particular group of children? What are the resources available for curriculum building? What are the current trends and developments of promise in the field of curriculum building? These and other similar problems will be of concern to the seminar group. Emphasis should always be focused in seminar discussions on relationships so that the students' concepts of curriculum as being rooted in society and in child development constantly enlarge and deepen.

5. The Role of the Teacher. It is the writer's belief that the most important single factor in the teaching-learning process is the interaction of personalities. Children become what adults are, not what we tell them to become. For this reason the kind of person a teacher is - the sum total of her qualities of character and personality, and the understandings and skills she brings to her job - is a most important factor in education. This concept of the teacher is a basic one for seminar students. How may one become the kind of teacher needed in education today? What trends and developments are occurring in teacher education institutions to improve the quality of teaching? What are the obligations of a teacher as citizen of a community? What are the obligations of a teacher to her profession? What responsibility

does a teacher have for her own professional development? These and similar problems will arise in seminar discussions.

Student teaching and the observation of many teachers at work are important sources of stimulation in attacking the problem of determining the role of the teacher.

Frank's Society as the Patient, Horney's The Neurotic Personality of Our Time and Powdermaker and Storen's Probing our Prejudices are typical references of value in this area.

Resources for Seminar Study.

In the preceding discussion of possible problems for study in the seminar, emphasis has been placed upon the student's experiences in living, in learning, and in teaching as the sources from which problems will arise.

Student teaching experiences, including all of the various aspects of work a student participates in as a member of a school community, are probably the most vital resources for the seminar group.

Cooperative planning by faculty and students in all aspects of the professional curriculum should result in an enrichment of experiences of all kinds which will contribute to the student's development of an increasingly more mature concept of education and the teacher's role, and bring about a close identification of the student with the profession of teaching. Participating in citizens' groups, attending legislative sessions, participating in professional organizations, and attending political meetings are suggested types of essential experiences.

Securing knowledge and understanding through the study of organized content represented in the references cited in the various problem

areas are important. Specific resources for use by the seminar group will depend upon the problems to be solved, the needs and abilities of the students, and the availability of resources. The New Adelphi Teacher Education Program takes the position that a high degree of scholarship and effective teaching are mutually supporting attributes of the professional teacher.

BROAD FIELDS COURSES

It will be recalled that for students majoring in elementary education the broad aspects of education in terms of maturity levels will be developed in the broad fields courses, The Curriculum in Early Childhood Education and The Curriculum in Intermediate Grades Education. The areas of living which represent the core of the curriculum experienced by the students themselves in the Adelphi Teacher Education Program will be analyzed in terms of the ways in which children of different maturity levels meet and are affected by the situations, problems, and issues of these areas. "Following such analysis, the very exacting task is proposed of determining suitable experiences under different environmental conditions best adapted to help children meet the problems, issues, and situations on their own level. Out of such consideration,
22
curricula will be developed." Major problems identified in the Education Seminar will be treated in the broad fields courses. Specific help in meeting problems on the job should be the goal of such courses. While the specific aspects of problems vary from student to student and from situation to situation, there are certain general problems always

present. In the broad fields courses all students will be concerned with these general, mutual problems. Students will be concerned, also, with the individual aspects of such problems manifested in different student teaching situations and will apply their skill and knowledge to the development of curricula appropriate to the wide range of situations represented by the group. Thus, the broad fields courses will have two major responsibilities:

- 1) The analysis of ways in which children of different maturity levels meet and are affected by the situations, problems, and issues of the areas of living which represent the core of the curriculum.
- 2) Guidance in the ways students use their understanding, knowledge, and skill in helping children develop curricula appropriate to their needs.

A Framework for the Development of Broad Fields Courses.

Because of the close relationship between student teaching and the broad fields courses, the specific problems for consideration by any group of students will depend upon the experiences and needs represented by students on the job. A second factor which will make the specific content of the broad fields courses peculiar to each student group is that of the close relationship between broad fields courses and the Education Seminar. While the above reasons make it impossible to suggest specific content for each of the broad fields courses, it is both possible and desirable to establish a general framework of development based upon the professional needs of students entering education, the developmental tasks of children of different maturity

levels, and the general curriculum problems of the different levels. On this assumption the following areas of study are suggested as a tentative framework for both the Curriculum in Early Childhood and the Curriculum in Intermediate Grades Education.

Areas of Study.

I. Determining Childrens' Needs and Problems. Students in both of the broad fields courses under discussion have had numerous experiences which have contributed to their knowledge of the developmental needs of learners on various maturity levels. Foremost among these experiences are the study of human growth and development provided in the general education program and the numerous first hand experiences with people in rural and urban communities which characterize the Adelphi Teacher Education Program. It is safe to say, however, that for most students, student teaching provides the first actual teaching experience in which all that the student brings to the job in terms of skills and knowledge must be re-organized into new patterns which will fit new teaching-learning situations.

Finding the needs and problems of the children with whom one is living is one of the real problems of student teachers. Because children frequently cannot tell you their needs and problems, the teacher knows that she must "read" in children's behavior the things they cannot verbalize. Reading children's behavior to find their real needs and problems is one of the objectives of the student teacher. Helping students develop skill in reading children's behavior is one of the functions of the broad fields courses in childhood education. Such skill requires an interpretation of the student's general knowledge of

human growth and development, a study of the specific growth and developmental needs of children three to eight and nine to twelve years of age, and the use of sound techniques of child study.

The student teacher who reprimanded a group of four-year olds because they had mimicked the sounds of the animals in a story she had just read was surprised in later conference with her supervisor to find that the behavior she had condemned was natural and desirable for "fours." Yet this student could repeat easily the developmental characteristics and needs of "fours" which she had "learned" in a study of child growth and development in her sophomore year. This illustration, a fairly common one, points up the need for a study of child development while student teachers are living with children.

II. Relating the Needs of Children and the Needs of Society. Just as the developmental tasks of children of any given maturity level are always the same, so are the basic problems of living the same in all communities, regardless of location. Every community is concerned with safety, health, job opportunities, housing and many other problems common to groups of people. But in each community various aspects of these problems may be manifested and unique ways of attacking and solving community problems developed. Each human being, from the moment of birth, is deeply rooted in the community in which he lives. And the physical, affectional, and social climate of a given community is largely instrumental in shaping the individuals who live there. Therefore, it is essential that the student teacher, while learning to study children, also learns to study the community in which her pupils live.

To the task of studying a school community, the student teacher brings a wealth of experience and knowledge gained in her general education studies and rural and urban work and living experiences. The broad fields courses should help the student teacher use and apply this knowledge and skill in the teaching situation in the light of the maturity level of the children being taught. Techniques for becoming acquainted with a new community, determining the problems of a community and their effect on a particular group of children, learning to guide children in their discovery of community problems, selecting community resources appropriate for children's use in the solution of their problems, developing judgment in knowing when and how to select or reject problems for attack, and most significant of all, learning to recognize in the often seemingly small problems of children the great problems of living of which they are a part - all of these aspects of study should be provided in the broad fields courses. Where intensive study is warranted specific courses in the area should be provided.

III. Understanding the Processes of Curriculum Building. Student teachers who are learning to identify the needs and problems of their children and who are learning to see "society" in microcosm through their community study, are acquiring the tools they need to become participants in curriculum building with children. Students must have experiences which clarify for them the meaning of the term, "curriculum". It is the job of the broad fields courses to help them understand that the curriculum is every experience the child has. Helping students plan desirable experiences for and with their children provides opportunity to learn that it is out of children's needs and problems and

with the resources available a good teacher guides her children in making their own curriculum.

Student teaching experiences typical of the following report made by a junior student teacher in one of the Affiliated Schools, having her first teaching experience last year, should be utilized in the broad fields courses.

Careful thought went into the solving of the first major problem at the new school. Since the school had moved to new quarters the usual building processes went on at the new location. However, the building was not built from the foundations, but was remodeled to a schoolhouse from an old mansion. It was the usual time for school to open in September. But, unfortunately, the building was not ready yet for the anxious students.

Children at home were getting restless. Their summer activities had long since come to a close. The other children on the block had started off to kindergarten but Beth Hayelid students had to wait a little while longer. Not only were they restless because they wanted to go back to school but they knew school this year held a special attraction for all students.

There was a new building to see, new equipment to play with, and a new route home from school in the afternoon.

It was really a problem for the teaching staff to provide a link between the children and the school until they could come to have the fun they remembered each year. It was a problem to help these children in their new environment once they did go to school. Plans were made for each teacher to write a letter to each member of her group about two weeks before school finally did open. A few days before the building was actually ready for the cheery smiles of the children it was decided that the school, while unfinished, would be beneficial to the children. They would delight in seeing the painters and plaster men working. So letters were sent to the children inviting them to see the new school building before it was ready to play in.

What an exciting visiting day for the children. They were carefully escorted to each room in the building. In some rooms they saw men working. They learned how floors were scraped and waxed to have a new look. They saw how plaster was dabbed in corners and cracks so that walls

would be smooth. They saw men painting and hammering and moving furniture.

The children were allowed to go in the new rooms that were finished and touch the freshly painted walls. They could look around and ask as many questions about the new building as could be answered in one day. They were told what each room was to be used for. There is a teacher's conference room, and a parent's conference room, and a science room, and a supplies department. They saw the general office and the doctor's office. They visited the workshop and the kitchen and the children's kitchen with a low stove and sink.

In this way the youngsters were happy until school started on October sixth and they were content to stay in their own classrooms once school began because they had already seen the rest of the building.

IV. Building the Curriculum. The differentiated curricula of early childhood and of intermediate grade levels will be dealt with in subsequent sections. Certain mutual principles and understandings are appropriately mentioned at this time, however. The broad fields courses should enable the student to participate in curriculum building in student teaching situations with increasing skill and confidence. The student should be helped to understand that children build a satisfying curriculum when their teacher:

- A. Understands the needs and problems of the learner at a particular maturity level.
- B. Understands the needs and problems of a given community which affect the child.
- C. Understands the nature of the learning process.
- D. Knows how to guide children in the use of available resources in solving problems on their level of maturity.
- E. Sees the relationship of immediate needs and problems of the learner to his total development through the educative process.

Summary.

Each of the four major areas of study suggested in a Framework for the Development of Broad Fields Courses contributes to the foundation needed by students majoring in either of the two levels of specialization - Early Childhood or Intermediate Grades Levels. It is suggested, therefore, that each broad fields course in education receive its direction from the foundation mutual to all.

Just as there are certain common elements in curriculum building regardless of the maturity level of the learner, so there are differences peculiar to the various learning levels. Some of these differences are 1) the developmental tasks associated with different maturity levels, 2) the nature of the problems to be attacked, 3) the abilities of the learner to attack problems, 4) the tools needed to solve problems, and 5) the resources available and appropriate for the use of children at varying maturity levels. Differences such as these underlie the individual consideration of the two broad fields courses which follow. The Education Committee and the faculties should recognize one of the great problems to be faced - that of deciding upon the degree of competence in specialized areas to be expected of beginning teachers.

THE CURRICULUM IN EARLY CHILDHOOD

Through student teaching and the broad fields courses, students will become able to understand that in curriculum building, the frame of reference, embracing the areas of living previously described, is the same for everyone regardless of age. They will find that the nature and scope of problems vary according to the conditions peculiar

to any group at a given time. They will learn, also, that just as they draw upon the vast resources of the social sciences, the natural and physical sciences, the arts and philosophy, religion and ethics to attack problems in living which they are facing, so do children within their own limits, draw upon these resources.

Students studying the Curriculum in Early Childhood will be concerned with building curricula in their individual student teaching situations. They must develop understanding, acquire information, develop some skill, and discover techniques that work for each individual in certain specialized areas. Good public relations, school administration, and the public demand that our graduates be capable of bringing to their jobs a reasonable degree of understanding and skill.

What are the specialized areas of curriculum essential in early childhood? This constitutes one of the major problems for consideration by the Education Committee and the faculties.

Without diminishing the value of any area of experience in the curriculum, the following major emphases are suggested as probable needs of students.

Major Emphases in Early Childhood Education

General

1. Group organization and administration with particular attention to health, safety, routines, etc.
2. Play as a medium for learning.
3. Arts and crafts.
4. Books and stories.

SpecificNursery - Kindergarten
(and Continued in Primary)

Block building
Trips
Discussions

Primary

Social Sciences
Reading and other
Language Arts
Science and Arithmetic

Helping students to see and use their opportunities for guiding children in the solution of problems is an obligation assumed by instructors of the broad fields courses. The following illustration of problem solving in the kindergarten, reported by a student teacher, is typical of the kinds of experiences students need. The full value of such experiences can be realized only when broad fields courses use student teaching situations as sources of their own content.

The biggest problem our children had was the arrangement of the best assortment of kindergarten equipment in the most inappropriate room one could find. Some of the children had been with Miss B. in the room she had last year. Because of the size of the higher grades the kindergarten had to make the small room do. Miss B., Miss C. and I had quite a problem trying to place things in economical and practical positions. We decided to see what the children could suggest and let it become their problem too. All in all, there are numerous shapes, sizes, and types of blocks; more than I've ever seen before; a doll house made by the children of the year before, plus its equipment; a sand tray; a Jungle Jim; tables and chairs; cots; a bookcase; and two paint easels. The children were very serious-minded and thought constantly about their problem. They shifted things about, pointing out the advantages and disadvantages of each arrangement.

The doll corner was placed in each corner of the room. At last it remained in the corner between two windows. The children decided that by placing it there it would have two windows for fresh air besides the two cut in it. Also they could use the radiator for a shelf and the shelves on the left for books and dishes. The children learned to evaluate the important things concerned with their doll house. Also they said - during our rest one of the children could lay in the doll house if there wasn't enough room on the rest of the floor. They found a place for nearly everything,

with the help of the teachers. They selected the most appropriate shelves for toys and blocks. They even decided that the crayons should be set out on the three tables on the side of the room that received most sunlight because it was better for their eyes. They set up the paint easels in front of the closets most seldomly used but near the windows. To take up less space and make the rest period less congested they thought it would be a good idea if one child slept in the Jungle Jim and three laid on the three sets of tables.

In solving the problem the children drew plans at home and in school and talked them over with each other and the teacher. They had their parents and teachers help them. They spent a certain time every day for a week to get things in order. They would now like to change the lunch situation over which they have no control.

THE CURRICULUM IN INTERMEDIATE GRADES LEVEL

Students studying the curriculum in the Intermediate Grades Level will have the same general problems to be attacked as those experienced by students of Early Childhood and their chief concern will be that of building curricula in their individual student teaching situations.

In addition to the major problem of selecting those specialized areas of curriculum essential to the Intermediate Grades Level, several additional problems are presented for consideration by the Education Committee and the faculties.

More and more it is being recognized that any division of education, even when based on maturity levels, is an arbitrary procedure. The older the individuals in a group, the greater may be the spread in abilities. For example, it is a scientifically determined fact that in a typical sixth grade group, reading abilities may vary within the

group from those of second to eighth grades. This is true equally of other skills and of social and personality development represented in the group. The wide range of abilities may occur regardless of the basis upon which the grouping of children occurs.

A good teacher in the Intermediate Grades Level must know not only the skills and content customarily associated with the curriculum in this area of specialization, but she must know and appreciate the values for her level in the tools and experiences provided in Early Childhood Education. Similarly, consideration must be given to a study of levels which follow that of the Intermediate Grades. A teacher of ten-year-olds must be just as well prepared to use play or block building as a medium for learning as will be the teacher of "threes". A teacher of twelve-year-olds must be well prepared to teach developmental reading to a youngster in her group whether he has a seven-year-old's or a twelve-year-old's or a sixteen-year-old's reading age.

