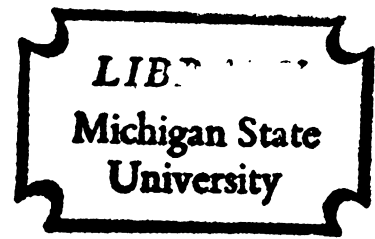


PERCEPTIONS OF GRADUATES
REGARDING SELECTED ASPECTS OF
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PROGRAM WITH IMPLICATIONS FOR
TEACHER EDUCATION

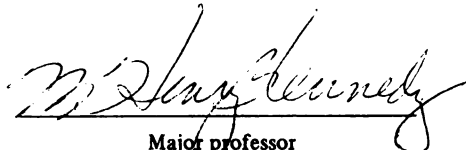
Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
JOHN MELVIN NEWBY
1972

THESIS



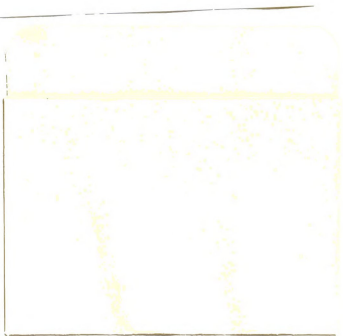
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JOHN MELVIN NEWBY

has been accepted towards fulfillment
of the requirements for
PhD degree in Teacher Education


Major professor

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ABSTRACT

PERCEPTIONS OF GRADUATES REGARDING SELECTED ASPECTS OF THE SPRING ARBOR COLLEGE PROGRAM WITH IMPLICATIONS FOR TEACHER EDUCATION

by

John Melvin Newby

The Problem

This study was designed to determine the opinions of graduates regarding their academic preparation at Spring Arbor College (1) in the Christian Perspective in the Liberal Arts program (general education), (2) in the majors and minors and (3) in the professional education courses; to obtain criticisms, suggestions, and recommendations for the improvement of these segments; to evaluate these data and use the results to suggest implications for program improvement; and to gather additional data for later analysis.

The Method

A research instrument was developed to collect data from a random sample of the graduates of Spring Arbor College (SAC) for the years 1965 through 1970 inclusively.

Usable instruments were returned from 112 graduates. This number represented approximately 80 per cent of the

sample.

Frequency distributions were constructed for each item in the instrument. Comparisons were made between teacher education and non-teacher education graduates and between elementary and secondary education graduates. The one-way analysis of variance statistical technique was used for the comparisons. The .05 level of confidence was chosen as the criterion for determining statistical significance.

Findings of the Study

Graduates gave all aspects of their academic experiences at SAC an average rating of 2.70 on a 4 (high) to 0 (low) scale. The experiences in teacher education were given the lowest ratings (average 2.45).

Approximately 73 per cent responded positively to the three aspects of the SAC concept: involvement, commitment, and participation.

Decisions about a major field of study were made by 73 per cent after entering college. These decisions were based on well-established interests and were largely influenced by faculty members.

Graduates appraised their achieved level of proficiency while student teaching to be slightly above average ($\bar{X} = 2.33$). Most of the student teaching activities included in the study had been experienced by graduates and all were recommended for future student teaching programs.

Significant differences between teacher education and non-teacher education graduates were found in the rating of

certain aspects of the courses taken in the majors and minors. Differences between elementary and secondary education graduates were found in their rating of the introductory course and in certain activities during student teaching which were more frequently experienced by one or the other of the groups.

Suggestions offered by respondents dealt with such concerns as faculty preparation, range of course offerings, presentation of Christian world view in all subject areas, greater relevance in methods courses, more observation at earlier periods in the college experience, better screening of candidates, more time student teaching with more than one supervising teacher and/or at different levels, better coordination between college and schools, more care in selection of supervising teachers and better supervision by college coordinators.

Conclusions

1. Graduates were relatively satisfied with their academic preparation.
2. Faculty members were reported to be very influential in the choice of a major and in providing the Christian perspective, and were most frequently associated with memories of the college experience.
3. Significant differences were identified between teacher education and non-teacher graduates and between elementary and secondary education graduates.

4. Graduates demonstrated a high level of interest in SAC as evidenced by the percentage of return of the questionnaire and the response to the write-in questions.

Recommendations

1. Faculty members should be selected to teach the CPLA courses for their ability (1) to present the Christian perspective by precept as well as by example, (2) to assist the student in the integration of knowledge and (3) to present, without bias, alternatives of action. The range of courses should be broadened in both majors and minors. More vocational guidance should be provided. Teacher education courses should be more practical.
2. The total faculty should accept responsibility for the training of teachers.
3. Additional research of a longitudinal type is needed to appraise the impact of the college experience. Further follow-up of teacher education graduates was recommended.

PERCEPTIONS OF GRADUATES REGARDING SELECTED
ASPECTS OF THE SPRING ARBOR COLLEGE
PROGRAM WITH IMPLICATIONS FOR
TEACHER EDUCATION

By

John Melvin Newby

A THESIS

Submitted to

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DOCTOR OF PHILOSOPHY

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1972

676075

DEDICATION

This thesis is dedicated to my wife, Rebecca, for her abiding love, patience and support and to our children, Sharon, Karen, Becky and John, Jr. for their patience and understanding. Without their support this study would not have been possible.



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The writer wishes to express his sincere appreciation to those who have contributed to the development of this study:

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TABLE OF CONTENTS

	Page
LIST OF TABLES	vii
Chapter	
I. NATURE OF THE STUDY	1
The Problem	1
Introduction	1
Need for the Study	3
Spring Arbor College	5
The Spring Arbor Concept	6
Purpose of the Study	7
Questions for Study.	7
Limitations of the Study	8
Assumptions Underlying the Study	9
Definition of Terms.	10
Organization of the Study.	13
Possible Applications	15
II. REVIEW OF SELECTED LITERATURE	16
Introduction	16
Survey Method of Research.	16
Questionnaire Development.	18
Questionnaire Returns	20
Role of the Liberal Arts College	22
The Church-related Liberal Arts College.	25
College Impact on Students	26
The Liberal Arts College and Teacher Education	30
General Education in the Liberal Arts College.	33
General Education for Prospective Teachers	41
Academic Specialization	43
Selection of a Major	43
Academic Specialization for Teachers	48
The Professional Training of Teachers.	50
Current Status	50