It is proposed, then, that in the study of curriculum in the Intermediate Grades Level, effort be made to help students understand the relationships of specialized areas of study in their major field to those that come before and to those that follow.

The Education Committee and the faculties should consider the following suggested emphases in curriculum study for students majoring in Intermediate Grades Level as a basis for selection.

Major Emphases in Intermediate Grades Level

General

Group organization and administration with particular attention to health, safety, routines, etc.

Play as a medium for learning.

Arts and crafts.

Books and stories.

Specific Content Areas

A study of experiences, materials, organized subject-matter, resources, skills in teaching, etc. to be used in solving problems in:

Social Sciences (History, Geography, Others)

Language Arts (Reading, Literature, Other Means of Communication and Expression)

Science

Mathematics

In teaching children, the teacher in the Intermediate Grades Level is responsible for drawing upon a vast number of content fields; it is essential, therefore, that the Education Committee and the faculties consider as a problem of utmost importance the relationship of the student's general education to her professional education and the kinds of cooperative effort needed between the faculties representing general and professional education.

DIRECTED TEACHING

In considering the important aspect of directed teaching as a part of the student's professional education, it is essential, at this point, to re-read the very full and clearly developed statement regarding this problem which appears in the general plan proposed for the New Teacher Education Program, A Challenge to Teacher Education.²³ The four phases of directed teaching included as an integral part of the total curriculum are exploratory contacts, teaching, integrating procedures, and an internship. The nature and quality of these experiences will be determined, necessarily, on an individual basis. It is appropriate, however, to suggest some of the related problems which the Education Committee and the faculties must attack.

I. Exploratory Contacts. In this area of development, closest cooperation between the general and professional faculties is essential. For most students the exploratory contacts phase of the directed teaching program will come before the third year. What are the kinds of contacts - appropriate, functional, and real - which may be provided for students? Chapter III reflects the great need for study and change in this area. Whenever exploratory contacts are provided, selection should be upon the basis of a) individual need, b) values for the student, c) relationship to the immediate learning goal in general education, d) relationship to the professional goal.

II. Teaching. Student teaching, with all of the integrating procedures which accompany it, is in the opinion of the writer, the chief learning medium of the professional curriculum. Major problems of student teaching are centered in: a) selection of the appropriate teaching center on an individual basis in which the needs and contributing assets of both student and school are considered, b) the development of a general policy regarding the setting up of a pool or reservoir of student teaching centers upon which the College may draw. This is an extremely important problem for it is essential that the philosophy underlying the work of the student teaching center be in harmony with that of the college, c) the development of plans for mutual effort by the college, student teaching centers, and local communities for guidance of student teachers so that all of the integrating procedures used contribute to a rich experience in student teaching, and d) developing evaluative procedures for measuring growth of students and guiding the selection of subsequent teaching and integrative experiences for students. It is suggested

that student teaching begin in the third rather than in the fourth year as indicated in the program.

III. Integrating Procedures. The essential integration of the Education Seminar, the broad fields courses, and student teaching has been discussed fully in preceding sections of this chapter and problems were indicated. In addition, problems were cited regarding a) the type and quality of supervision needed, b) the kinds of educational activities the college may provide for cooperating schools, and c) the kinds of community relationships to be developed with student teaching centers and with the college which may benefit community, school, student, and college.

IV. Internship. Problems associated with each of the three preceding aspects of the directed teaching program apply in different ways to the internship program. In addition, problems of administration and supervision arise. Of importance, also, as a problem for consideration is the nature and relationship of the general level of study and teaching which should be reflected by students on the graduate level. What is the place of scholarship? Wherein does research and experimental study fit?

Selection of problems of the internship will be influenced and modified greatly by the development of the program during its first four years. It is suggested that the Committee and faculties, however, keep this area in mind for future consideration.

PROBLEMS FOR STUDY

The professional education curriculum for majors in early childhood and elementary education will be developed by students and teachers together within the framework of the New Program. As a means of providing guidance in the selection of curricular experiences, it is suggested that the Education Committee concern itself with a consideration of the problems summarized below which are a re-statement of those cited in Chapter III.

I. Relationships Between General and Professional Education

- A. What constitutes readiness for entering the professional level?
- B. How can the program of general studies contribute to the students' orientation to and readiness for entrance into the professional education program?
- C. What kinds of experiences with children and adults are appropriate in the general education program?
- D. What kinds of in-service education of administrative staffs and faculties may be provided to assure a consistency between the ways students are being told to teach and the ways in which they are being taught?

II. Professional Education

- A. What qualities and what competencies are expected of a beginning teacher? The answer to this question determines where emphasis shall be placed in the professional curriculum.
- B. How can the professional curriculum be organized so that through experience students learn about children and the learning process?

- C. What factors should affect the selection of student teaching experiences?
- D. What conditions should be provided which will enable the student to identify herself with the profession of teaching and make for herself a place in it?

CHAPTER V

ISSUES IN TEACHER EDUCATION AFFECTING THE POSSIBLE DEVELOPMENT OF THE NEW ADELPHI TEACHER EDUCATION PROGRAM

The foregoing plan for the professional education of majors in early childhood and elementary education at Adelphi College has been developed within the framework of the New Teacher Education Program and recognizes those qualities and characteristics of sound teacher education which in the judgment of the writer seem significant. The development of the plan, however, obviously involves compromises necessary in the establishment and development of an evolving program. Some of the compromises represent serious short-comings in the establishment of the New Program at Adelphi which may seriously affect the development of future teachers. An identification of these short-comings and some proposals for overcoming them will be set forth.

THE SELECTION OF STUDENTS

One of the major considerations in the development of the New Teacher Education Program is that of the selection of students.

Many institutions are now making rapid strides in improving the personnel of their student bodies at the source - admission. They are finding it much easier to select students who can meet the academic standards necessary for superior teaching than to locate students who possess or will develop high quality of character and personality. In selecting students for the School of Education of Adelphi College there will be no minimizing of the importance of character and personality.

All available sound techniques will be utilized not only in screening students who themselves apply for admission but also in seeking out students, wherever they may be,

who can be challenged by high standards and the opportunity of preparing for a superior kind of teaching service. In selecting students at admission, special emphasis will be placed upon:

- (1) the kind of school, elementary as well as secondary, the applicant attended;
- (2) the kind of home and community experiences he has had;
- (3) his leisure time activities;
- (4) his opportunities to develop breadth of view through travel, work, and other experiences;
- (5) his physical, mental, and emotional health;
- (6) his general ability;
- (7) his scholastic interests and achievements;
- (8) his awareness and interest in social, economic, and political issues;
- (9) his attitudes toward himself, children and adults;
- (10) his potentialities for growth.

While keeping to high standards in the above will not be easy, it is confidently held that there are plenty of young people able and eager to be challenged by them. This feeling is strongly advanced though there undoubtedly will be some students who will be deterred from entering by the fact that they can secure an equivalent degree from other colleges, as well as a license to teach from the states for several semesters less work and for less expense. Some students, too, though they may have entered enthusiastically upon the proposed program, when they feel the impact of the demand for high performance will desire to transfer to other colleges holding more traditional standards. Nevertheless, faith in the potentialities of human nature - a faith that is a foundation stone of democracy - makes such obstacles seem in no way insurmountable.

Selection, and its accompaniment of evaluation, far from stopping with admission, is a continuous process through which increasing sensitivity to the needs of students is developed. While this may mean in some cases that weaknesses not apparent at admission will be uncovered and, hence, further elimination, it is confidently stated

that the uncovering of unrealized potentialities will be far greater than the uncovering of unrealized weaknesses.

The curriculum itself and the guidance program are, therefore, the major instruments of selection. These must be such as will bring out the real character of the student and have within them the means for his development to the fullest of his potentialities. While the emphasis will always be positive and constructive, the reality must, however, be faced that no college can control all the influences at work upon students nor possess techniques effective enough to work radical changes in character and in personality at college age. Therefore, if the School of Education is to do its share in raising standards in the teaching profession, considerable elimination can be expected along with great gains in the development of superior teachers.²⁴

While every effort was made to use the selective procedures and apply the standards set forth for admission of students in the New Program in the summer of 1950, the limited number of students applying for admission and the need of the college to maintain its enrollment made the application of entrance standards relative. One of the factors responsible for the relatively small number of applications for admittance was the fact that there had been no planned recruitment program developed. It is recommended, therefore, that every effort be made to recruit students possessing the characteristics and qualities considered essential for admittance and that the college assume greater responsibility in providing recruitment resources.

One of the great handicaps to recruitment of students for the New Teacher Education Program is the present "emergency programs" for teaching in the elementary schools in which it is possible for students graduating with a liberal arts degree to obtain a temporary

²⁴

Ibid., pp. 113-115

certificate from New York State teachers colleges entitling them to teach after only six weeks of preparation.

In helping to do a better job in meeting the present emergency, Adelphi has instituted, for a limited time only, a program which will permit students to become qualified for teaching in the usual four year period. This special program also will tend to discourage students from entering the five-year program.

It is suggested that Adelphi, a small, private, liberal arts college, might well conceive of its responsibility to elementary education as more fully met by adhering to its standards in time of so-called emergency. Its ultimate contribution, while delayed for a brief time, may be more lasting and valuable.

GUIDANCE AND ADVISING OF STUDENTS

In the New Teacher Education Program the conception of guidance as a cooperative process is stated.

Faculty and students study together the problems to be faced together, set reasonable goals of accomplishment, make plans of attack, try out the plans in action, review the results, set new goals, and so on in a continuous process. It is assumed that by such a procedure the student will gain that self-direction and that objectivity toward his strengths and limitations that are elements, and important ones, of good living.

The old marking system with its arbitrary grades handed out by the teacher with no or little participation of the student either in goal setting or evaluation is the antithesis of what is proposed here. It is planned that from the moment a student applies for admission to the School of Education he will begin growing toward becoming a self-directing, self-evaluating member of his college community.

The Nature of Goals and Standards of Evaluation. Out of long experience, certain standards for the teaching profession have evolved. These are inherent in the nature

of the profession and in the philosophy of members of the profession. Some of those considered of most significance by those responsible for the present statement are indicated in Section I, Proposal. These standards, as stated, are broad and comprehensive and, hence, abstract. They lend themselves accordingly to many and varied interpretations. They take on real meaning only, as step by step, more immediate goals are set and standards formulated for evaluating the success with which situations, problems, and issues are handled. This setting of immediate goals and formulation of standards is a vital part of the total teacher-student cooperative guidance process. Sometimes it occurs in groups - in seminars, courses, travel, work; sometimes in individual conferences between a student and his advisor. But, whatever the occasion, both the goals and standards of evaluation must be both understood and accepted as important by the students.

Perhaps, in the beginning, the goals and standards thus cooperatively developed will appear, as checked against the comprehensive goals and exacting standards toward which the program is directed, to be not very high. But if these first goals and standards are set honestly and realistically, there will be a gradual raising of level in the course of the years. The satisfaction that students feel in the accomplishment of attainable goals judged by standards which they themselves have shared in making will be the strongest factor in arriving at increasingly higher standards of achievement.

Goals and standards of evaluation, because of the nature of the curriculum, will of necessity deal with all the areas of living - human relations, use of environment, health, vocation, etc. But just as no two students will pursue identical programs, so no two students will be guided by the same goals and evaluated by exactly the same standards. Along broad lines they will, but not in detail. For every goal and standard that is set will be pertinent to the needs of the student at the time.

Records. There will be records in abundance - diaries, anecdotes, qualitative appraisals, samples of work. Each student's records will be available to him for study. In fact, he will either himself make or share in making most of the records.

Records are here regarded as instruments of growth, tools which the student will use in goal setting, planning, and evaluating his growth. They are not clinical records. Every faculty member will be expected to have a strong foundation in psychology and mental hygiene and be able to deal with the usual problems of adolescence. When

such background is inadequate to meet the needs of students through the curriculum, a faculty member will be expected to seek expert advice. In such cases, the records will probably not be available to students. The School of Education is fortunate in having expert psychological advice readily available on the campus in the Graduate Division of Clinical Psychology.

Professional Implications. The Guidance Program as it functions in the student's own life is expected to be one of the most significant experiences in his professional education. For this reason it is particularly important that the process be such as to develop a feeling of confidence and security in the process. The student-advisor relationship reared on a foundation of the highest professional ethics can be one of the most powerful influences in developing in the student high standards of ethical relations with pupils, parents, and colleagues in his future teacher role.

All who have worked with in-service programs of teacher education know how difficult it is to convince teachers that record keeping is an essential and significant part of the educative process. It is believed that if the students realize through their own college experience, the significance of the role in their own growth that was played by records, much will be done to promote the professional use of records in the classroom of the future.²⁵

Two factors, especially, have prevented the full fruition of the preceding concept of guidance in the first year of the New Education Program. The faculty represents the first inhibiting factor. While the staff of the New Program supports and practices, as far as it is able, the guidance function described, it represents a very small proportion of the total staff participating in the education of the students. Students in the New Program attend classes in all divisions of the college. The guidance they receive from staff members of different divisions in the college varies tremendously and is a source of conflict for the student. It is proposed, therefore, that in-service

25

Ibid., pp. 146-149

education of administration and faculty be provided as a means of rendering more effective the guidance and advising of students.

The second factor seriously affecting the functioning of a sound guidance program is the continuance of the old marking system with its arbitrary grades. Strenuous effort is needed to bring about change in the concept and system of evaluation of student growth and development.

THE FACULTY

One of the great weaknesses in the New Teacher Education Program has been the failure to anticipate the effect of the faculty in divisions other than the Education Division upon the achievement of the objectives of the New Program. The only distinct mention of the faculty as a factor in the Program fails to recognize that the quality of teaching is perhaps the most important attribute of any program.

As has been indicated, much of the course work will be taken by the students in the School of Education in regular courses along with other students in Adelphi College. However, there must be a nucleus of School of Education faculty. This should include:

- The Dean of the School of Education
- 1 Instructor in each of the following fields:
 - Elementary Education
 - Secondary Education
 - The Physical and Natural Sciences
 - The Arts
 - Philosophy
 - The Social Sciences
- 1 coordinator of guidance
- 1 coordinator of field work
- 1 registrar
- 2 secretaries

The above is based upon an estimated freshman enrollment in 1950 of 50 students.

The instructional staff will have as its responsibility the chairing of the seminars and the advisement of the students. The latter includes advisement as to courses to be taken in Adelphi College.

Since it will be difficult at best to find instructors experienced in the kind of program outlined and since the present salary scale of Adelphi College is too low to attract outstanding experienced college teachers. It is proposed that in the beginning, at least, young and promising college instructors sympathetic with the ideas as outlined in this statement, be employed and educated on the job.²⁶

While the faculty of the Division of Education has been secured on the basis of present and potential contributions of each member to the development of the program, no such controls are possible in other divisions of the college. Often, points of view, convictions, and teaching techniques are diametrically opposed to those recognized as essential in the New Program. It is proposed that the establishment of an in-service education program for staff and faculties be inaugurated by the administration. Through working together on common problems centered in the best development of all students, teachers and administrators may grow in understanding and in skill, and in the achievement of more harmonious relationships.

LABORATORY EXPERIENCES

Under the title, Directed Teaching, the New Program describes fully the extent and philosophy underlying the laboratory experiences provided students of Education.

26

Ibid., p. 150

The program of directed teaching is considered as having four phases - exploratory contacts, teaching, integrating procedures, and an internship - and as an integral part of the total curriculum. The above classification of the student teaching experience is not meant to suggest a tight compartmentalization but rather to indicate the general flow of experiences which a typical student might have.

It is quite as much the function of student-teaching to help the prospective teacher to become a thoughtful and alert student of education as to help him to attain proficient artistry in teaching. To this end there will be a close relationship between subject content courses, technical courses, and practice. The work in courses is tested, checked, and made increasingly meaningful through actual teaching encountered and the experiences met in practice serve as focal discussion points in course work and in independent study. The program is one of constant interplay between the testing of theory in the teaching situation and the directing of further study in independent work, college courses, or seminars in terms of the implications of the practical experience and the needs growing out of it.

Student-Teaching and General Curriculum Pattern. The principles governing the curriculum as a whole must, if experiences are to be related, govern also the principles directing the organization of student-teaching. Chief of these, suggested by the close relationship that exists between the school and society, is the need for the prospective teacher to have continuous contacts with childhood, youth, and adulthood. The teacher, as characterized in this chapter, must not only be an expert in child nature at the age level at which he is preparing to teach, but he must understand the development leading to that period and the characteristics of growth which follow and later condition the problems and activities of adult social life. It requires time and careful study to acquaint oneself with child life and to see and study human behavior in many and varied situations. To this end the curriculum should provide long and continuous contacts with the many phases of the educational activity of the teacher.

At first these contacts are informal and exploratory. They take place on the playground, in the home, and on the street, and grow out of and clarify the discussion of basic social problems in seminar and course. These contacts will parallel the first phases of the student's college work, namely, the efforts to become acquainted with fundamental problems and the building of background essential to dealing with these satisfactorily. Thus emphasis in student teaching is at first directed to personal and social problems in the

situation. Then exploratory contacts help the learner to see education as a social force and to see the attendant problems of organized education as he participates in the work of such agencies as the library, the theatre, the church.

Gradually, as he experiences the different phases of the curriculum the student assumes responsibility for the varied activities of the teacher leading to full teaching responsibility in the fields of his major interest. Finally, when all other requirements have been met, the student will assume further responsibility as an interne.

The Wider Extension of Student-Teaching Activities. That the program of student-teaching may fulfill the purposes set up and be more than an empty form, other principles must operate coordinately with that of long and continuous contact. First is the principle that student-teaching should afford contacts with all the important phases of a teacher's activity. Increasingly our study of educational problems forces recognition of (1) the wider extension of school experiences into the community, (2) the conditioning of in-school experiences by the forces that act upon the child outside the school, and (3) the teacher's place in community leadership. So conceived, student teaching means that wider extension of experiences to include all the important activities of the teacher, such as work with Boy Scouts, parent associations, educational associations, religious and welfare organization, recreational groups, and industrial organizations. It involves such activities as clinical work in child study, collecting and organizing instructional materials, preparing instructional units, keeping individual and group records, assisting with or directing trips and excursions, participating in and guiding club work, tutoring, classroom teaching writing professional articles, sharing with the staff the development of catalogue materials, advising students about publications, camp counseling, participating in teachers' meetings, participating in educational meetings of local and national character, making radio talks reporting educational experiences and reactions, participating in community drives, contributing to professional and civic programs and enterprises, and the like.

Differentiation of Experiences. In suggesting the wider implications of the principle of contact with all the major activities of the teacher during student-teaching, no reference has been made to the order, sequence, or relative importance of experiences. No student would necessarily have all of these experiences in the same way or in the same amount. The work in student-teaching will be differentiated according to the needs of the individual. This will include differentiation as to kind and amount of work as well as gradual induction. There is perhaps no more unjustifiable practice in the education of teachers today than that based

upon the widespread assumption that all student-teachers should have the same experiences and that the same amount of time should be given by each student to each of these experiences.

The principle of differentiation applies first to assignment to student-teaching. Recognizing (1) individual differences in abilities, needs, and interests of the student-teacher, and (2) student-teaching as a privilege rather than a right, the student enters upon the several phases of student-teaching at a time best for him and in that laboratory situation considered as best meeting his needs. There is no fixed point for beginning student-teaching experiences in any area. Records as a part of the guidance program may be seen to play an important role in assisting the student and his advisers in determining both the time for and the nature of the contact desired. The total program of work, immediate needs which may better be met by classwork or independent study, or temporary physical disabilities may defer the date of beginning student teaching. The exploratory phases of student teaching may in themselves act as selective agents both with reference to the time at which student-teaching is to be begun as well as in re-directing professional interests.

Likewise, the principle suggests no fixed number of contacts. The stress throughout is placed upon the demands of the situation as a teacher-learning experience rather than upon administrative patterns. As a corollary to the principle of differentiation it may be stated as desirable that through gradual induction the period of student teaching (daily) should come to be long enough to provide contact with the total teaching situation.

Coordination and Integration. Throughout the preceding discussions, another guiding principle is at work - the principle of coordination and integration. To make this principle effective in practice means (1) the constant use of laboratory schools by students and staff as sources of material and points of reference; (2) joint supervision of students by the staff working in the laboratory centers with the staff of the School of Education; (3) recording and sharing by staff of student experiences in college classes and laboratory practice; (4) sharing of instructional materials as needed by staff members of any division of the School of Education (including the laboratory schools); (5) recognition of the fact that real integration takes place within the student and accordingly makes him the active agent (with guidance) in planning and interpreting his experiences; and (6) in some instances the teaching of laboratory classes as a part of and parallel with the college-teaching program.

The Period of Internship. The foregoing discussion points to student-teaching as a continuous process moving gradually from the period of exploration to the final

culminating experience in the period of the internship. During this period, the student as a regular member of a school staff assumes full responsibility for the teaching situation to which he has been elected. While still benefiting from the close supervision of the School of Education, the student will have opportunity to study the work of teaching as a "whole" and over the total range of work during an academic year. As an integral part of the School of Education program, the internship will be the final check of the cumulative evaluations of the student's professional activities and the real testing ground of his ability to be privileged to begin to teach on his own. This evaluation, the internship, may reveal definite needs which call for a return to the School of Education for further academic work or for an extension of the internship period itself.

A truly professional plan designed to assure adequate preparation before admission to the teaching profession and to provide the novice teacher with the assistance needed during the first teaching year, the internship plan has within it other potential values for the school which cooperates in its development. These values include: freeing of experienced teachers (whose regular places are taken by internes) for research and experimentation; reorganizing pupil groups to smaller sizes; making possible the granting of leaves of absence to teachers where regular provisions are not made for such; making possible travel and foreign study for selected teachers whose work is taken over by internes; and aiding the school in the selection of permanent members of its staff who through first-hand contact have shown themselves to be able to make a contribution to that school situation. These values to be true values must always recognize that the concept means "placement" not "replacement" - the placement of an able but inexperienced teacher in a situation which will allow types of professional activity, otherwise not possible, on the part of the experienced teacher. It is important that at no time the internship be used as a means of employing an inexperienced teacher to replace a more expensive but experienced teacher.

The internship would seem to be a revealing inventory which helps students and staff to judge of the readiness of the candidate to practice the art of helping others in their educational development, and, at this crossroad, to map afresh the continued program of personal and professional growth of the student. So conceived it is an evaluation not only of the achievement of the purposes of the student-teaching program but of the curriculum of the School of Education as a whole.²⁷

The quality of laboratory experiences is dependent upon the conditions affecting the learning and teaching of children, professional personnel, and students in the various centers. Among the problems to be met in providing the necessary laboratory experiences for students are the following.

Establishing a College Laboratory School. It is important that the kind of education recognized as desirable by the Division of Education should be demonstrated in action. A children's school staffed by school personnel in harmony with the philosophy of education being taught in the college, possessing teaching skill essential in demonstrating that philosophy in action, and prepared to participate in the education of student teachers, is an invaluable component in the education of teachers. The presence of a laboratory school located on or adjacent to the campus makes possible frequent observations by students, the scheduling of demonstration teaching for the clarification of problems being studied in professional courses, and some types of participation by advanced students. It is the writer's belief that a laboratory school serving the purposes cited above is a valuable adjunct to professional education. Because student teaching in the laboratory school would prevent the full use of the school for the purposes previously described, it is suggested that student teaching assignments be made in public and private schools in nearby communities which the college serves. It is proposed that the Division of Education bend every effort toward securing a laboratory school.

Selecting Student Teaching Centers. It is the writer's belief that the most important single experience in the education of a

teacher is student teaching. One of the great weaknesses in the student teaching experience as it now exists at Adelphi, is the absence of definite, well-defined standards governing the selection of student teaching centers. Such factors as the personal qualifications of school personnel, the philosophy of education being demonstrated, the conditions affecting teaching and learning in a given school community, the ability and desire to participate in teacher education, the willingness to participate with the college in in-service education of school personnel who work with student teachers, should be considered in developing standards for selection of student teaching centers. It is proposed that the New Program include as a major responsibility the identification of standards essential for student teaching centers.

Selecting Cooperating or Supervising Teachers of Student Teachers.

Standards for selecting teachers with whom students are to be placed for teaching experience are as important as are those for selecting student teaching centers. Many teachers, well-qualified to work with children, are not equally able to develop student teachers. The college should develop the kinds of relationships with school centers which make it possible for the supervisor of student teachers to have a voice in selecting the cooperating teacher with whom a student is to be placed. Standards for selecting cooperating teachers should recognize the professional qualifications essential in teaching children, the advanced academic qualifications necessary for work with student teachers, aptitude for this specialized work, skill in relationships with colleagues, parents, and community workers, and eagerness for and willingness to pursue in-service education designed to facilitate increasingly greater skill and understanding

in teaching children and students. It is proposed, therefore, that the New Program include the establishment of standards for the selection of cooperating teachers as an important responsibility.

A PHILOSOPHY OF EDUCATION

Finally, and perhaps most important of all issues in teacher education, is a consideration of ultimate goals summed up in the question "What do we expect of a beginning teacher?" What is expected will determine the professional curriculum of the New Program. The writer believes that the level of specialization in teaching, whether ultimately it may be nursery, kindergarten, primary, intermediate, secondary, or higher, is not of extreme importance in pre-professional education. A rich, general education, the ability to establish sound relationships, intensive knowledge of how and why we act as we do, a conception of the role of education as a social force, and especially, the insight, knowledge and skill, to make possible the graduate's functioning well at a beginning level in the role of teacher, are the goals to be sought in pre-professional education. This does not preclude some development of essentials associated with specialized levels of study. It places emphasis, however, upon the appropriateness of learnings associated with pre-professional education. In the plans for the New Teacher Education Program and in developing the Emergency Program at Adelphi, there is a tendency to perpetuate the traditional differences in the education of teachers for different maturity levels. To the writer this is a real danger, for failure to broaden the base of teacher education, as well as failure to deal adequately and promptly with other problems identified in this chapter, may result

in the negation of efforts to develop to the fullest the concept underlying Adelphi's challenge to teacher education.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The inauguration of a New Program of Teacher Education at Adelphi College in the summer of 1950 is an expression of the conviction held by the administration and faculties of the college and its Affiliated Schools that a more effective education for prospective teachers is not only desirable but possible and that the liberal arts college has a contribution to make in the education of teachers. The New Program accepts and supports the general goals of teacher education which are expressed in terms of the essential qualifications of a teacher; physical, emotional, mental, and spiritual health; sound personal character; sensitivity to human needs; feeling of civic responsibility; and highly developed scholarship and professional abilities and skills. Adelphi College expects to attain these goals in developing superior teachers by means of the following characteristics of the New Program of Teacher Education:

- (1) making entrance to the teaching profession a privilege rather than a right;
- (2) utilizing the contributions of mental hygiene in educating teachers who will possess that understanding of human behavior basic to living rationally with themselves and others and to performing the teacher role of developing the potentialities of others;
- (3) concerning ourselves with a program designed to develop ability for independent thinking and resourcefulness in meeting changing problems; and, at the same time, develop mature sensitivity to the value of exchange of ideas in problem solution.

- (4) demanding a broad educational background and high standards of scholarship;
- (5) prizing quite as highly as scholarship the understanding and appreciation of human values;
- (6) developing appreciation of and ability for cooperative action;
- (7) regarding the slow processes of Education as the most potent factors in the continuous improvement of society and the teacher as the most potent factor among the processes of Education.²⁸

Two major areas of development of prospective teachers are encompassed in the New Five Year Program: general education, receiving major emphasis in the first two years but continuing throughout the student's life in college, and professional education, rooted in the first two years but receiving major emphasis in the third, fourth, and fifth years of the program.

This report has been concerned with one part of the New Teacher Education Program, namely, the development of a tentative plan for the professional education of majors in early childhood and elementary education. It was assumed that the plan to be developed would be expressive of the philosophy and organizational features of the New Program. It was assumed furthermore, that the tentative plan to be developed would be expressive of the writer's point of view, experience, and convictions regarding the nature and quality of education essential in teaching children. The tentative plan will be used as a guide by the Education Committee in developing a professional education curriculum for students majoring in early childhood and elementary education.

Prior to the inauguration of the New Teacher Education Program, the writer was directed to spend a major share of her time in the Affiliated Schools. These schools, Ann Reno Institute and Child Education Foundation, are off-campus schools located in New York City. They specialize in preparing students to enter the field of early childhood education. Students completing the prescribed program at either school receive their degrees from Adelphi College. The curricula of both schools are coordinated through the office of the Chairman of the Education Division of Adelphi College.

The one year period of work in the Affiliated Schools was to provide the writer with opportunities to analyze her experiences within the programs of the schools and to experiment in teaching professional courses within the framework of established curricula. This experience was to be considered in developing proposals to be incorporated in a tentative plan for the professional education of majors in early childhood and elementary education in the New Program.

SUMMARY OF TRENDS AND DEVELOPMENTS IN TEACHER EDUCATION WHICH SUPPORT THE NEW ADELPHI TEACHER EDUCATION PROGRAM

A study of current trends and developments in teacher education supports Adelphi's conviction that its New Teacher Education Program is in harmony with general and widespread efforts to improve teacher education. The following characteristics are consistently found:

- 1) There is widespread effort to bring about effective changes in teacher education.
- 2) There is increasing emphasis upon a five year program in education.

- 3) There is recognition of the significance of general education in the development of teachers.
- 4) Emphasis is being placed upon the quality of teaching staff and administration in teacher education institutions as major factors in the development of students planning to teach.
- 5) Professional laboratory experiences, including observation, participation, and student teaching are recognized as making a vital contribution to teacher education.

There is a profound conviction underlying current efforts in teacher education that the potentialities of education as a powerful social force will be realized only to the extent that teachers are prepared to fill increasingly demanding roles. Research and experimentation in teacher education reveal efforts geared to this conviction.

SUMMARY OF PROBLEMS REVEALED IN A ONE YEAR EXPERIENCE IN ADELPHI COLLEGE AND ITS AFFILIATED SCHOOLS

The writer's experience at Adelphi College and its Affiliated Schools provided opportunity 1) to work with students on all levels from sophomore to graduate, 2) to deal with all levels of professional curriculum study from nursery through intermediate, 3) to attack problems in both pre-service and in-service education, 4) to observe and analyze the experiences of student teaching on a city-wide basis, and 5) to work closely with the staff of one student teaching center and less closely, but effectively, with staffs of approximately twenty additional centers. From these experiences it was possible to define some of the specific problems, which in the writer's opinion must be

considered by the Education Committee in its development of a professional education curriculum for majors in early childhood and elementary education.

General Education.