Chapter	Page
Methods Courses in Teacher Education	58
The Improvement of Teacher Education	60
Student Teaching.	64
Review of Related Studies.	68
Summary.	74
 III. PROCEDURES AND POPULATION USED IN THE STUDY.	 77
Introduction	77
Design of the Study.	77
Population Studied	77
Development of the Questionnaire	78
Pilot Administration	80
Questionnaire Format	81
Questions for Study.	83
Data Collection Procedures	84
Administration of the Questionnaire	84
Treatment of the Data	85
Non-Comparison Questions	86
Comparison Questions	86
Comparison of Teacher Education and Non-Teacher Education Graduates.	86
Comparison of Elementary and Secondary Graduates	87
Summary.	88
 IV. PRESENTATION AND ANALYSIS OF DATA	 89
Introduction	89
Purpose of the Study	89
Biographical Data on Respondents	90
Questions for Study.	92
Variable One	94
Question One	94
Variable Two	104
Question Two	104
Variable Three	107
Question Three	108
Variable Four.	111
Question Four.	111
Variable Five.	113
Question Five.	113
Variable Six	115
Question Six	115
Variable Seven	118
Question Seven	118
Variable Eight	121
Question Eight	121



Chapter	Page
Variable Nine.	129
Question Nine.	129
Variable Ten	136
Question Ten	139
Summary.	143
Summary of Findings.	144
 V. SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR FURTHER RESEARCH	 151
Purpose of the Study	151
The Sample.	152
Questions for Study.	152
Design and Procedures	153
Results of the Analysis	155
Conclusions	161
Recommendations	165
Implications for Further Research	168
 SELECTED BIBLIOGRAPHY.	 170
 APPENDICES	 179
 Appendix	
A. Biographical Information by Frequency and Percentage	 179
B. Questionnaire	186
C. Cover Letter	189
D. Follow-Up Letter	190

LIST OF TABLES

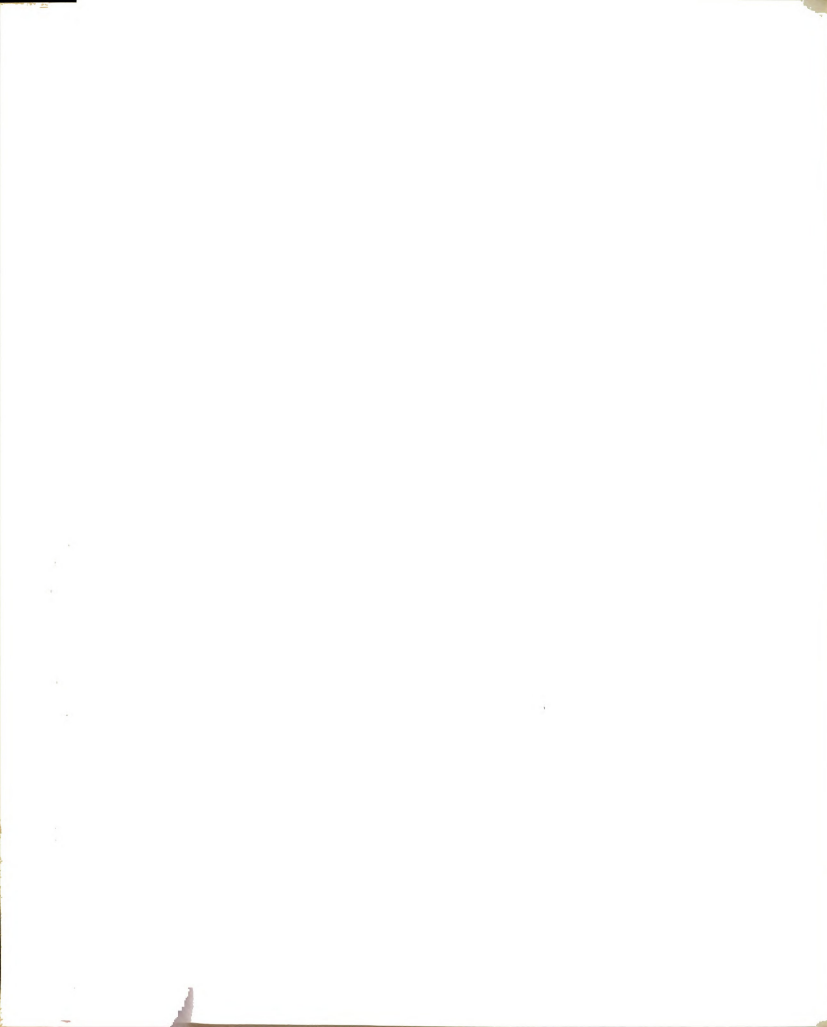
Table		Page
3.1	Distribution of sample compared to total population by sex, program, and year of graduation	79
3.2	Response distribution by sex, program, and year of graduation.	85
4.1	Contribution made by CPLA courses to the total degree program as perceived by graduates. . .	95
4.2	Contribution made by CPLA courses to a foundation for study in the liberal arts as perceived by graduates	96
4.3	General attitude expressed by graduates toward the CPLA courses.	97
4.4	Ratings given by respondents to selected aspects of the CPLA courses taken at SAC . . .	98
4.5	Ratings given by graduates to selected aspects of the courses taken at SAC in the major field of study	100
4.6	Ratings given by graduates to selected aspects of the courses taken at SAC in the first minor area of study.	101
4.7	Ratings given by graduates to selected aspects of the courses taken at SAC in the second minor area of study.	102
4.8	Ratings given by graduates to courses taken at SAC in teacher education	103
4.9	Aspects of the student teaching experience as rated by graduates	105
4.10	Self-assessed level of involvement of graduates in the study of the liberal arts while at SAC .	106
4.11	Description of the level of commitment to Jesus Christ as a perspective for learning as perceived by graduates.	106



Table	Page
4.12 Self-appraised level of participation in the affairs of the contemporary world as a result of the SAC experience	107
4.13 Education level at which graduates made a decision about a college major.	108
4.14 College personnel reported by respondents to have exerted greatest influence on the choice of a major,	109
4.15 Factors reported to have motivated graduates in the selection of a college major	110
4.16 Factors influencing the choice of the first and second minors as reported by graduates	111
4.17 Self-rated level of proficiency reported to have been achieved on selected aspects of student teaching during the student teaching experience	112
4.18 Activities experienced during student teaching and recommended by respondents	114
4.19 Ratings given by graduates on how well SAC succeeded in providing selected objectives of the total college experience.	116
4.20 Areas of living in which graduates felt more help from SAC is needed	119
4.21 The most outstanding memory about the SAC experience as indicated by graduates.	119
4.22 Contribution made by selected experiences toward the development of a Christian perspective for learning	120
4.23 Comparative rating scores given by respondents to the contribution made by CPLA courses toward the total degree program	122
4.24 Comparative rating scores given by respondents to the contribution made by CPLA courses toward a foundation for study in the liberal arts	123
4.25 Comparative rating scores given by respondents to selected aspects of the courses in the CPLA program.	124



Table	Page
4.26 Comparative rating scores given by respondents to selected aspects of the courses taken at SAC in the major.	126
4.27 Comparative rating scores given by respondents to selected aspects of the courses taken at SAC in the first minor.	127
4.28 Comparative rating scores given by respondents to selected aspects of the courses taken at SAC in the second minor	128
4.29 Comparative rating scores given by respondents to the three aspects of the Spring Arbor College Concept	130
4.30 Comparative rating scores given by respondents to courses taken at SAC in teacher education .	131
4.31 Comparative rating scores given by respondents to selected aspects of the student teaching experience.	132
4.32 Comparison of the number and percentage of teacher education graduates who reported having experienced the activities listed during student teaching.	134
4.33 Comparison of the number and percentage of teacher education graduates who indicated they would strongly recommend each of the activities listed for future student teaching programs. .	137



CHAPTER I

NATURE OF THE STUDY

The Problem

Introduction

Institutions of higher education, in the decade of the Seventies, are faced with a determined demand for relevance. As Goddu and Ducharme observe, "the word constantly used . . . is relevant. Education should be relevant; courses should be relevant; institutions and persons should be relevant."¹ The small liberal arts college is also pressured by this demand for relevance and must be responsive to the challenge for change where it is found to be needed. King² suggests that the small liberal arts college must either change or go out of business.

The purpose of this exploratory study is to look at selected aspects of the Spring Arbor College program, as perceived by graduates and to make recommendations for improvement based on an analysis of the responses given to a

¹Roland J. B. Goddu and Edward R. Ducharme, "A Responsive Teacher-Education Program," Teachers College Record, LXXII (February, 1971), p. 431.

²Edgar A. King, "Can Professional Education Survive in the Traditional Liberal Arts Colleges?" Journal of Teacher Education, XX (Spring, 1969), p. 16.



questionnaire.

Conant;³ Eastman;⁴ Koerner;⁵ Nelson;⁶ O'Connor;⁷ Weisman, et al.;⁸ and Wrenn⁹ variously support the claim that graduates are best qualified to assist colleges and universities in determining the relevance of programs offered.

This faith in the contribution to be made by graduates has been succinctly stated by Weisman, et al.: "the graduates, the 'end product' of the educational process, are uniquely suited to determine the more stable and long range effects of an instructional program."¹⁰

³James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, Inc., 1963), p. vii.

⁴George Eastman, "Resistance to Change Within Liberal Arts Colleges: Diagnosis and Prognosis," The Journal of General Education, XIX (October, 1967), p. 232.

⁵James D. Koerner, The Miseducation of American Teachers, (Boston: Houghton-Mifflin, 1963), p. 97.

⁶Jack L. Nelson, "Follow-Up Study of Graduates," Improving College and University Teaching, XII (Spring, 1964) III.

⁷Thomas J. O'Connor, Follow-Up Studies in Junior Colleges: A Tool for Institutional Improvement (Washington, D.C.: American Association of Junior Colleges, 1965), p. 10.

⁸Seymour Weisman, Alvin Snakowsky and Estelle Alpert, "Alumni Feedback and Curriculum Revision," Improving College and University Teaching, XVIII (Spring, 1970), pp. 120-121.

⁹C. Gilbert Wrenn, "A Critique of Methods Used in Follow-Up Studies of Students," Harvard Educational Review, X (May, 1959), p. 357.

¹⁰Weisman, et al., "Alumni Feedback," pp. 120-121.



Need for the Study

Graduates are frequently overlooked by institutions of higher education when curriculum change is considered. Nelson¹¹ believes that while any estimates of adequacy and effectiveness of an institution of higher education depend of necessity upon a complexity of factors, the one factor often overlooked is the final product, the graduate. "This factor," he continues, "is perhaps the most significant determinant of adequacy of programs and measure of effectiveness."¹²

Wren further emphasizes the importance of the role of the graduate in the evaluation of college and university programs when he writes:

If educational institutions were as responsive to "consumer reaction" as are manufacturers and politicians, there would have been a much greater advance in the past few decades in the methodology of follow-up studies. Until recently, however, a school or college considered it was doing something not required of it, and that it was showing great magnanimity, when it conducted studies of former students and alumni.¹³

The need for a study like this is further supported by authors such as Nelson who states that "at some time in the course of their development, all institutions are measured for effectiveness in terms of their graduates. . . . It follows that an institution concerned with providing excellence in higher education must necessarily be concerned with its

¹¹Nelson, "Follow-Up Study of Graduates," p. 111.

¹²Ibid.

¹³Wrenn, "A Critique of Follow-Up Studies," p. 357.



graduates."¹⁴ Eastman sees self-evaluation through the critical view of graduates as a means of saving the small, independent liberal arts college from threatening disaster. He suggests that

Until small, independent liberal arts colleges, especially, are willing to turn back upon themselves, the very dispassionate objectivity and critical judgment they seek to encourage in their students, and look candidly and deeply at their very roots, they will either continue to wither, honestly but sadly, or sprout into grotesque and ungovernable weeds.¹⁵

As Wrenn¹⁶ has observed, even though the need for studying graduates to discover how well institutions are doing what they purport to be doing seems obvious, there are too few studies being done which have as their purpose the sampling of the opinion of graduates.

Much value can be gained from properly executed follow-up studies of graduates. O'Connor¹⁷ suggests that follow-up studies provide the college with facts upon which to base admissions policies, to develop and organize course content, to establish performance standards, and suggest a means of planning new curricula and other extensions of the educational effort.