1. What is the special significance of general education for teachers of children in the various levels from nursery through intermediate?
2. How can the general education program help students become ready for entrance into the professional education program and what is the function of general education following the student's entrance into the professional program?
3. In the first two years of the Adelphi program what provision should be made for the so-called pre-professional experiences of observation, participation, and others?
4. In the general education program are there opportunities for relating the work to the student's professional goals both before and during participation in the professional education program? What kind of opportunities may be used?
5. What kinds of working relationships should be developed between the general and professional education faculties and how should they function?

Professional Education.

As in all education the content and processes of professional education go hand in hand. The Education Committee, concerned with developing a plan for the professional education of students, will need to consider professional goals to be achieved. What we expect of a beginning teacher

is an important determinant in selecting the content and processes to be used.

1. Does a beginning teacher make herself a teacher on the job?
2. How important are methods and techniques of teaching and where should they be learned?
3. How significant is student teaching? How much of it should be provided? What factors should affect the selection of student teaching experiences?
4. What is the relationship between student teaching and other aspects of professional study such as child growth and development and curriculum development?

Typical of all teacher education institutions, the programs of education in the Affiliated Schools have outstanding strengths and major needs.

The one year experience herein reported highlighted two important essentials which present problems for participants in the New Education Program of Adelphi.

1. It is essential that administration and faculty have in mind a long term goal which acts as a guide, and as a brake when necessary, to the selection of component experiences which make up the total education program.
2. It is equally essential that the processes of administration, the relationships between and among administration, faculty and students, and the quality of teaching involved be continuously examined so that the achievement of goals is facilitated rather than impeded.

SUMMARY OF PROBLEMS INHERENT IN DEVELOPING A PLAN FOR THE
PROFESSIONAL EDUCATION OF MAJORS IN EARLY CHILDHOOD AND
ELEMENTARY EDUCATION

The Tentative Plan for the Professional Education of majors in Early Childhood and Elementary Education has been developed for consideration by the Education Committee. It is suggested that the following problems be studied by the Education Committee and the faculties of the schools and divisions concerned, using as a guide An Analysis of a One Year Experience in the Affiliated Schools and A Tentative Plan for the Professional Education of Majors in Early Childhood and Elementary Education at Adelphi College.

I. Relationships Between General and Professional Education

- A. What constitutes readiness for entering the professional level?
- B. How can the program of general studies contribute to the students' orientation to and readiness for entrance into the professional education program?
- C. What kinds of experiences with children and adults are appropriate in the general education program?
- D. What kinds of in-service education of administrative staffs and faculties may be provided to assure a consistency between the ways students are being told to teach and the ways in which they are being taught?

II. Professional Education

- A. What qualities and what competencies are expected of a beginning teacher? The answer to this question determines where emphasis shall be placed in the professional curriculum.

- B. How can the professional curriculum be organized so that through experience students learn about children and the learning process?
- C. What factors should affect the selection of student teaching experiences?
- D. What conditions should be provided which will enable the student to identify herself with the profession of teaching and make for herself a place in it?

CONCLUSIONS

The New Program of Teacher Education at Adelphi College is an expression of an effort to meet a recognized need for more effective education of teachers. It is also an expression of a firmly rooted conviction that there is a place in the liberal arts college for the education of teachers. The Tentative Plan for the Professional Education of Majors in Early Childhood and Elementary Education included in this report was developed within the framework of the total five year program of general and professional education in the New Teacher Education Program of Adelphi College and is consistent with its major emphases. In addition, the Tentative Plan for the Professional Education of Teachers has recognized those factors noted in the analysis of the writer's one year experience in the Affiliated Schools which function in her opinion as limitations or assets in a transition period from prevailing curricula in the Affiliated Schools to the establishment of professional curricula consistent with the New Teacher Education Program of Adelphi College.

The Tentative Plan for the Professional Education of Students in the New Teacher Education Program is submitted to the Education Committee for consideration with the following recommendations:

- I. That inherent in the professional education of students there should be a recognition of two fundamental professional objectives:
 - A. That students of Education should be concerned with developing an understanding of the nature of the learning process, and
 - B. That students of Education should be concerned with developing an understanding of and skill in using effectively the resources and materials which will foster learning.
- II. That provision should be made for the professional development of students in three major related areas:
 - A. Child Development and Child Study - acquiring a thorough knowledge and understanding of human growth and development.
 - B. Curriculum Development - developing a concept of the curriculum's being rooted in society and in child development; with an understanding of the principles of curriculum building and skill in applying them in the student's area of specialization.
 - C. Personal Development - cultivating some one field intensively as a source of personal satisfaction and as a special contribution to the curriculum of the elementary school.
- III. That the sequence of professional study and the specific aspects of problems to be studied be determined by the group (students and teachers) through a central coordinating seminar (The Education Seminar) which acts as an exploratory and integrative medium, with adequate provision for intensive study through broad fields and special courses for groups of individuals.

- IV. That the total professional curriculum for students be rooted in first hand experiences with children and adults in a variety of real situations in school and community, culminating in extensive student teaching and internship, thus providing a "meaning" approach to the study of education.
- V. That general education and professional education be developed as mutually dependent aspects of a single process which has as its goal the integrated individual capable of achieving her full potentiality as citizen and teacher.

To develop the kind of teacher envisioned in the New Program of Teacher Education of Adelphi College it is essential that the administrative and teaching staffs continue to grow in understanding the relationships between goals and ways of reaching them. This is essential if philosophy and practice are to be compatible. Furthermore, it is essential that continuous evaluation be made throughout the development of the program for it is only as students, staff, and administration develop together toward mutual objectives that the challenge to teacher education, set forth in the plan for the New Program of Teacher Education at Adelphi College, may be met. For students, as for children, the quality of teaching and the climate for learning are major factors in their development.

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ASBESTOS

A CHALLENGE TO TEACHER EDUCATION

Proposal to Establish a School of Education at Adelphi College,

Garden City, N. Y.

I. PROPOSAL

For more than a century Americans have been studying the many problems relating to the education of teachers. Throughout these many years one experiment has followed another in efforts to prepare teachers to assume more intelligently their tremendous responsibilities. As a result, the essential qualifications of a teacher are quite well known and generally accepted: physical, emotional, mental, and spiritual health; sound personal character; sensitivity to human needs; feeling of civic responsibility; highly developed scholarship and professional abilities and skills. Definite progress, too, has been made both in recognizing and developing these qualities. But, in spite of all the study of the problems of teacher education, we are still, even in the best colleges, content to operate on standards far below what is possible of attainment. We apparently do not care to pay the price for educating teachers as well as we know how to do so. Moreover, we shall continue to fail to make use of even our present knowledge of the needs of developing superior teachers until we wholeheartedly:

- (1) make entrance to the teaching profession a privilege rather than a right;
- (2) utilize the contributions of mental hygiene in educating teachers who will possess that understanding of human behavior basic to living rationally with themselves and others and to performing the teacher role of developing the potentialities of others;

- (3) concern ourselves with a program designed to develop ability for independent thinking and resourcefulness in meeting changing problems; and, at the same time, develop mature sensitivity to the value of exchange of ideas in problem solution;
- (4) demand a broad educational background and high standards of scholarship;
- (5) prize quite as highly as scholarship the understanding and appreciation of human values;
- (6) develop appreciation of and ability for cooperative action;
- (7) regard the slow processes of Education as the most potent factors in the continuous improvement of society and the teacher as the most potent factor among the processes of Education.

It is proposed to establish a School of Education at Adelphi College which will make the above essentials in a sound program of teacher education matters of continuous concern. The School of Education will prepare teachers for secondary, elementary, and some types of special schools in the best possible way in so far as those responsible know that way. It is planned to begin in the summer of 1950 and limit the enrollment to freshmen. The standards of the School of Education will be such as will enable its graduates to do as adequate a professional job as is done by teachers where the highest standards prevail.

All resources of Adelphi College will be utilized in developing the program. Two resources, in particular, deserve special mention: The Arts Center and the Division of Clinical Psychology. Through the campus studios, Little Theatre, Children's Theatre the students will find opportunities for the creative expression through the arts that is now realized to have not only release values but is one of the truly integrative forces in the development of personality. Through the psychological

clinic, students will have the advantage of being close to the continuous study of the problems of human nature and will get first-hand through experts a solid foundation of understanding for living richly with themselves and others.

II. SELECTION OF STUDENTS

Many institutions are now making rapid strides in improving the personnel of their student bodies at the source - admission. They are finding it much easier to select students who can meet the academic standards necessary for superior teaching than to locate students who possess or will develop high quality of character and personality. In selecting students for the School of Education of Adelphi College there will be no minimizing of the importance of character and personality.

All available sound techniques will be utilized not only in screening students who themselves apply for admission but also in seeking out students, wherever they may be, who can be challenged by high standards and the opportunity of preparing for a superior kind of teaching service. In selecting students at admission, special emphasis will be placed upon:

- (1) the kind of school, elementary as well as secondary, the applicant attended;
- (2) the kind of home and community experiences he has had;
- (3) his leisure time activities;
- (4) his opportunities to develop breadth of view through travel, work, and other experiences;
- (5) his physical, mental, and emotional health;
- (6) his general ability;
- (7) his scholastic interests and achievements;
- (8) his awareness and interest in social, economic, and political issues;

- (9) his attitudes toward himself, children, and adults;
- (10) his potentialities for growth.

While keeping to high standards in the above will not be easy, it is confidently held that there are plenty of young people able and eager to be challenged by them. This feeling is strongly advanced though there undoubtedly will be some students who will be deterred from entering by the fact that they can secure an equivalent degree from other colleges, as well as a license to teach from the states for several semesters less work and for less expense. Some students, too, though they may have entered enthusiastically upon the proposed program, when they feel the impact of the demand for high performance will desire to transfer to other colleges holding more traditional standards. Nevertheless, faith in the potentialities of human nature - a faith that is a foundation stone of democracy - makes such obstacles seem in no way insurmountable.

Selection, and its accompaniment of evaluation, far from stopping with admission, is a continuous process through which increasing sensitivity to the needs of students is developed. While this may mean in some cases that weaknesses not apparent at admission will be uncovered and, hence, further elimination, it is confidently stated that the uncovering of unrealized potentialities will be far greater than the uncovering of unrealized weaknesses.

The curriculum itself and the guidance program are, therefore, the major instruments of selection. These must be such as will bring out the real character of the student and have within them the means for his development to the fullest of his potentialities. While the emphasis will always be positive and constructive, the reality must, however, be faced that no college can control all the influences at work upon

students nor possess techniques effective enough to work radical changes in character and in personality at college age. Therefore, if the School of Education is to do its share in raising standards in the teaching profession, considerable elimination can be expected along with great gains in the development of superior teachers.

III. THE CURRICULUM PATTERN

The Core of the Curriculum. The educational program postulates a curriculum based upon those situations, problems, and issues which, in one form or another, persist in human existence. For convenience in maintaining balance in the curriculum, the following list of the several areas of living common to all people is used as a frame of reference:

- (1) adjusting to and cooperating with others in the family, community, state, and nation, and with other peoples;
- (2) adjusting to, controlling, and developing the natural environment looking toward its continuously better utilization for individual and social needs;
- (3) achieving, maintaining, and improving physical, mental, and emotional health;
- (4) achieving economic security; satisfying wants beyond the essentials of existence in food, clothing, and shelter;
- (5) finding a satisfying vocation;
- (6) creating, interpreting, and appreciating art and beauty;
- (7) using leisure in satisfying recreational activities;
- (8) acquiring, transmitting, and enriching the social heritage, the means by which each generation builds upon the achievements of its predecessor;
- (9) developing principles and enduring values, and readiness and ability to act in accordance with them.

The above framework serves a two-fold purpose: (1) those problems, situations, and issues in each area which are of universal concern form

the common core of the curriculum; (2) in individual guidance, they become, in the form in which they manifest themselves in the lives of the students, the point of departure for goal setting, planning, and evaluating.

The areas of living are persistent; the specific problems, issues, and situations within these areas vary with time and place. Thus, today, on a local basis a diminishing water supply is a matter of serious concern; on a world basis, the challenge of "Point 4" to develop the unexplored resources of the earth carries with it a great complexity of problems. Both are current problems in Area 2, "Adjusting to, controlling, and developing the natural environment". Similarly, the rapid increase in the birth rate resulting in many places in an unprecedented strain upon school buildings and teacher supply is a current manifestation of Problem Area 8, "Acquiring and transmitting the social heritage". Such problems as these, "the unfinished business" with which the present generation must cope, suggest the content of the curriculum core.

It is a matter of the greatest importance that during his college career the student identify himself with "the unfinished business" of his generation, acquire the techniques of scientific thinking in dealing with it, explore the fields of knowledge for all that has bearing on the solution of the problems involved, sense the interrelationships among all areas of living and, above all, develop the desire to participate vigorously in their solution and, in so far as is possible, begin during the college years to assume responsibility for such participation. The education of a teacher, as is all sound education, is an active process.

In individual guidance, the problems assume a more immediate and personal character. They are usually concerned with the specifics of

stretching a budget to meet college expenses; of getting enough sleep; of the inevitable conflicts in family life between the generations; of adolescent anxieties over health, friendship, love and marriage, religion, choice of a career. Through wise personal counseling the student can be led to see that none of these problems exist in isolation, but are rather aspects of very complicated life patterns. He can be led, too, to realize the wider social implications of what is very personal to him, and on from these to the professional aspects of the problems as he will meet them again when he, in turn, guides children through his teaching. He learns that problems of individual and social health, of the relation of the individual to the immediate society of which he is part, of government, of the discharge of economic responsibilities, of the enjoyment of leisure, of religion and philosophy are fundamental not only to himself personally as an individual but to himself as an individual who has a significant role to play as a citizen and as a teacher.

Individual guidance and curriculum development shuttle back and forth. The nature of the personal problems raised by the students suggests the approaches to be made to the core problems of the curriculum. The treatment of the problems through the curriculum, in turn, must, if sound, aid the student in the solution of his own problems. Gradually through such an approach it is assumed that the student will bring to the professional aspects of these same problems a scholarly background, the techniques of thinking, and the sound character and personality necessary to deal effectively with professional problems.

The Structure of the Curriculum. With the problems, issues, and situations of the areas of living as the core, the structure of the curriculum includes:

- (1) central and education seminars in which the areas of living outlined above are analyzed, broken down into concrete terms meaningful to the student, and plans for study mapped out;
- (2) broad field and specific courses utilizing the resources of Adelphi College and articulated with the seminars;
- (3) such experiences in community living, social work, periods in industry, foreign study, American travel as will bring the students into direct contact with and participation in the ways whereby people of all kinds meet and attempt to solve their problems;
- (4) a plan of student teaching and internship so coordinated with the rest of the program as to give the students opportunity to develop the professional skills needed to apply their learnings to teaching;
- (5) a guidance program concerned with the students' goals, long-view planning, standards, and evaluation of the degree to which they are continuously approaching their goals, carrying out their plans, and meeting standards;
- (6) provision for individual and group recreation;
- (7) a cooperative plan of administration including student-faculty committees.

Length and Sequence of the Program. The program is regarded as a five-year sequence including, with due provision for vacations, summer sessions. Since, however, satisfactory completion of the program will be based upon meeting standards rather than upon the acquisition of credit points, the five years are to be regarded as minimal.