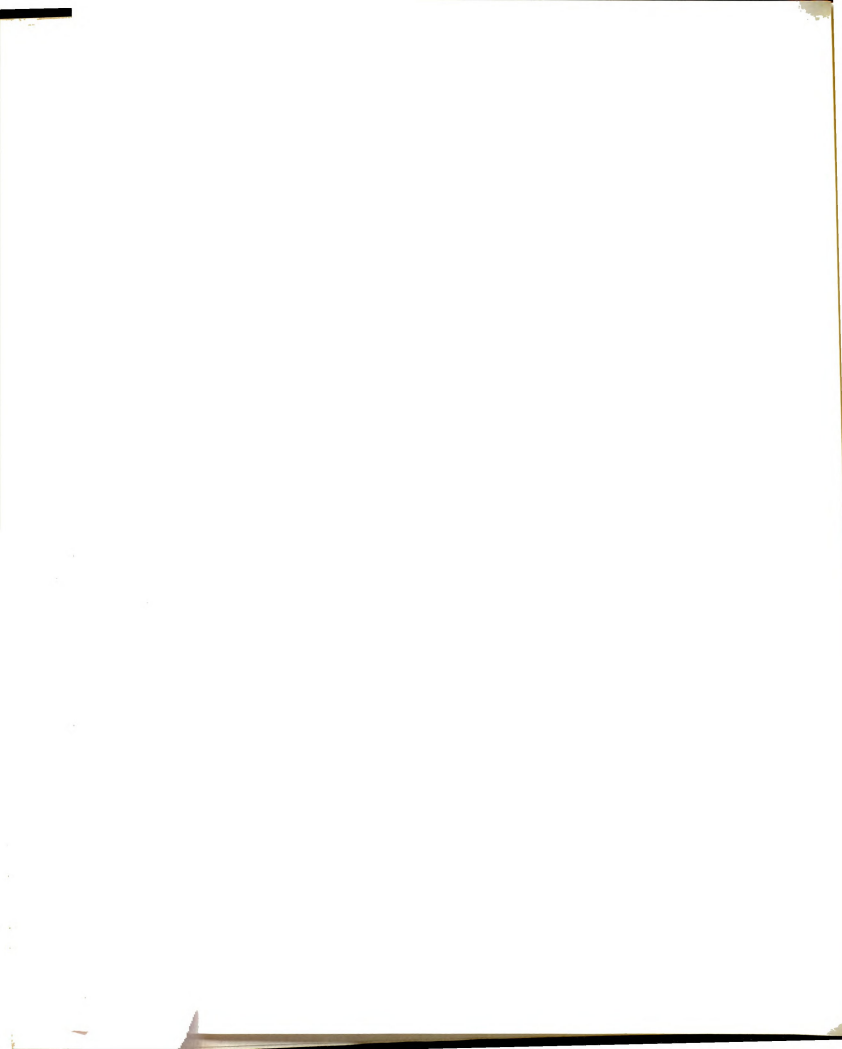
This study is needed because the present academic program at Spring Arbor College has been in operation for approximately ten years with very little formal feed-back from

¹⁴Nelson, "Follow-Up Study of Graduates," p. 111.

¹⁵Eastman, "Resistance to Change," p. 232.

¹⁶Wrenn, "A Critique of Follow-Up Studies," p. 357.

¹⁷O'Connor, "Follow-Up Studies," p. 10.



the graduates. The forces of change are at work and the data this study will provide was considered an important input into the self-evaluation process as proposals for change are considered and adopted.

Spring Arbor College

Spring Arbor College was originally opened by the Free Methodist Church in 1873 as an academy with both elementary and secondary grades. In 1928, the elementary program was discontinued and a junior college was officially opened. A senior college was proposed in 1961 which resulted in the phasing out of the high school program. In 1963, the college was granted regional accreditation by the North Central Association of Colleges and Secondary Schools as a four-year liberal arts college. A historical plaque, to be found on campus, states:

Throughout its history Spring Arbor faculty and students have been dedicated to "the serious study of the liberal arts, commitment to Jesus Christ as a perspective for learning, and participation in the campus community and the contemporary world."

Spring Arbor College is located approximately six miles west of Jackson, Michigan. The college is coeducational with a 1971-72 enrollment of approximately 740 students, of whom 227 were freshmen. The faculty-student ratio is approximately one to seventeen.

The college holds membership in the Association of American Colleges, The American Council on Education, The Michigan College Association, The Council for the Advancement



of Small Colleges, The National Association of Summer Sessions, The American Association of Collegiate Registrars and Admissions Officers, and is a charter member of the Association of Free Methodist Colleges.

Spring Arbor College is accredited as a four-year liberal arts college by the North Central Association of Colleges and Secondary Schools. The teacher education program has been approved for the certification of elementary and secondary school teachers by the Michigan State Department of Public Instruction. Since 1965, approximately 75 per cent of the graduates have met requirements for teacher certification.

The Spring Arbor Concept

The Spring Arbor Concept speaks of a unique idea and ideal for the Christian Liberal Arts College. The concept, as stated in the 1970-71 College Catalog, calls for:

A community of learners who are distinguished by their serious involvement in the study of the liberal arts, their total commitment to Jesus Christ as a perspective for learning and their critical participation in the affairs of the contemporary world. It demands a design that shapes a curriculum, builds a campus and develops a climate for learning.¹⁸

¹⁸Spring Arbor College Catalog (1971-72), p. 6.



Purpose of the Study

The purpose of this study was:

1. To determine the opinions of graduates regarding three segments of their academic preparation at Spring Arbor College: (a) the Christian Perspective in the Liberal Arts program (general education), (b) the majors and/or minors, and (c) the professional education courses.
2. To obtain criticism, suggestions, and recommendations for the improvement of these segments.
3. To evaluate these data and use the results to suggest implications for program improvement.
4. To gather additional data for later analysis.

Questions for Study

The questions this study attempted to answer were:

1. What rating do graduates give the courses taken at SAC¹⁹ in the CPLA²⁰ program; in the majors and minors; and in the professional education program?
2. How do graduates perceive their involvement in the study of the liberal arts; their commitment to Jesus Christ as a perspective for learning; and their participation in the affairs of the contemporary world while enrolled at SAC?
3. When did graduates select a major; what college personnel were most influential in the selection of a major;

¹⁹ Hereafter, Spring Arbor College will be referred to as SAC.

²⁰ Hereafter, the Christian Perspective in the Liberal Arts will be referred to as the CPLA.

and what motivated their selection of majors and minors?

4. What level of proficiency do graduates perceive they achieved while student teaching?

5. Which of the experiences listed have graduates had while student teaching and which would they most highly recommend for future student teachers?

6. What are the strengths and weaknesses of the SAC experience as perceived by graduates?

7. What contributed most to the development of a Christian perspective for learning?

8. Do the graduates from teacher education differ from the non-teacher education graduates in their rating of the CPLA program, the majors and minors, and their responses to the SAC concept?

9. Do the elementary and secondary education graduates differ in their rating of the professional education courses and student teaching?

10. What suggestions, criticisms, or recommendations do graduates make for the improvement of the CPLA program, the majors and minors, and/or professional education courses including student teaching?

Limitations of the Study

This study was limited to include only the graduates from the SAC four-year liberal arts program between 1965 and 1970 (N = 633). Graduates of the high school and junior college programs were excluded. No attempt was made to generalize beyond the total population included in the study.



The survey questionnaire was constructed according to prescribed principles for such instruments which were found to have support in the literature reviewed,²¹ and thus makes claim to face validity. The committee and the researcher agreed that this kind of validity met the requirement for this study.

Graduates who reside in foreign countries other than Canada were not included in the sample randomly selected for study due to time involved in obtaining responses.

Assumptions Underlying the Study

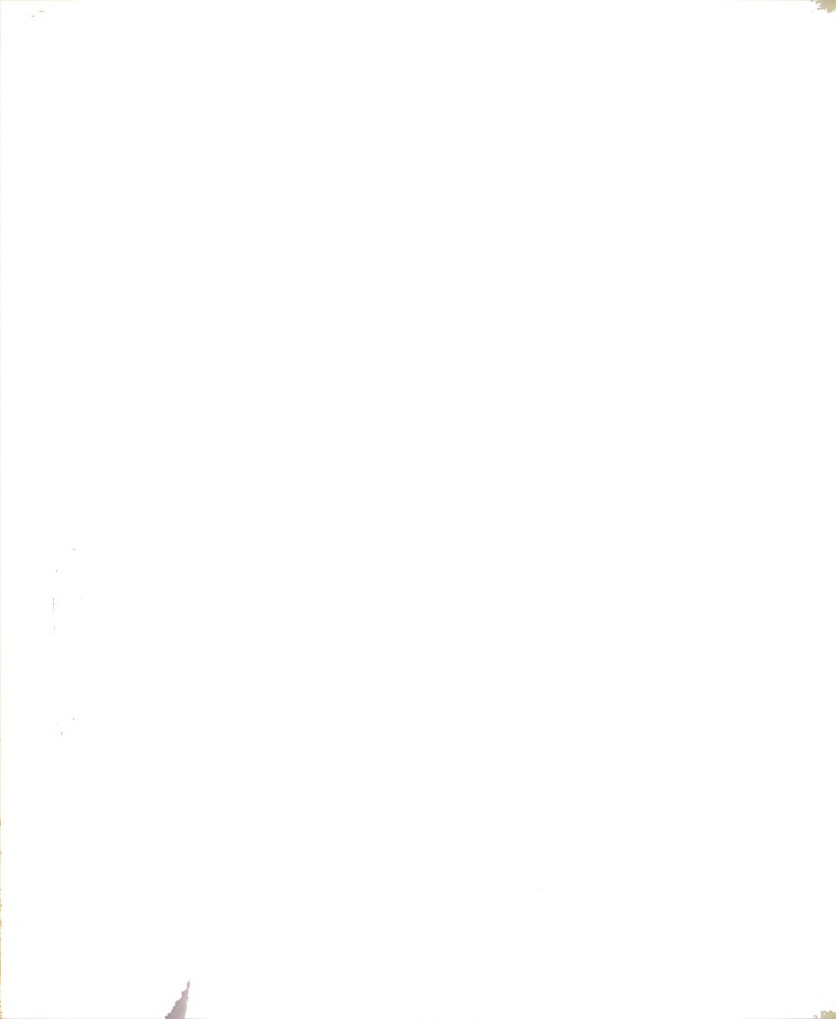
The following assumptions are essential to this study:

1. That graduates have insights and/or perceptions which they will share concerning the weaknesses and strengths of the college programs they have experienced.

2. That graduates' perceptions, while they may be "colored" by subsequent experiences, a general "reworking" of memories (particularly those involving values), and current personal situations at the time of the test-taking, will be honestly shared.

3. That survey questionnaires, when carefully designed, have certain face value, thus making possible the use of data so gathered for purposes of evaluating the college experience.

²¹Infra., pp. 16-20.



Definition of Terms

Christian Perspective in the Liberal Arts.--The CPLA curriculum is a program of general education that is a common experience for all students. The stated purpose of this curriculum is:

to bring together the knowledge of the liberal arts with the great moral issues confronting mankind as the basis for the Christian commitment . . . [it] is organized to facilitate the total learning process which begins with an understanding of ideas in the major fields of human learning, the ability to analyze issues that arise out of these ideas and the responsibility to integrate these ideas and issues with a Christian perspective.²²

Elementary education program.--The elementary education program is comprised of the following requirements:

(1) completion of the CPLA courses (approximately fifty semester hours plus four hours physical education); (2) completion of an academic concentration in an academic major (thirty to thirty-six semester hours) or two academic minors (twenty to twenty-four semester hours each); and (3) completion of the professional education sequence of forty semester hours, including a minimum of eight semester hours of student teaching.

Secondary education program.--The secondary education program calls for the completion of: (1) the CPLA courses (same as required under elementary education program); (2) a teaching major comprised of from thirty to thirty-six semester hours; (3) a teaching minor comprised of from twenty to

²²Spring Arbor College Catalog (1971-72), p. 6.

twenty-four semester hours; and (4) the professional education sequence (twenty-four semester hours), including a minimum of eight semester hours of student teaching.

Teacher education.--"The program of activities and experiences developed by an institution responsible for the preparation and growth of persons preparing themselves for educational work or engaging in the work of the educational profession."²³

Professional course.--"A course or sequence of courses intended to prepare a person for the practice of a profession and dealing with some phase or aspect of practice."²⁴

Professional preparation.--"The total formal preparation for teaching that a person has completed in a teacher education institution . . ."²⁵

Major field of study.--"A principal subject of study in one department or field of learning in which a student is required or elects to take a specified number of courses and credit hours as a part of the requirement for obtaining a diploma or degree."²⁶

Minor field of study.--"A subject of study in one department or broad field of learning in which the student

²³Carter V. Good. ed., Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 550.

²⁴Ibid., p. 142

²⁵Ibid., p. 409.