While there will be individual variation in sequence, in general there will be a gradual movement from the personal toward the social and from general education background toward the professional. There is, however, no sharp dividing line between parts of the program. The personal needs of the students and their general education will be given consideration till the end; likewise, there will be social and professional aspects of the program from the beginning. The distinc-

tion is merely a matter of emphasis. The following outline by years indicates the sequence:

First Year

Summer Orientation Period: July-August in Rural Community

- I. Central Coordinating Seminar, integrating the:
- II. Broad-Fields Studies:
 1. Social Sciences
 2. Natural and Physical Sciences
 3. Fine Arts
 4. Philosophy, Religion and Ethics
- III. Individual Needs Serviced by:
 1. Courses in various areas
 2. Individual and group conferences
 3. Independent study
 4. Special interests activities
 5. Foreign language - in course or maintenance
 6. Recreational activity

Summer Work-Experience

Second Year

- I. Central Coordinating Seminar, integrating the:
 - II. Broad-Fields Studies:
 1. Social Sciences
 2. Natural and Physical Sciences
 3. Fine Arts
 4. Philosophy, Religion and Ethics
 - III. Individual Needs Serviced by:
 1. Courses in various areas
 2. Individual and group conferences
 3. Independent study
 4. Special interests activities
 5. Foreign language - in course or maintenance
 6. Recreational activity
 - IV. Field Experiences with Children
- Summer in Industry or Social Welfare

Third Year

- I. Education Seminar, integrating:
- II. Curriculum and Educative Process, based on contact with learning situations on all levels in and out of school
- III. Human Growth and Development (with professional emphasis)
- IV. Educational Philosophy
- V. Concentration on Major and Minor Fields
- VI. Special Interests - Independent Study
- VII. Recreational Activity

Summer Semester - Foreign Study

Fourth Year

- I. Education Seminar, integrating:
- II. Student Teaching
- III. Courses in Major and Minor Fields
- IV. Special Interests
- V. Thesis Seminar
- VI. Recreational Activity

Summer Travel - America

Fifth Year

- I. Central Coordinating Seminar, integrating Education with the other departments of the graduate division: Psychiatric Nursing, Clinical Psychology, Psychology, Sociology, Social Work
- II. Student Teaching or Internship
- III. Thesis and Examination - practical - theoretical
- IV. Courses in Major and Minor Fields
- V. Special Interests
- VI. Recreational Activity

IV. THE CENTRAL AND EDUCATION SEMINARS

As used in this statement, the term "seminar" refers to a group of students and faculty members engaged in study and investigation of problems. In the beginning students enter what is known as the Central Coordinating Seminar. It is at first an orienting and problem-raising discussion group. In it problems in any of the major areas of living are raised, defined, and plans for their study made. The seminar adjourns when study can be carried on more profitably in broad fields courses or specific courses. From time to time the seminar is convened for the purpose of pooling results, checking progress on the solution of problems, raising new problems, and making new plans.

Continuing throughout the student's study in college, the seminar guides in the definition of problems in broad terms. As the discussion in the Central Seminar moves from a consideration of personal and social aspects of the problems to their professional implications, the Central Seminar becomes - for most students in the third year - the Education Seminar. This seminar, as the integrating center of the student's work, now takes on more professional emphases, develops gradually an understanding of the potential as well as the actual contributions of education and of the principles and knowledge basic to these contributions. Health, for example, needs to be considered not only in its usual personal and social aspects, but also from the teacher's point of view in regard to his responsibility for the health of his pupils.

There will be considerable variety from year to year in the way the seminars will break down the larger problem areas. Differences in the needs and interests, of the students, in the interests of the staff, and

the shifting of the social scene make such variability inevitable. The following breakdown of the problems is merely illustrative:

1. Adjusting to and cooperating with others in the family, community, state, and nation, and with other peoples.

What are the basic factors influencing effective family relationships?

How can one contribute to community enterprises without becoming involved in petty discord?

As a consumer, how can one get good service?

What are the principles upon which enduring friendships of value can be built?

How can language, literature and national tradition be employed in such a way as to promote national unity without leading to excessive nationalism?

How can law be made an effective instrument of social control?

How can the causes of crime be reduced?

How can the psychological causes of war be reduced?

How does race prejudice develop? And how may it be eliminated?

What are the basic factors in the "cold war"?

2. Adjusting to, controlling, and developing the natural environment looking toward its continuously better utilization for individual and social needs.

How can a sufficient and dependable supply of food be secured for all people?

What is the challenge of "Point 4" - developing the unexplored natural resources of the earth?

How can atomic energy be utilized constructively?

In what ways can water be assured for human consumption?

What devices may be used in the home, school, factory or public buildings to make them sanitary?

How can the United States best meet its problems of flood control?

How can mechanical devices be produced in sufficient quantity and cheaply enough so that all may have them who need them?

How can adequate housing facilities be secured for all people?

What is the significance of the T. V. A. and similar projects?

3. Achieving, maintaining, and improving physical, mental and emotional health.

To what extent is provision for physical and mental health a responsibility of the community and to what extent is it the responsibility of the individual and the family?

How can one avoid strain and worry under the pressure of work?

How can the emotions be kept under control in times of stress?

How can a rich emotional life be developed? How can the emotions be channeled constructively?

How can one detect symptoms of significant diseases - constitutional and communicable?

How may the dangers of traffic and industry be minimized?

How can adequate medical services, clinics and hospitals be provided?

What are the basic issues in health insurance programs?

4. Achieving economic security, satisfying wants beyond the essentials of existence in food, clothing, and shelter.

How can one raise the individual standards of living as a member of organized society, in the role of a member of a family, voter, consumer, member of a profession, employee?

To what extent is the state or society responsible for the welfare and well-being of others?

Is a high standard of living dependent upon material wealth?

What are the basic factors influencing change in standards of living?

How can the monetary system be so adjusted that its operation will not cause undue economic unrest?

How can a better balance of international trade be brought about so to reduce or prevent international friction?

What are the causes of poverty?

What is the justification of old-age pensions?

How can labor disputes be adjusted so as to contribute to the economic welfare of all?

What are the basic principles of sound budget making for a state?
For an individual?

5. Finding a satisfying vocation.

What is the difference between general and specific abilities?

What specific abilities are there?

How can ability - general or specific - be determined?

Is desire to enter a given vocation always an index of fitness for that vocation?

To what extent should one "follow one's star" against all other factors in choosing a vocation?

To what extent should one be influenced by the supply-demand situation in choosing a vocation?

What should a young person do in the face of family pressures in choosing a vocation?

What are the most significant factors in determining vocational choice?

6. Creating, interpreting and appreciating art and beauty.

What relationships exist between art and manners? Art and morals?
Art and an understanding of human relationships? Food, shelter and clothing?

What is art enjoyment? How may it be developed?

How wide a background is necessary in any given field for the development of the ability to judge and interpret art?

What creative experiences are essential for optimum individual development?

How can the relationships of art to other fields best be made?

What are some of the basic characteristics of modern art?

7. Using leisure in satisfying recreational activities.

What is recreation?

How do individuals differ in need for amount and kind of recreation?

What is the relation between our characteristic forms of current recreation and our national industrial and economic system?

What are the advantages and disadvantages each of government and commercial controlled radio and television?

Why do teen-age gangs generally repudiate the recreation efforts made for them by adults?

8. Acquiring, transmitting, and enriching the social heritage, the means by which each generation builds upon the achievements of its predecessor.

Why is education necessary as a state function?

What are the major factors influencing human growth and development?

How can the education agencies best determine the parts of the social heritage which are most necessary to transmit to the next generations?

To what extent is the transmission and enrichment of the social heritage a function of the state?

To whom may society delegate educational functions with safety?

How can the work of the several social agencies and education be related?

How can the post-war shortage of teachers and school buildings best be met?

9. Developing principles and enduring values and readiness and ability to act in accordance with them.

What are some of the value systems by which people of today live?

Is there a common denominator of values in the great religions?

What are some of the factors influencing the development of an individual's system of values?

What are some of the sources of authority in the development of value systems?

How does one's system of values influence his teaching?

What is the issue between absolute and relative values?

Again it should be repeated that the above problems are merely illustrative of the manner in which the areas of living may be broken down. The form the problems take will always be representative of current issues and the life experiences of the individuals comprising any particular seminar.

V. BROAD FIELDS AND SPECIFIC COURSES

Thus far, emphasis in this statement has been placed upon seminars and only occasional mention has been made of courses - broad fields and specific courses. There will, of course, be courses though the motivation with which students pursue these courses may be somewhat different from that which students general take to their courses. In the School of Education students will be taught that a course is to be used as a library or a laboratory. It is to be used as an aid in solving the problems which either through the seminar or through planning with his adviser he has set out to attack. There are certain fundamental materials which, because of their significance in the solution of the problems of living or in the profession of teaching, must be learned. All students, however, need not master all of these materials through courses. The School of Education will hold to strict evaluation of students' achievement in terms of clearly defined standards, but the program through which these standards may be met will be very flexible and vary with individual needs and abilities. In general, courses can be regarded as stemming either from the Central Coordinating and Education seminars or from the needs of the individual students, and as being of two types - **Broad Fields and Specific Courses.**

Broad Fields Courses. The varied and challenging problems of the teacher of childhood, of adolescence, and of adulthood suggest the widespread demands made upon the major fields of human knowledge. That few vital problems of life can be solved without drawing upon all of these fields is true. For convenience, the School of Education intends to organize its basic program of general education (in distinction from professional) courses in four divisions: (1) The Natural and Physical

Sciences; (2) The Social Sciences; (3) The Arts; (4) Philosophy, Ethics and Religion. Broad-fields courses will be developed by the faculty of the School of Education in these areas.

In the natural and physical science field, the course probably will be called Science and Life; in the social sciences, Contemporary Civilization and Its Origins; in the fine arts, The Arts in Human Development; and in philosophy, The Quest for Values.

In the course, Science and Life, problems in the area of living, "Adjusting to, Controlling and Developing the Natural Environment" will be given greatest emphasis, although the area, "Adjusting to and Cooperating with Others" will be almost equal in importance. The interdependence of the two areas is indicated in the expression of the aims of the course:

- To gain understanding of the way physical science has modified our environment;
- To understand how discoveries of science have influenced the thinking and philosophy of mankind.

In the orientation semester proposed to be given in a rural area in the summer preceding admission, the problems typically found in this field will be attacked by the students as they occur in a relatively simple rural environment. The immediate needs in a rural area have to do with such practical considerations as the maintenance of a pure water supply, an adequate supply of electric energy, forest conservation and fire control, soil erosion, and sanitation. Returning to New York from a rural environment with its comparatively simple problems, the student is likely to be more sensitive to and better able to understand the similar but far more complex problems of the urban community.

The broad-fields course, Contemporary Civilization and Its Origins, helps directly in solving the problems in the areas of "Adjusting to and

Cooperating with Others", "Achieving Economic Security", "Acquiring and Transmitting and Enriching the Social Heritage", "Developing Principles and Enduring Values". The course aims directly at aiding the student in his study of recent social trends by pointing out their significance for life needs and problems. This area will be developed by the faculty responsible for the social sciences in cooperation with the staff in psychology, social work and education. It will draw heavily for its materials on anthropology, economics, history, sociology, and similar fields. As in Science and Life, rural and urban communities within the experience of the student will afford laboratories for the study of problems peculiar to each. In each case this course will attempt to have students gain increasing understanding of the social forces operating in typical communities, a knowledge of the relationships between these forces, and sensitivity to the attitudes and behavior of the people of the communities.

The analysis of the problems of any immediate community will be made in terms of such universal problems as those of industrialism, agriculture, monetary systems, business organization and control, government relations with business, the family, imperialism, statism, and international relations. Current conditions in these areas will be traced to the medieval background of modern civilization, to early American life and culture, to the development of modern systems of government, nationalism, and the like.

It is with such a foundation that a student enters upon other of his college experience as, for example, foreign study, the period in industry, travel, social work and many other contacts with life about him. Specific courses in history, economics, politics and government,

will find in the broad fields courses a basic and vital motivation for their more detailed treatments. Perhaps most important of all is that coupled with this background is the encouragement to the student to develop his own social and political point of view upon which an interpretation of the social implication of education can be built securely.

The course, The Arts in Human Development, will be developed by the faculty members responsible for the teaching of the graphic and plastic arts, music, literature, the dance, and the theatre. The aims of this broad-fields course are:

- To develop sensitivity to outstanding trends in concepts, techniques, and styles prevalent in current art expression;
- To understand, appreciate and enjoy art;
- To become sensitive to the integrative as well as the release values of art;
- To realize the relation that art expression bears to social, cultural and economic forces.

In accordance with these aims the course will make its major contribution to the solution of problems and issues lying within the area, "Appreciating, Interpreting and Creating Art and Beauty".

There is a rich blending of experience in the world of art in this broad-fields course. The artistic life for which Adelphi College is noted, and the countless facilities of New York, offer the student boundless opportunities for absorption of art experiences - theatre, opera, concert, museum and galleries. Class meetings will help interpret experience and develop essential concepts. In the Adelphi College studios the students will find unusual opportunity for the integration of their creative powers.

The broad-fields course in philosophy, ethics and religion, The Quest for Values, deals primarily with the problems in the area of

"Developing Principles and Enduring Values". In the search for the answers to the persistent questionings of life, death, truth, freedom, justice, historic schools of thought are explored not as far-off worlds divorced from the present but as storehouses which may yield or throw light upon the issues which seem seldom to find solution for the ordinary mortal. Aside from the contributions to the personal and spiritual life of the student, the course will give richly to the development of a philosophy of education. Frequently students of education study philosophy of education with no background in general philosophic thought. Unused to philosophic ideology, they easily accept with little question some school of educational thinking and remain its slave to the end. Without perspective, they have little ability to weigh values and, hence, become exponents of educational dogmatism. By linking great world ideas on the fundamental problems of living, such narrowness can be avoided or minimized.

The course, Human Growth and Development, is concerned primarily with the problem area, "Adjusting to and Cooperating with Others". The aims of the course are stated as follows:

- Mastery of the facts of human growth and development;
- Grasp of fundamental concepts of human growth and development;
- Ability to use the main techniques of studying human behavior;
- Ability to use the facts and concepts of human growth and development and the techniques of studying human behavior in understanding of self and in relationships with those younger, of the same age, and older than self in family, college, business and other institutions.

Mastery of facts and concepts of human growth and development go hand in hand with observation of human behavior and participation in activities with others. The facts become realities to the students as they gain skill in observing human behavior. The facts learned from

others and their own observations become generalized until gradually concepts, applicable in future experiences with human nature, are derived. Gradually facts, concepts, techniques, if they have been truly learned, give increasing power in understanding self and others in human relations.

A new synthesis of subject matter is needed to be focused on the understanding of man - one that is far removed from all efforts to categorize like with like. In Human Growth and Development, sociology joins with biology, nutrition with anatomy, and so on through innumerable combinations in the efforts to give the students an appreciation of the infinite complexities of human behavior and to draw him away from immature expectancy of too-ready explanations of the phenomena of human behavior. The physiological and anatomical development of a boy of twelve, his social heritage, his dietary habits, his mentality, and many other factors all need to be seen and understood in their relationships before the boy and his behavior can be understood. Unrelated study of physiology, anatomy, sociology, health and psychology rarely give such understanding. However, this course lays the foundation for more specialized work later in physiology, anatomy, hygiene, nutrition, psychology, genetics, embryology and sociology. The movement is from the general to the more specific, from the over-view to the close scrutiny of detail.

Just as the broad fields courses outlined above are articulated with the central coordinating seminar, there are broad fields courses in education articulated with the education seminar. While the areas of living are the constant factor both in the central coordinating seminar and in the education seminar, there is certain variation needed in the treatment of their professional aspects because of the different age-

levels of the pupils the students expect to teach. Obviously, for example, the teacher of very young children must be able to meet health problems on a different basis from that of a teacher preparing to work with older children.

The broad aspects of education in terms of maturity levels will be met in three broad fields courses:

The Curriculum in Early Childhood Education
 The Curriculum in Intermediate Grades Education
 The Curriculum in Secondary Education

The major problems opened up in the Education Seminar will be treated in these three broad fields courses in terms of the maturity level of the pupils considered in each of the courses. The same approach to the curriculum experienced by the students themselves in the School of Education will be applied to the curriculum for children from three to eight years of age, nine to twelve, and thirteen to eighteen. That is, the areas of living will be analyzed in terms of the way children at different maturity levels meet and are affected by the situations, problems, and issues of these areas. Following such analysis, the very exacting task is proposed of determining suitable experiences under different environmental conditions best adapted to help children meet the problems, issues, and situations on their own level. Out of such consideration, curricula will be developed.

Specific Courses. The specific courses taken by the students at the School of Education may not differ materially from good systematic courses given elsewhere. In fact, in most cases students of the School of Education will be enrolled in regular Adelphi College courses along with other Adelphi students. As was said earlier, the difference is mainly in the attitude with which the student pursues such courses.

The courses taken by the students will depend upon a careful analysis of the interests and needs of the individual students as revealed by records of their past experiences and by their present performance. It will be a major responsibility of the faculty of the School of Education to study the offerings in their special fields in Adelphi College and to advise with School of Education students as to their use.

All students will be expected to have mastery over and use of English and at least one foreign language. The last involves: the ability both to speak and understand the language and to read and comprehend with ease, eventually resulting in reading it for pleasure and using it in the field of the student's major interests.

As to English, students are required to meet the following standards: (1) the ability to write clear, correct English; (2) the ability to speak before a group clearly and forcefully, and with some degree of ease and assurance; (3) the ability to recognize common errors in speech and writing and to correct them intelligently; (4) the habit of reading widely and intelligently with adequate speed and understanding; (5) the development of good taste and power to judge works of literature, with the necessary background of familiarity with great works and critical standards; and (6) an acquaintanceship with the world of books sufficient at least to guide the reading of children of a given school age.

Usually a student is not encouraged to specialize in a major field until his third year in college. Then all the resources of the college and beyond the college will be drawn upon in developing competence in his field. Students in the secondary field majoring in the social studies, for example, will carry specific courses, in full or in part, in whatever work in history, economics, sociology and the like that their

needs demand. The same is true of other fields. Students majoring in elementary education will take whatever courses in the several disciplines, their special individual needs require for an extensive background of general education and, besides, will cultivate some one field more intensively as a source of their own satisfaction and as a special contribution to the curriculum of an elementary school. At all levels it is expected that use will be made of the excellent offerings of the Adelphi Psychology Department with its allied clinic.

Courses in Adelphi College to be Utilized. The following courses listed in the Adelphi College Bulletin seem from their descriptions to be illustrative of the kinds of courses that will be needed by students in the School of Education. (The grouping is in accordance with the School of Education organization):

1. The Physical and Natural Sciences

101-102	General Astronomy, p. 74
10-11	Anatomy and Physiology, p. 75
1	Introduction to College Mathematics, p. 125
1-2	General Physics, p. 139
103	Modern Physics, p. 141
251	Bio-Psychology, p. 145
204	The Bio-Social Development of Man, p. 144
1-2	General Chemistry, p. 85
37-38	Bio-Chemistry

2. The Social Sciences

9	The Community, p. 147
115	The Family, p. 147
1	Introduction to Sociology, p. 147
24	Development of Social Thought, p. 147
1-2	Introduction to Economics, p. 93
23	Labor Problems, p. 94
27-28	Economic Geography, p. 95
101-102	Statistics, p. 95
1-2	Introduction to Modern European History, p. 111
34-35	History of the United States
37	Contemporary Europe
12	Federal and State Government
31	Social Psychology, p. 143
22	Psychology of Personality, p. 142
15	Child Development, p. 15
16	Adolescent Adjustment, p. 16
21	Mental Hygiene, p. 142

3. The Arts

All of the courses given might be utilized by one student or another depending upon interest

4. Philosophy, Religion, and Ethics

1	Introduction to Philosophy, p. 136
38	Contemporary Philosophy, p. 137
110	Philosophy of Religion, p. 138
109	Comparative Religion, p. 139

In addition to the above, students will be advised to carry work in English and foreign languages according to need. The specific courses to be carried by majors in their fields will be treated in separate bulletins.

VI. A BROAD BASE OF EXPERIENCE

Working in seminars and sitting through courses are not sufficient to develop a good teacher. Students entering teacher colleges are generally limited in social experience to their own group and in knowledge of social problems to the headlines in the newspapers, and are besides lamentably insensitive and incurious as to anything that does not bear directly on their own personal affairs. They are skillful, after a fashion, in jotting down all the teacher says in a classroom in their notebooks and reproducing it on written examinations. In the mind of the average student this is what constitutes education. To change the point of view of such a group as to the nature of education is no small task. Orientation is needed, orientation to the world and to real education. Old patterns of thought need to be broken down and new ones built up. The point of view that the college courses are to be used in part or as a whole as they bear upon problems to be solved is a very difficult one to develop with a student who has accepted all his life the contrary point of view of the mastery of subject matter as an

end in itself. Words will not bring about a fundamental change. Only experience will do it.

One dominant purpose that will stand out in the work of the School of Education will be the bringing of its students to a realistic understanding of the world about them and to instill in them an equally realistic understanding and sense of obligation that the teacher should help through education to bring about desirable changes in the social order. Some means to be used are: experience in rural living by participating therein; experience in an urban area like New York and surrounding districts; a period in industry; European and American study and travel; work in social service agencies.

Experience in Rural Living. The orientation of the student to the School of Education will, in general be effected through an initial experience in a rural community. Ultimately, all students will begin their college life through such a rural living experience to take place in the summer preceding the opening of the freshman year in the autumn in Garden City. This is planned on the assumption that the student's needs can best be revealed through activity and in the close acquaintance and companionship of students and staff in a common living situation. Therefore, a program of related study and work will be set up, the study program having to do with the problems inherent in community living. Students and faculty will do the work connected with the production and use of food and participate in the construction and maintenance of housing and care of the property. Seminars in health and such problems as arise in the rural community will be developed under the direction of the college staff in cooperation with local agencies and personnel. These seminars will orient the students both

to their own personal health problems and to those of the community. Contacts with the outer community will be made by participation in various social, economic, and cultural agencies, such as: Sunday school and church, community recreation, sports, boys' and girls' clubs, adult discussion groups and farm organizations. Study of the needs of the area under the direction of the social science instructor will be carried forward. The students will participate in committees in the local community concerned with the development of the area. This last procedure has been found in the past to be a very valuable experience in revealing the problems of an isolated area which, in spite of the power age in which we live, has thus far derived little benefit from it.

The value derived from the orientation period in such a community may be summed up as follows: (1) Through close faculty-student relationships on a work-study basis the needs of the students are revealed clearly to themselves and to their advisors; (2) through participation in constructive projects with related study, the process of education through problem solution begins to take on meaning for the student; and (3) through making an intensive study of a limited area geographically speaking, techniques for the study of social problems are developed and preparation is made for more intensive study of problems of other types of communities.

Work in a City Area. Comparable to the rural project above indicated will be the participation of the students in the activities of a typical city area. Such studies will include the recreational activities, public and private, in a large city, and the work of social and religious agencies of all sorts. Attention will be directed to the problems of housing, family life in urban communities, health, sanitation, govern-

ment and political activity. As far as is possible the students will take an active part in many phases of city life as preparation for teaching. New York offers unusual opportunity to the student for study in practically every phase of life. Every culture pattern of the world is available for study and comparison. In addition the College is particularly fortunate in having affiliated with it the Child Education Foundation on East 84th Street with its Children's Home School and Parent Education Program, whose dormitories and classrooms, it is hoped, will be available as a center for the city activities of the College.

Period in Industry. All students are expected to engage in the "Period in Industry", although the length of the experience will vary according to the needs and background of the student. The first problem the student attacks during this period is that of finding employment. He is asked in advance to fill out an occupational analysis sheet for the purpose of listing all of his skills, interests and previous experience in any sort of industrial work. With this list as a basis, he decides in conference with his adviser and the faculty in charge of the Period in Industry which employment area he has any chance of entering and whether such employment would be of advantage to his development.

The students will meet weekly, usually in the Industrial Seminar, while engaged in this employment. The first meetings of each new group will be concerned with the practical problems of finding employment and the ethical standards to be maintained by the students in seeking employment. Students will report their experiences in job-seeking to the Seminar and their procedures are discussed and evaluated both by standards of efficiency and ethics.

Following this practical approach, systematic study will be made of the trends in industry since the beginning of the Industrial Revolution, with emphasis on the rise of the factory system, the growth of capitalism and communism, and efforts at cooperative production and distribution. The topics will be treated by members of the College staff and other leaders in the industrial field. Throughout the Period in Industry the student will keep a diary of his experiences, prepare reports about his work and evaluate his achievements. His employer and instructor will also be asked to pass critical judgment upon the role played by the student-worker.

Foreign study. An essential emphasis in the curriculum will be the civilizations and cultures of other peoples, both through study at home and study and travel abroad. The increasing importance of international problems makes it advisable to project the work in the field of the social studies carried on at the College into direct contact with European and other foreign groups. The student will be brought into contact with the civilization of another country in such a way as to lead to an appreciation of the psychology and modes of living of that people.

Such study, through the development of the appreciation of another civilization, helps the student to understand better his own civilization in the mirror of thought of another people. He has the opportunity, also, of studying the educational methods of the country visited and by comparison with the practices in his own country, he may acquire a more thorough appreciation of the American education system, not to mention the possibility of acquiring many direct constructive suggestions from the schools of the other country.

While the development of skill in the use of a foreign language is not for most students the primary purpose of the foreign study experience, direct contact with foreign people serves wonderfully well to promote the facility in the use of the foreign language which has been begun here at home. Likewise, other activities such as the study of the environment, the appreciation of literature, the study of human relations, international affairs, social and economic theory - carried on in the College in New York - take on new meaning when seen in direct relationship with the people and situations studied. In the main, the work of the students, while they are in Europe, will be organized around a seminar dealing with the country and the people being visited. Each student has one or more theses to write based upon his foreign experience.

American Field Study. Interest in the study of the student's own country generally increases after the period of foreign study. While each student in the College will know more or less well the urban New York area, a rural community in some section of the country, the typical student will probably have little acquaintance with the historical, social, economic, agricultural and industrial areas of the United States, even though he has had courses which treat these areas. Some students may carry on this form of study by themselves, but experience has demonstrated that this work is best done when carried out initially under the careful supervision of competent staff members.

VII. DIRECTED TEACHING

The program of directed teaching is considered as having four phases - exploratory contacts, teaching, integrating procedures, and an internship - and as an integral part of the total curriculum. The above

classification of the student teaching experience is not meant to suggest a tight compartmentalization but rather to indicate the general flow of experiences which a typical student might have.

It is quite as much the function of student teaching to help the prospective teacher to become a thoughtful and alert student of education as to help him to attain proficient artistry in teaching. To this end there will be a close relationship between subject content courses, technical courses, and practice. The work in courses is tested, checked, and made increasingly meaningful through actual teaching activities participated in or observed, while the problems encountered and the experiences met in practice serve as focal discussion points in course work and in independent study. The program is one of constant interplay between the testing of theory in the teaching situation and the directing of further study in independent work, college courses, or seminars in terms of the implications of the practical experience and the needs growing out of it.

Student Teaching and General Curriculum Pattern. The principles governing the curriculum as a whole must, if experiences are to be related, govern also the principles directing the organization of student teaching. Chief of these, suggested by the close relationship that exists between the school and society, is the need for the prospective teacher to have continuous contacts with childhood, youth, and adulthood. The teacher, as characterized in this chapter, must not only be an expert in child nature at the age level at which he is preparing to teach, but he must understand the development leading to that period and the characteristics of growth which follow and later condition the problems and activities of adult social life. It requires

time and careful study to acquaint oneself with child life and to see and study human behavior in many and varied situations. To this end the curriculum should provide long and continuous contacts with the many phases of the educational activity of the teacher.

At first these contacts are informal and exploratory. They take place on the playground, in the home, and on the street, and grow out of and clarify the discussion of basic social problems in seminar and course. These contacts will parallel the first phases of the student's college work, namely, the efforts to become acquainted with fundamental problems and the building of background essential to dealing with these satisfactorily. Thus emphasis in student teaching is at first directed to personal and social problems in the situation. Then exploratory contacts help the learner to see education as a social force and to see the attendant problems of organized education as he participates in the work of such agencies as the library, the theatre, the church.

Gradually, as he experiences the different phases of the curriculum the student assumes responsibility for the varied activities of the teacher leading to full teaching responsibility in the fields of his major interest. Finally, when all other requirements have been met, the student will assume further responsibility as an interne.

The Wider Extension of Student Teaching Activities. That the program of student teaching may fulfill the purposes set up and be more than an empty form, other principles must operate coordinately with that of long and continuous contact. First is the principle that student teaching should afford contacts with all the important phases of a teacher's activity. Increasingly our study of educational problems forces recognition of (1) the wider extension of school experiences

into the community, (2) the conditioning of in-school experiences by the forces that act upon the child outside of school, and (3) the teacher's place in community leadership. So conceived, student teaching means that wider extension of experiences to include all the important activities of the teacher, such as work with Boy Scouts, parent associations, educational associations, religious and welfare organization, recreational groups, and industrial organizations. It involves such activities as clinical work in child study, collecting and organizing instructional materials, preparing instructional units, keeping individual and group records, assisting with or directing trips and excursions, participating in and guiding club work, tutoring, classroom teaching writing professional articles, sharing with the staff the development of catalogue materials, advising students about publications, camp counseling, participating in teachers' meetings, participating in educational meetings of local and national character, making radio talks reporting educational experiences and reactions, participating in community drives, contributing to professional and civic programs and enterprises, and the like.

Differentiation of Experiences. In suggesting the wider implications of the principle of contact with all the major activities of the teacher during student teaching, no reference has been made to the order, sequence, or relative importance of experiences. No student would necessarily have all of these experiences in the same way or in the same amount. The work in student teaching will be differentiated according to the needs of the individual. This will include differentiation as to kind and amount of work as well as gradual induction. There is perhaps no more unjustifiable practice in the education of teachers

today than that based upon the widespread assumption that all student teachers should have the same experiences and that the same amount of time should be given by each student to each of these experiences.

The principle of differentiation applies first to assignment to student teaching. Recognizing (1) individual differences in abilities, needs, and interests of the student teacher, and (2) student teaching as a privilege rather than a right, the student enters upon the several phases of student teaching at a time best for him and in that laboratory situation considered as best meeting his needs. There is no fixed point for beginning student teaching experiences in any area. Records as a part of the guidance program may be seen to play an important role in assisting the student and his advisers in determining both the time for and the nature of the contact desired. The total program of work, immediate needs which may better be met by classwork or independent study, or temporary physical disabilities may defer the date of beginning student teaching. The exploratory phases of student teaching may in themselves act as selective agents both with reference to the time at which student teaching is to be begun as well as in re-directing professional interests.