²⁶Ibid., p. 227.

is required or elects to take a specified number of courses or hours, fewer than required for a major field; implies less intensive concentration than in the major field."²⁷

Perception.--Perception ". . . has something to do with our awareness of the objects, or conditions about us . . . the awareness of complex environmental situations as well as of single objects."²⁸ "A perception can be regarded as nothing more nor less than a discriminatory response."²⁹

General education.--

General education is that part of education which encompasses the common knowledge, skills, and attitudes needed by each individual to be effective as a person, a member of a family, a worker, and a citizen. General education is complementary to, but different in emphasis and approach from, special training for a job, for a profession, or for scholarship in a particular field of knowledge.³⁰

Liberal arts.--"The branches of learning that compose the curriculum of college education as distinct from technical or professional education."³¹

Student teaching.--"Observation, participation, and actual teaching done by a student preparing for teaching under the direction of a supervising teacher or general

²⁷ Ibid.

²⁸ Floyd Alport, Theories of Perception and the Concept of Structure (New York: John Wiley & Sons, Inc., 1955), p. 14.

²⁹ Ibid., p. 53.

³⁰ Lamar B. Johnson, General Education in Action (Washington, D.C.: American Council on Education, 1952), p. 2.

³¹ Good, Dictionary of Education, p. 318.

supervisor; part of the pre-service program offered by a teacher education institution."³²

Christian perspective for learning.--The Christian perspective for learning establishes guidelines for:

. . . a process of involvement in a community of scholars who investigate the areas of human knowledge from the perspective of the Christian world view. The prerequisite for this perspective is a commitment to the redeeming love of Jesus Christ in order that the mind and spirit may be freed for the life of learning and in order that the knowledge gained may be integrated by the Christian commitment. From an enlightened reason and a regenerated love, the student . . . will align himself with the ongoing responsibility of the Christian in modern society.³³

Transfer student.--For the purposes of this study, transfer student is defined as a student who has completed a minimum of sixty semester hours at one or more institutions other than Spring Arbor College. Students having transferred less than sixty semester hours were not classified as transfer students.

Organization of the Study

Chapter I presents an introduction to the study and a discussion of the need for such a study. A description of Spring Arbor College is followed by a statement about the purpose of the study and the questions for which answers are sought are listed. The limitations and underlying assumptions

³²Ibid., p. 531.

³³David L. McKenna, Curriculum for Commitment (Concept for the Christian College, No. 4, Spring Arbor, Michigan: Spring Arbor College), p. 7.

of the study are presented. The special terms used in the study are defined and the chapter closes with an overview of the organization of the study.

Chapter II reviews selected literature under the following headings: (1) the survey method of research, (2) questionnaire development, (3) the role of the Liberal Arts College, (4) the general education program, (5) academic specialization, (6) the professional training of teachers, and (7) the review of related studies.

A conceptual frame of reference is developed for application in the analysis of the data.

Chapter III describes the design of the study, the development of the questionnaire, data collection procedures, and the plan for the analysis of data. The design describes the population selected, the development of the questionnaire and the pilot administration of the questionnaire. The section on data collection procedures describes the administration of the questionnaire and methods of tabulation. The plan for analysis describes the ways in which recommendations and suggestions will be examined.

Chapter IV contains the presentation and analysis of the data.

Chapter V summarizes the study and draws conclusions from the analysis of the data. Recommendations are made for further study and some possible improvements of the program are suggested.

Copies of the questionnaire, the cover letters and the biographical data are included in the Appendices.

Possible Applications

The results of this study should point to some of the strengths and weaknesses of the Spring Arbor College experience and thus provide assistance in the development of a stronger and more responsive program.

If the results of the study show significant differences between the responses of sub-groups in the study, it may be worthwhile to investigate these differences further in order to find ways of providing a more satisfactory program for those sub-groups where difficulties and dissatisfactions are revealed.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

This chapter presents a review of selected literature and attempts to develop a theoretical framework in which to study selected aspects of the Spring Arbor College experience. The chapter is sub-divided under the following topics: (1) Survey method of research, (2) Questionnaire development, (3) Role of the Liberal Arts College, (4) General education, (5) Academic specialization, (6) Professional training of teachers, and (7) Review of related studies.

Survey Method of Research

The survey method of research was especially recommended for certain kinds of educational research. Good, Barr and Scates suggest that "the normative-survey approach is appropriate whenever the objects of any class vary among themselves and one is interested in knowing the extent to which different conditions obtain among these objects!"¹ They further point out that the term "survey" suggests the gathering of data about current conditions. The term "normative" has to do with an attempt to ascertain what is

¹Carter V. Good, A. S. Barr and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941), p. 289.

the normal or typical condition or practice.

"The survey attack is always appropriate," they continue, "when information concerning current conditions is desired in any field, however well explored, in which there are changes of condition or changes of population frequently from time to time."²

Herriott refers to the survey research method as a form of scientific inquiry. He notes that it is particularly useful in the study of social and social-psychological relationships. In descriptive survey research, he writes,

The sample is selected to describe a well-defined population in terms of its characteristics, attitudes, or behavior. . . . Probability theory is utilized to assess the sampling error surrounding these descriptions.

The most basic element in the survey research method is that of "reasoning." Through this process the survey objectives and design are determined. In descriptive studies, reasoning may involve merely the careful identification of the population to be described and in the variables on which this description is to take place.³

Slonim⁴ calls attention to some of the advantages in using the sampling technique. He lists such advantages as: (1) reduced costs, (2) reduced manpower, (3) initial information gathered quicker, (4) only means of gathering some data, and (5) actual increase of the accuracy in some

²Ibid., p. 295.

³Robert E. Herriott, "Survey Research Method," Encyclopedia of Educational Research, edited by Robert L. Ebel (4th ed., New York: The Macmillan Company, 1969), p. 1400.

⁴Morris James Slonim, Sampling in A Nutshell (New York: Simon and Shuster, 1960), pp. 3,7.

cases. The risk that an estimate made from sample data does not truly represent the total population under study can be greatly reduced, Slonim points out, if probability sampling methods combined with a sufficiently large sample are used.

Slonim lists the following steps in the development of a sample survey: "(1) determine as precisely as possible the population, or universe, to be surveyed, (2) set up a sampling "frame," (3) give thought to the questionnaire, (4) carry out a small-scale pretest, and (5) conduct the survey."⁵

Questionnaire Development

The literature reviewed indicated that questionnaires were used frequently in a variety of kinds of research. Good, Barr and Scates⁶ quoted Koos' report that out of five hundred eighty-one studies of all kinds which he had reviewed, one-fourth had made use of the questionnaire.