Likewise, the principle suggests no fixed number of contacts. The stress throughout is placed upon the demands of the situation as a teacher-learning experience rather than upon administrative patterns. As a corollary to the principle of differentiation it may be stated as desirable that through gradual induction the period of student teaching (daily) should come to be long enough to provide contact with the total teaching situation.

Coordination and Integration. Throughout the preceding discussions, another guiding principle is at work - the principle of coordination and integration. To make this principle effective in practice means (1) the constant use of laboratory schools by students and staff as sources of material and points of reference; (2) joint supervision of students by the staff working in the laboratory centers with the staff of the School of Education; (3) recording and sharing by staff of student experiences in college classes and laboratory practice; (4) sharing of instructional materials as needed by staff members of any division of the School of Education (including the laboratory schools); (5) recognition of the fact that real integration takes place within the student and accordingly makes him the active agent (with guidance) in planning and interpreting his experiences; and (6) in some instances the teaching of laboratory classes as a part of and parallel with the college-teaching program.

The Period of Internship. The foregoing discussion points to student teaching as a continuous process moving gradually from the period of exploration to the final culminating experience in the period of the internship. During this period, the student as a regular member of a school staff assumes full responsibility for the teaching situation to which he has been elected. While still benefiting from the close supervision of the School of Education, the student will have opportunity to study the work of teaching as a "whole" and over the total range of work during an academic year. As an integral part of the School of Education program, the internship will be the final check of the cumulative evaluations of the student's professional activities and the real testing ground of his ability to be privileged to begin to teach on his own. This evaluation, the internship, may reveal definite needs

which call for a return to the School of Education for further academic work or for an extension of the internship period itself.

A truly professional plan designed to assure adequate preparation before admission to the teaching profession and to provide the novice teacher with the assistance needed during the first teaching year, the internship plan has within it other potential values for the school which cooperates in its development. These values include: freeing of experienced teachers (whose regular places are taken by internes) for research and experimentation; reorganizing pupil groups to smaller sizes; making possible the granting of leaves of absence to teachers where regular provisions are not made for such; making possible travel and foreign study for selected teachers whose work is taken over by internes; and aiding the school in the selection of permanent members of its staff who through first-hand contact have shown themselves to be able to make a contribution to that school situation. These values to be true values must always recognize that the concept means "placement" and "replacement" - the placement of an able but inexperienced teacher in a situation which will allow types of professional activity, otherwise not possible on the part of the experienced teacher. It is important that at no time the internship be used as a means of employing an inexperienced teacher to replace a more expensive but experienced teacher.

The internship would seem to be a revealing inventory which helps students and staff to judge the readiness of the candidate to practice the art of helping others in their educational development, and, at this crossroad, to map afresh the continued program of personal and professional growth of the student. So conceived it is an evaluation not

only of the achievement of the purposes of the student teaching program but of the curriculum of the School of Education as a whole.

VIII. GUIDANCE AS A COOPERATIVE PROCESS

Guidance is a cooperative process. Faculty and students study together the problems to be faced together, set reasonable goals of accomplishment, make plans of attack, try out the plans in action, review the results, set new goals, and so on in a continuous process. It is assumed that by such a procedure the student will gain that self-direction and that objectivity toward his strengths and limitations that are elements, and important ones, of good living.

The old marking system with its arbitrary grades handed out by the teacher with no or little participation of the student either in goal setting or evaluation is the antithesis of what is proposed here. It is planned that from the moment a student applies for admission to the School of Education he will begin growing toward becoming a self-directing, self-evaluating member of his college community.

The Nature of Goals and Standards of Evaluation. Out of long experience, certain standards for the teaching profession have evolved. These are inherent in the nature of the profession and in the philosophy of members of the profession. Some of those considered of most significance by those responsible for the present statement are indicated in Section I, Proposal. These standards, as stated, are broad and comprehensive and, hence, abstract. They lend themselves accordingly to many and varied interpretations. They take on real meaning only, as step by step, more immediate goals are set and standards formulated

for evaluating the success with which situations, problems, and issues are handled. This setting of immediate goals and formulation of standards is a vital part of the total teacher-student cooperative guidance process. Sometimes it occurs in groups - in seminars, courses, travel, work; sometimes in individual conferences between a student and his adviser. But, whatever the occasion, both the goals and standards of evaluation must be both understood and accepted as important by the students.

Perhaps, in the beginning, the goals and standards thus cooperatively developed will appear, as checked against the comprehensive goals and exacting standards toward which the program is directed, to be not very high. But if these first goals and standards are set honestly and realistically, there will be a gradual raising of level in the course of the years. The satisfaction that students feel in the accomplishment of attainable goals judged by standards which they themselves have shared in making will be the strongest factor in arriving at increasingly higher standards of achievement.

Goals and standards of evaluation, because of the nature of the curriculum, will of necessity deal with all the areas of living - human relations, use of environment, health, vocation, etc. But just as no two students will pursue identical programs, so no two students will be guided by the same goals and evaluated by exactly the same standards. Along broad lines they will, but not in detail. For every goal and standard that is set will be pertinent to the needs of the student at the time.

Records. There will be records in abundance - diaries, anecdotes, qualitative appraisals, samples of work. Each student's records will be

available to him for study. In fact, he will either himself make or share in making most of the records.

Records are here regarded as instruments of growth, tools which the student will use in goal setting, planning, and evaluating his growth. They are not clinical records. Every faculty member will be expected to have a strong foundation in psychology and mental hygiene and be able to deal with the usual problems of adolescence. When such background is inadequate to meet the needs of students through the curriculum, a faculty member will be expected to seek expert advice. In such cases, the records will probably not be available to students. The School of Education is fortunate in having expert psychological advice readily available on the campus in the Graduate Division of Clinical Psychology.

Professional Implications. The Guidance Program as it functions in the student's own life is expected to be one of the most significant experiences in his professional education. For this reason it is particularly important that the process be such as to develop a feeling of confidence and security in the process. The student-adviser relationship reared on a foundation of the highest professional ethics can be one of the most powerful influences in developing in the student high standards of ethical relations with pupils, parents, and colleagues in his future teacher role.

All who have worked with in-service programs of teacher education know how difficult it is to convince teachers that record keeping is an essential and significant part of the educative process. It is believed that if the students realize through their own college experience, the significance of the role in their own growth that was played by records,

much will be done to promote the professional use of records in the classroom of the future.

IX. COOPERATIVE ADMINISTRATION

The administration of any school plays an important role in the education of the students. In a School of Education it is particularly important that the administration represent a high quality of human relations and efficiency. Many of the students themselves will early be confronted with administration problems, and experience with good administration while a student is, as in the case of guidance, one of the best assurances that he will be a good administrator himself.

Vitality without undue strain, efficiency without undue emphasis on mechanics are the goals. It is believed that these can best be secured when there is the widest possible cooperation among administrative officers, faculty, staff, and students. Of course, there must be differentiation of function. Of course, too, there are some problems the burden of which it would be both unwise and unfair to ask students to assume. But the sharing of the vision of the school, the goal setting, the development of plans, and active participation - each according to his ability - are not only desirable but essential if students are to have a true experience in the kind of democratic leadership it is hoped they will exercise.

In general, student-faculty committees will be the rule. These will include the various forms of curriculum committees, recreation and other aspects of student life, a house committee for the maintenance of high standards in the environment, an admissions committee. These

are merely samples, for here as in every aspect of a cooperative situation, the form must rise out of the needs of the situation.

X. THE FACULTY

As has been indicated, much of the course work will be taken by the students in the School of Education in regular courses along with other students in Adelphi College. However, there must be a nucleus of School of Education faculty. This should include:

- The Dean of the School of Education
- 1 Instructor in each of the following fields:
 - Elementary Education
 - Secondary Education
 - The Physical and Natural Sciences
 - The Arts
 - Philosophy
 - The Social Sciences
- 1 coordinator of guidance
- 1 coordinator of field work
- 1 registrar
- 2 secretaries

The above is based upon an estimated freshman enrollment in 1950 of 50 students.

The instructional staff will have as its responsibility the chairing of the seminars and the advisement of the students. The latter includes advisement as to courses to be taken in Adelphi College.

Since it will be difficult at best to find instructors experienced in the kind of program outlined and since the present salary scale of Adelphi College is too low to attract outstanding experienced college teachers, it is proposed that in the beginning, at least, young and promising college instructors sympathetic with the ideas as outlined in this statement, be employed and educated on the job.

12/6/49

A CHALLENGE TO TEACHER EDUCATION
(Supplementary Statement)

The Program of Teacher Education an Integral Part of Adelphi College

There are three major administrative set-ups in teacher education today:

1. The autonomous teachers college
2. The department of education in a liberal arts college
3. The school of education or teachers college in a liberal arts college or university

The proposed Program of Teacher Education at Adelphi College differs markedly from the usual administrative plans indicated above. The difference proposed constitutes the major challenge of the plan. This difference is the proposal to make the Program of Education an integral part of the college through cooperative planning of all departments of the college, the use of all the resources of the college, and - wherever practicable - an interlocking use of faculty. This means that the education of teachers would become one of the major emphases of the total college.

It is safe to say without fear of any unanswerable comeback that none of the usual administrative patterns for the education of teachers has succeeded in developing teachers with the combination of professional skill and richness of background for which the resources are available. In this respect the situation parallels the world situation - starvation in the midst of undeveloped resources. The need for a "Point 4" in teacher education is as imperative as it is in our world economy. The resources exist in the faculties of the natural and physical sciences,

the social sciences, the arts, and philosophy, but we have not learned how to explore them, how to tap them, and how to bring them into relationship in the education of teachers.

The failure to utilize available resources is inherent in the isolation of the three types of institutions concerned with teacher education. The teachers college is off on an island to itself divorced from all institutions concerned with preparation for other professions. Too often it is the "poor relation" in higher education with less good equipment and seldom able to command the world's best in faculty. In most cases, too, by preparing only teachers for the elementary schools it fosters class stratification in the profession itself. The department of education in a liberal arts college attempts to take care of the problem of how to teach through a series of education courses but has little or nothing to do with all the many other experiences in a college program that influence the student into the kind of person and, hence, the kind of teacher he becomes. The school of education in a college or university takes over the whole job itself regardless of the fact that in other buildings in that same college or university some of the greatest minds in the world are available but to which the students in the teachers college have little access.

The explanation for the isolation of departments and schools of education and their failure to use available resources is simple. In a phrase, it is the difficulties inherent in cooperation. In the case of teacher education, cooperation has been made particularly difficult by the highly developed zeal characteristic of professional workers - the zeal of the educator for his insight into the processes of human growth and development and learning, for the importance of attitudes

and emotion, for the potentialities in education for creating a better world; the zeal of the scholar for the importance of his specific discipline, for the need for thoroughness if its depths are to be explored. The educator in his zeal speaks of "mere facts"; the scholar in other field retorts with charges of superficiality, sentimentality, etc. And the gap widens.

The most basic need in teacher education today is the breaking down of the barriers between education and the other disciplines and the development of a strong cooperative effort to focus the forces of all on the education of teachers. It is in such cooperative effort that Adelphi College can make a pioneer contribution of the widest significance. Briefly what is entailed in this are:

1. Cooperative Planning. During the spring and summer the details of the program will be developed. Meetings will be scheduled and faculty members invited to participate in working on all problems connected with the development of the plan: selection of students, content of courses, guidance, administration, etc.
2. Interlocking Faculty. Wherever it is possible, members of the present faculty will be given priority of consideration for membership on the faculty of the Program of Education.
3. Appointment of Faculty. Faculty members will be proposed by the Executive Committee of the Program of Education and subject to approval by the Personnel Committee of Adelphi College and the President of the College.

4. Student Attendance in Regular Classes and Extra-curricular Activities of the College. Aside from the broad fields courses, students will

carry other courses along with the regular student body of Adelphi College and engage in the same extra-curricular activities.

5. Relation to the Instruction Committee. As plans for the broad fields courses are developed they will be submitted for action to the Instruction Committee.

The Emphasis on Mental Hygiene

Rapid as are the strides being made in psychiatry today, the accomplishments cannot keep up with the need. With as many hospital beds occupied by mental patients as seats in college by college students, with the appropriation of New York State for mental hygiene institutions, the largest in its budget, it is imperative that education stress the prevention of mental illness and the development of optimum mental health.

Adelphi College is already making its contribution to psychiatry through its divisions of clinical psychology and psychiatric nursing education. The Program of Education through a sound program that takes into consideration the fundamentals of mental health and through cooperation with the psychiatric and psychological divisions of the college, can pioneer in the field of prevention of mental illness and the development of optimum health through education.

With the above in mind, the proposed Program of Education would emphasize:

1. Selection of students, on the basis of the potentiality for the development of healthy personalities.
2. Content of the curriculum rooted in the realities of today.

3. The scientific approach in attacking the problems of living.
4. Expression of ideas and feelings through the arts.
5. The search for values.
6. Guidance based on study of the students needs with goal setting and planning in terms of those needs.
7. Respect for individual personality.
8. Cooperative administration.
9. Qualitative records of progress instead of a competitive marking system.

The sum of these emphases will not, of itself, develop mentally healthy teachers. Back of these elements must be a pervasive atmosphere that must be created primarily by a mentally healthy faculty. For this reason just as students need to be selected with care, the faculty of the Program of Education must be selected, over and above their competence in their particular fields, for their ability to work with others, their faith in people, their pioneering spirit and their courage.

2/7/50

Submitted by: Dr. Agnes Snyder

Ann Reno Institute

THE MAJOR CURRICULUM COURSE - Junior Year

1949-50

First Semester - General Curriculum Course

Two 2-hour weekly periods - 4 points - Monday, Thursday

1:30 to 3:30 P.M.

Instructors: Muriel Crosby and others

- I. Developing the relationships between living in school and living out of school.
 - A. Social and economic problems confronting people living in today's world and their implications for education.
 - B. Creating a school environment which makes living in school the practice of democracy at work.
- II. Understanding the relationship between how children grow and develop and their curriculum needs.
 - A. The general curriculum needs of children in specific maturity levels of early childhood education. Nursery-Kindergarten-Primary.
 - B. How children of varying maturity levels are alike and how they differ and what this means for the school.
- III. Defining the resources for teaching and learning.
 - A. Environmental (people, agencies, institutions, the physical world)
 - B. Academic (content areas)
 1. The need for tools and skills for effective self-direction and expression.
 2. How we help children develop skills and use tools in each of the major content areas (to be developed by specialists)
- IV. Using resources in curriculum building.
 - A. Observation and analysis of teachers and children at work in nursery, kindergarten, primary levels.
 - B. Analysis and self-evaluation of student participation in curriculum building in teaching situations.

ADELPHI COLLEGE

Ed. 220-222 - The Curriculum-Childhood Education

(Nursery, Kgn., Primary, Intermediate Levels)

1949 - 50 (2 semesters)

Thursday: 7:00 - 9:00 P.M. - Instructor: Muriel Crosby

First Semester

- I. Developing the relationships between living in school and living out of school
 - A. Social and economic problems confronting people living in today's world and their implications for education
 - B. Creating a school environment which makes living in school the practice of democracy at work
- II. Understanding the relationship between how children grow and develop and their curriculum needs
 - A. The general curriculum needs of children in specific maturity levels of childhood education. Nursery - Kindergarten - Primary, Intermediate Levels
 - B. How children of varying maturity levels are alike and how they differ and what this means for the school

Second Semester

- III. Defining the resources for teaching and learning for each of the levels in childhood education

Environmental (people, agencies, institutions, the physical world)

Academic (content areas, e.g. Social Sciences, Reading and the Language Arts, Arithmetic, Science, Health, Arts)

- IV. Using resources in curriculum building

- A. Observation and analysis of teachers and children at work in nursery, kindergarten, primary, intermediate levels
- B. Analysis and self-evaluation of participation in curriculum building in teaching situations

ADELPHI COLLEGE

Thursday 7 - 9 P.M.

Instructors: Muriel Crosby and Others

Ed. 221 and 223
Second SemesterThe Curriculum - 221 Early Childhood
223 Elementary Education

Areas of study to be developed during the second semester of these courses are related to, but not dependent upon, experiences included in the first semester of study.

Areas of Study

Defining the resources for teaching and learning for each of the levels in childhood education.

- A. Environmental (People, agencies, institutions, the physical world)
- B. Academic (content areas, e.g. Social Sciences, Reading and the Language Arts, Arithmetic, Science, Health, Arts)

Using resources in curriculum building.

Procedures

Because these two courses are developed concurrently with students of both levels studying together as a single group, development will provide opportunities for (1) group study of the entire scope of childhood education and (2) independent study in the specific level of individual interest.

Group Development

Approximately one-third of the total number of class sessions will be devoted to each of the following levels of education:

Nursery-Kindergarten
Primary
Intermediate

In each of the levels of education studied, major emphasis will be placed upon those areas of the curriculum which are of greatest significance to the specific levels.

I. Nursery-Kindergarten - Miss Jessie Stanton

- A. Building and Equipment
- B. Trips
- C. Block Building
- D. Discussions
- E. Books and Stories

II. Primary

All major areas of study cited under the Nursery-Kindergarten Level (I, above) are fundamental in the Primary Level. In addition to those areas, students will select problems for group development from the following additional major areas:

- A. The Social Sciences
- B. Reading and the Language Arts
- C. Numbers
- D. Science and Health
- E. Arts and Crafts
- F. Play

III. Intermediate Level

Again, recognizing those strands of development which have their origins in early childhood, the study on the intermediate level will utilize the foundations of experience the students have had through our study of early childhood education. In addition, we will explore major emphases on the intermediate level. Selection of problems for group development will be made from the following areas:

- A. The Social Sciences (with special emphasis upon content and tools)
- B. The Language Arts (including Reading)
- C. Arithmetic
- D. Science and Health
- E. Arts and Crafts
- F. Play

Individual Projects

Each student will select one problem of special interest for development as a term project. Individual guidance in the selection and development of problems will be provided. Selection of problems must be made by March 2. Individual reports to the group will be made in May.

CHILD EDUCATION FOUNDATION

PRIMARY CURRICULUM, PART II

2 hours

Instructor: Muriel Crosby

Part II of the Primary Curriculum course is designed to parallel the senior teaching experience in the primary level. It should help students understand what is happening in the teaching-learning situation and why it is happening, and develop ways of dealing with it and ways of evaluating what has been done.

The chief objective in the Primary Curriculum course, Part II is to help students use what they know about children and how they learn - and through use to develop greater understanding and more effective teaching skills.

The major areas of study in this course are two:

I. What it means to be ready for learning in the primary school

A consideration of environmental factors and growth and developmental factors (physical and psychological) which affect the primary child.

II. Developing a curriculum with children

A consideration of curriculum problems encountered by students in their own teaching situations. Opportunities to develop curricula will be provided and provision made for individual and group conferences for help in working out ways of attacking problems of concern to students.

ANN RENO INSTITUTE

THE PRIMARY SCHOOL

INSTRUCTORS: Muriel Crosby and others

MONDAY and THURSDAY - 1:30 to 3:20 P. M.

I. What it means to be ready for learning in the primary school - a consideration of environmental factors and growth and developmental factors which affect the primary child.

II. The curriculum needs of the "sixes, sevens, and eights"

- A. A study of many newer curriculum guides, courses of study, and other materials and their evaluation in terms of children's developmental and growth needs and of society's needs.
- B. A study of how we help children develop understandings and skills and use tool subjects.

Monday Schedule:

- 1. Reading and the Language Arts -
Muriel Crosby, Margaret Berger
- 2. Arithmetic

Thursday Schedule:

- 1. Science and Health - Edna Barrett,
Thursday, 1:30 - 3:20
Section A - First seven weeks; Section B -
Second seven weeks
- 2. Arts and Crafts - Grace Flannagan,
Thursday, 1:30 - 2:20
Section B - First weeks; Section A -
Second weeks
- 3. Coordinating group conference - Muriel Crosby,
Thursday, 2:30 - 3:20
Section B - First seven weeks; Section A -
Second seven weeks

Reading and the Language Arts

Monday, 1:30 - 3:20

I. Developing Readiness for Reading - Muriel Crosby

- A. The relationship of child growth and developmental factors to the reading process.
- B. Reading and the Language Arts -
- C. Experiences, materials, and techniques for developing readiness.

II. Developmental reading - Margaret Berger

- A. Introducing the child to the reading process
- B. Creating and maintaining interest
- C. Developing techniques for word recognition
- D. Building meanings
- E. Developing study skills

III. Reading for Pleasure - Muriel Crosby

- A. Widening reading interests and appreciations
- B. Individual and group recreatory reading

CHILD EDUCATION FOUNDATION

Second Semester - 1949-50

Seminar in Education

"This course aims to give the student an opportunity, under guidance, to formulate her own philosophy of education and to integrate her experiences of the four years. Each student carries on some special project, correlating it with her work in English Workshop. Advanced observation and field work are adapted to individual needs and interests. Prerequisite: Education 455. Tuesday 9:00 - 3:00 Trips and observations will be scheduled. Classroom session 1:30 - 3:00. Instructor: Muriel Crosby. Credit: 3 hours.

It is posited that a student of education will not be ready to formulate a philosophy of education which is truly hers until she has had some years of professional experience. What she should take with her into her initial professional experience is a clear understanding of the fundamentals and principles of education which her specific kind of teacher education has attempted to help her understand.

A senior seminar in education should help the student clarify and synthesize her learning experiences as an undergraduate in a new organization of learning which should better enable her to take her place in the profession of teaching.

It is proposed that the Senior Seminar be concerned with four main areas - all of which are closely related and interdependent:

I. PhilosophyThe function of education in American democracy

Education as a force for leadership in helping men change their ways of living.

References:

1. Benjamin, Harold - Under Their Own Command
2. American Academy of Political and Social Sciences. Critical Issues and Trends in American Education. The Annals, September, 1949
3. Benet, Stephen Vincent - America Farrar and Rinehart, New York 1944
4. American Academy of Political and Social Sciences The Annals World Government July, 1949

5. Houdlette, Harriet A. - Growing Into Democracy
U. S. Office of Education, Federal Security
Agency, Washington 25, D. C. 1948
6. Cushman, Robert E. - New Threats to American
Freedom. Public Affairs Pamphlet No. 143
The Committee, New York 16, New York.
22 - 38th Street. Pp. 32.

II. Research or Fact

Educational Trends and Practices in Early Childhood Education

Developments in curriculum building, organization and grouping, school plant and equipment.

An introduction to research in education and how teachers enable themselves to understand and apply research findings to refine their teaching. This will be, naturally, a very elementary development dealing with the experimental point of view and a familiarity with a few simple studies and journals.

References:

1. Harris, Esther Kite - The Responsiveness of Kindergarten Children to the Behavior of Their Fellows
Society for Research in Child Development. National
Research Council, Washington 25, D. C. 1948 Pp. 184
2. American Educational Research Association
Review of Educational Research: Teacher Personnel
June, 1949 American Educational Research Association
N. E. A. Washington 6, D. C. Pp. 276
3. Group studies by Primary Teachers, D. C.
4. Altschuler, Rose H. and Hattwick, La Berta Weiss
Painting and Personality
The University of Chicago Press, Chicago 1947 (two volumes)
5. Hymes, James L., Jr. - A Pound of Prevention
How Teachers Can Meet the Emotional Needs of Young
Children. Teachers Service Committee on the Emotional
Needs of Children, New York 1947
6. Division of Instructional Research and Division of
Tests and Measurements. Exploring a First Grade
Curriculum. Board of Education of the City of New
York, Bureau of Reference, Research and Statistics -
Publication No. 30 1947 Pp. 104
7. Ewing, Oscar R. - The Nation's Health
A report to the President. Federal Security Administration,
Washington, D. C. Pp. 186
8. American Council for Education. Helping Teachers
Understand Children The Council - Washington, D. C. 1947

III. Function or Practice

The teacher's function in modern society

A. Professional responsibilities and ways of meeting them.

Personal responsibility for professional growth through

1. organized study
2. familiarity with current professional literature

Individual responsibility for sound working relations with the faculty of one's school, with the personnel of the school and/or school system (administration, supervision, etc.)

Individual responsibility for fostering the growth of the profession

1. through one's own quality of character and one's teaching
2. through participation in professional organizations
3. through associating oneself with the profession

B. The responsibilities of citizenships and ways of meeting them

Participating in family living

Community responsibilities of citizens

Responsibilities of world citizens

References:

1. Hickey, Margaret - "School Boards-Revolt in East St. Louis, Illinois" Ladies Home Journal October 1949 Pp. 23
2. Association for Childhood Education - What is Happening to the Children Association, 1200 15th Street, N. W. Washington, D. C. Pp. 28
3. Department of Elementary School Principals - Spiritual Values in the Elementary School 26th Yearbook N.E.A. 1947 Pp. 351
4. Beber, Barbara and Agnes Snyder - How Do We Know a Good Teacher? A 69 Bank Street Publication, 1948
5. American Council on Education - Helping Teachers Understand Children. The Council, Washington, D. C. 1945

Orientation Bulletins

A Good Start for Your Child in School. Compiled by the River Forest Kindergarten Teachers, River Forest Public Schools, River Forest, Illinois. Pp. 19

Ready for Kindergarten. Provided by the Board of Education, Oklahoma City Public Schools, Oklahoma City, Oklahoma

The Kindergarten. Public Schools of East Chicago, East Chicago, Indiana.

And Now to School. Sioux Falls Public Schools, Sioux Falls, South Dakota.

Your Child, Your Schools, and You. A Publication of the Board of Education, Grand Rapids, Michigan, Pp. 23

David Goes to Kindergarten. Prepared under the direction of the Department of Instruction in cooperation with the Department of Elementary Education, Denver Public Schools, Denver, Colorado.

So You are Starting a Kindergarten. Division of Elementary Education, Bureau of Child Development and Parent Education. The University of the State of New York, The State Education Department, Albany, New York Pp. 12

Johnny is Learning to Read. Prepared by the Ethical Culture Schools, 33 Central Park West, New York 23, New York Pp. 8

School Reports

Denver Serves Its Children. A Handbook of School and Community Resources for the Use of Parents and Teachers. Denver Public Schools, Denver, Colorado. Pp. 48

Beginnings in Education for Democratic Living in Pasadena, California. By Lillian G. Gordon. Pasadena City Schools, Pasadena, California 1947 Pp. 38

The Public Schools Serve the Community. Sixty-first Annual Report of the Superintendent of Schools of the Pasadena City School Districts, 1947-48. Pasadena Board of Education, Administration Building, 351 South Hudson Avenue, Pasadena 5, California. Pp. 262

Our Grand Rapids Schools. Board of Education, Grand Rapids, Michigan 1948

The Recreation Program of the Madison Board of Education. Biennial Report 1945-47 Board of Education, Madison, Wisconsin.

In Youth...There is Always a Future. Annual Report of the Superintendent of Schools. Fort Wayne Public Schools, Fort Wayne, Indiana, 1948 Pp. 64

IV. Appreciation or Feeling

The special contribution of early childhood education to the development of individuals capable of living with satisfaction to themselves and others in their world.

References:

1. Whitman, Walt - I Hear the People Singing
2. Wagenknecht, Edward - When I Was a Child Dutton, N.Y. 1947
3. Burnett, Whit - Time to be Young Lippencott Co. 1945
4. Bolster, Evelyn - Morning Shows the Day Vanguard Press, N.Y. 1940
5. Coyle, Katharine - The Magic Realm 1945
6. Canfield, Dorothy - Understood Betsy Holt Company, New York 1917
7. Chute, M. - Rhymes About the Country Macmillan
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9. De La Roche, Mazo - Beside A Norman Tower Little Brown and Co. Boston 1934
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Relation of Developmental Tasks of Students
to Persistent Problems of Living

Developmental Tasks of Students	Persistent Problems of Living
I. Achievement of self-hood in their own right; breaking of childish ties of dependence upon adults; assuming adult responsibility.	I. Adjusting to and cooperating with others in the community, state, and nation, and with other peoples.
II. Finding satisfying work.	II. Adjusting to, controlling, and developing the natural environment looking toward its continuously better utilization for individual and social needs.
III. Achieving satisfying adjustment to opposite sex.	III. Achieving, maintaining, and improving physical, mental, and emotional health.
IV. Finding values that give meaning to life.	IV. Achieving economic security, satisfying wants beyond the essentials of existence in food, clothing and shelter.
V. Others	V. Finding a satisfying vocation.
The curriculum is designed: 1) To guide the student in the achievement of the developmental tasks focal at his specific maturity level; 2) To aid him gradually to identify his individual tasks with the persistent problems of living; 3) To help him find a value base for intelligent and satisfying living.	VI. Creating, interpreting, and appreciating art and beauty.
	VII. Using leisure in satisfying recreational activities.
	VIII. Acquiring, transmitting, and enriching the social heritage, the means by which each generation builds upon the achievements of its predecessor.
	IX. Developing principles and enduring values and readiness and ability to act in accordance with them.
	X. Others

Divisional Seminars as Related to
the Developmental Tasks of Adolescence
and the Persistent Problems of Living

Developmental Task:				
Divisional Seminar:				
Persistent Problems of Living	Content	Major Ideas	Experiences	Materials

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Place of birth: Washington, D. C.

Secondary Education: Central High School, Washington, D. C.

Collegiate Institutions attended	Degree	Date of Degree
Wilson Teachers College	B.S.	1936
University of Maryland	M.A.	1940
University of Maryland	D.Ed.	1951

Publications:

Articles

"Language as a Means of Expression", The Educational Forum. Vol. III, No. 4, May, 1939: pp. 470-7

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In and Out of School: A Companion Book, Child Activity Readers. First Reader, pp. 117

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The Social Processes of Child Development. A Monograph on Language Arts, No. 44, Research Department, Row, Peterson and Company, 1945, pp. 7

Positions Held:

A. Full-Time

Teacher, Elementary Level (Demonstration) Grades 1-5,
Washington, D. C. Public Schools

Supervisor, Primary Level, Washington, D. C. Public
Schools

Associate Director, Research Department, Silver Burdett
Publishing Co., New York, New York

Associate Professor of Education, Adelphi College,
Garden City, New York

B. Part-Time

Demonstration Teacher Elementary Level, University of
Virginia. Summer Sessions

Visiting Instructor, University of Virginia. Summer
Session

Instructor, Extension Division, University of Virginia.
Evening Classes

Director, Summer Workshop, University of Virginia
Extension at Tazewell, Virginia

Visiting Instructor, University of Oklahoma, Norman,
Oklahoma. Summer Session

Teacher, Evening Division, 69 Bank Street School for
Teachers, New York, New York

Supervisor, Laboratory School, Nursery, Kindergarten,
Primary, Ann Reno Institute, New York, New York

Supervisor of Student Teachers, Ann Reno Institute
and Child Education Foundation, New York, New York

Curriculum Consultant, Scott Publishing Co., New York,
New York