Several lists of criteria which provided guidelines⁷ for the construction of questionnaires were discovered in the literature. Wise, Nordberg and Reitz presented the following set of guidelines:

1. Individual items should be phrased or expressed so that they are easily understood by the respondent.
2. The questions should be programmed in such a way that the sequence of questions helps the respondent rather than hinders him.

⁵Ibid., p. 19.

⁶Good, Barr and Scates, Methodology of Educational Research, p. 325.

⁷See also Carter V. Good, Essentials of Educational Research (New York: Appleton-Century-Crofts, 1966), p. 221.

3. Questionnaire items should assist the respondent to determine the character of his response.
4. Questions should not invite bias or prejudice or predetermine the respondent's answer.
5. The questionnaire should not be constructed in such a way that it appears to over-burden the respondent.
6. The items on a questionnaire should never alienate the respondent.
7. The respondent ought to be made to feel an important part of the research project.⁸

Good⁹ suggests that responses to the questionnaire should be valid so that the entire body of data taken as a whole will answer the basic question for which it is designed. He then provides a series of questions dealing with decisions about question content, question wording, and form of response to the question.¹⁰ Validity should also be considered when constructing a questionnaire. The following questions, Good feels, should be considered in any attempt to establish validity:

1. Is the question on the subject?
2. Is the question perfectly clear and unambiguous?
3. Does the question get to something stable, which is typical of the individual or of the situation?

⁸John E. Wise, Robert B. Nordberg, and Donald J. Reitz, Methods of Research in Education (Boston: D. C. Heath and Company, 1967), p. 101.

⁹Good, Essentials, p. 223.

¹⁰Ibid., pp. 223-224.

4. Does the question pull or have extractive power? Will it be answered by a large enough proportion of respondents to have validity?
5. Do the responses show a reasonable range of variation?
6. Is the information consistent, in agreement with what is known, and in agreement with expectancy?
7. Is the item sufficiently inclusive?
8. Is there a possibility of obtaining an external criterion to evaluate the questionnaire?¹¹

Wise, Nordberg and Reitz¹² claim that a balanced questionnaire should include some open-end questions which are more likely to shed light on the respondent's true feelings.

Questionnaire Returns

Herriott¹³ observes that the major weakness of the use of questionnaires is the low percentage of return to the researcher.

Purcel, Nelson and Wheeler¹⁴ report that Scott found, in his study of incentives, that stamped envelopes and official sponsorship were effective in securing returns. A study by Orr and Neyman¹⁵ found that the length of the

¹¹Ibid., pp. 224-225.

¹²Wise, Nordberg and Reitz, Methods of Research, p. 100.

¹³Herriott, "Survey Research Method," p. 1402.

¹⁴David J. Purcel, Howard F. Nelson and David N. Wheeler, Questionnaire Follow-Up Returns As A Function of Incentives and Responder Characteristics (Minnesota: University of Minnesota, Project MINI-SCORE, 1970), p. 2.

¹⁵Ibid.

questionnaire affected the return rate. A 37 per cent response to a four-page questionnaire as compared to a 30 per cent response to an eight page questionnaire was reported. They also found that the peak return rate occurred twelve days after mailing.

Analysis of the time interval data seems to indicate that the greatest response comes near the end of the second week after the mailing of the questionnaire. As the number of incentives were increased the time interval was shortened slightly.¹⁶

Sex seems also to be a factor in the likelihood that questionnaires will be returned. Purcel, et al., report that in one sample period 60 per cent of females had responded versus 41 per cent of males.¹⁷ Incentives were found to be more effective with males than with females.

Other researchers found that: (1) a typewritten letter of transmittal increased the return rate significantly over a duplicated letter: (2) the nature of the appeal for assistance made in the cover letter affected the rate of return, with the most effective for his group of former college students being an appeal to help improve education for others; (3) whether or not the respondent was asked to sign the questionnaire made little difference in item response.¹⁸

¹⁶Ibid., p. 12.

¹⁷Ibid., p. 8.

¹⁸Studies by Moore; Sletto; and Gerberich and Mason cited by Purcel, Nelson and Wheeler, Questionnaire, p. 2.

Based on the findings of Purcel, Nelson and Wheeler there was both evidence and opinion that returns would be increased by constructing a questionnaire that:

(1) is logical in question organization; (2) is clear and unambiguous in wording--unbiased in phrasing; (3) is non-repetitive and non-trivial; (4) is as brief as possible; (5) is attractively reproduced; (6) avoids the use of the word "questionnaire;" (7) keeps directions brief, clear and distinct; (8) is printed on colored paper.¹⁹

In studies where questionnaires were used, concern for follow-up procedures was found to be necessary. The literature suggested that certain procedures were more likely to result in a higher return rate than others. The following procedures were recommended: (1) include a return self-addressed stamped envelope, (2) use a stamped rather than a business reply envelope, (3) include official sponsorship by a party respected by the potential respondent, (4) include a personalized accompanying letter, (5) consider the time of mailing the questionnaire (day of week and time of year), (6) include assurance of confidentiality, (7) offer a summary of results, and (8) contain a deadline date for returning.²⁰

Role of the Liberal Arts College

Concern for the role of the liberal arts college at a time of rapid change within institutions of higher learning was quite evident in the literature. An attempt was made in

¹⁹Purcel, Nelson and Wheeler, Questionnaire, p. 3.

²⁰Ibid.

this review of literature to briefly survey this issue, with special interest in the role of the liberal arts college in teacher education.

Eastman declares that the ". . . independent, liberal arts colleges, are in a period of confusion, indecision, ambiguity, and concern regarding their raison d'etre."²¹

The primary role of the liberal arts college has been to meet the need for a "broad" and "well-rounded" education. This process of liberal education which begins before and reaches beyond the formal college experience is defined by Conant who quotes a friend:

. . . A liberal education, one might say, is a process begun in childhood, carried on through a varying number of years of schooling, and best tested by the momentum it sustains in adult life. It is characterized by what it aspires to, rather than by what it embraces; it aims to enlarge the understanding, to develop respect for data, and to strengthen the ability to think and to act rationally.²²

Many of the traditional goals of the liberal arts colleges have been stated (see Dressel and Mayhew),²³ as educational objectives belonging in the affective domain.

²¹George Eastman, "Resistance to Change Within Liberal Arts Colleges: Diagnosis and Prognosis," Journal of General Education, XIX (October, 1967), p. 224.

²²James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, Inc., 1963) p. 92.

²³Paul Dressel and Lewis Mayhew cited by Kenneth A. Feldman and Theodore M. Newcomb, The Impact of College on Students, Volume I (San Francisco: Jossey Bass Inc., Publishers. 1969), p. 211.

Shoben maintains that the mission of the liberal arts college has changed:

Willy-nilly, the mission of undergraduate education has altered. The goal of providing a liberating experience has given way to the aim of advancing and, not quite incidentally, transmitting knowledge. . . . In other words, the sources of liberating experience grew more exclusively cognitive, technical and professional. Even in the fields known as the humanities, the process of study focused far more on the training of potentially marketable abilities than on the development of the life styles of free men.²⁴

Lieberman is critical of the liberal arts college and states that there is no observable behavior which can be attributed to the college program: "Regardless of curriculum, location, or reputation," he argues, "the liberal arts college typically does not produce any profound changes in its student body."²⁵

Shoben questions whether the liberal arts ever really existed and suggests that if they did, they have died in the process of becoming professionalized disciplines. He predicts that

The arts will entail a more expressive and less appreciative form of involvement, and the sciences will be increasingly examined from the point of view of their dangers to human existence and of their moral and social implications. Above all, learning how to learn will supersede what is learned, and more attention will be invested in problem-formulation

²⁴ Edward Joseph Shoben, "The Liberal Arts and Contemporary Society: the 1970s," Liberal Education, LVI (March, 1970), pp. 29-30.

²⁵ Myron Lieberman, The Future of Public Education (Chicago: Phoenix Books, The University of Chicago Press, 1960), p. 130.

and in problem-solving as generalized processes than in mastering systematic bodies of knowledge.²⁶

Evans²⁷ offers an encouraging note and suggests that liberal arts colleges, by taking advantage of their size, can fulfill the interests and concerns of the "more free-wheeling and less inhibited students of the seventies." He concludes that since new programs are plentiful, what is needed to make the liberal arts college a viable option in the 1970s is the "courage, conviction, and competence to see them through."

The Church-related Liberal Arts College

The pressures which are felt in the larger circles of higher education are equally, if not more forcefully, felt by the smaller church-related liberal arts colleges. Evans²⁸ points out that the Christian college in microcosm reflects all the deep-seated tensions which are tearing American society apart at the national level. He argues then, that the basic objectives of the Christian college are under profound attack.

Tonsor suggests that the fundamental difference between a Christian college and a secular university "lies

²⁶Shoben, "The Liberal Arts," p. 37.

²⁷Howard V. Evans, "The Liberal Arts College in an Age of Increasing Nihilism," Liberal Education, LVI (October, 1970), p. 401.

²⁸Ibid., p. 393.

above all in the kinds of questions it asks about the human condition and the type of response it makes to the human condition."²⁹

The church-related college, therefore, has the mission not only of asking the right questions but of doing something about the world in which it finds itself. It intends not only to inform but to transform. It believes that the student must account in his actions for the faith he finds within himself.³⁰

Since community arises from a common enterprise, a shared commitment and a set of common experiences, Tonsor further argues that the church-related college teaches community by being a community. He concludes that the church-related college plays a very important role in the formation of personality and the development of an appropriate life style.

College Impact on Students

A wide range of literature was reviewed which dealt with the impact of the college experience on the student. No attempt was made to be comprehensive in this part of the review of literature. Only a few references were selected for inclusion.

Philip E. Jacob was one of the first to raise serious questions about the real effect of the college experience.

²⁹Stephen J. Tonsor, "The Church-Related College: Special Mission or Educational Anachronism?" Liberal Education, LVI (October, 1970), p. 405.

³⁰Ibid., p. 408



In his book, Changing Values in College,³¹ he argues it is a misnomer to refer to the impact of the college experience as a process of liberalizing student values. He refers to the impact of the college experience as one which "is rather to socialize the individual, to refine, polish, or 'shape-up' his values so that he can fit comfortably into the ranks of American college alumni."³²

Feldman³³ calls attention to the difficulty surrounding usage of the term "impact." Usually the term is used interchangeably with the words "effects" and refers to college-induced change in a variety of different student attributes. One of the most common ways, he observes, is to measure "change" by comparing two college-class levels.

Feldman and Newcomb conclude that while "in a sense, every student who ever attends any college undergoes some impact from the experience . . . , [there is] more evidence for gradual change over the years than for pronounced change in any particular year" ³⁴

³¹Lieberman, "The Future," p. 133, quoting Philip E. Jacob, Changing Values in College (New York: Harper and Brothers, 1957), p. 4.

³²Ibid.

³³Kenneth A. Feldman, "Studying the Impacts of Colleges on Students," Sociology of Education, XLII (Summer, 1969), p. 207.

³⁴Kenneth A. Feldman and Theodore M. Newcomb, The Impact of College on Students, Volume I (San Francisco: Jossey-Bass Inc., Publishers, 1969), pp. 103, 325.

Research on the impact of colleges on students has produced a volume of correlations and associations but, as noted by Feldman, the knowledge about conditions, processes, dynamics, and mechanisms is small. "At this point, the field knows more than is often believed, but less than it might."³⁵ Feldman and Newcomb³⁶ summarize the research in this area by citing a number of findings of interest to this study. "The Vassar studies (carried out by Sanford and his associates), they report, led their authors to conclude that little change in values or attitudes occurs after graduation."³⁷

Nelson³⁸ found that changes in religious belief were greater among respondents who had attended state universities than they were among those who had attended church-related colleges. This condition may be related to Feldman and Newcomb's findings that "different kinds of students not only seek out different kinds of college experiences, but the same kinds of experiences differentially affect different types of

³⁵ Feldman, "Studying the Impacts," p. 226.

³⁶ Feldman and Newcomb, The Impact of College, p. 103.

³⁷ Ibid., p. 312, quoting Nevitt Sanford, "Impact of a Woman's College on its Students," Long-range Planning for Education, ed. by A. Traxler (Washington, D.C.: American Council on Education, 1958), pp. 121-130.

³⁸ E. N. P. Nelson, "Patterns of Religious Attitude Shifts from College 'to Fourteen Years Later'," Psychological Monographs: General and Applied (1956) cited in Feldman and Newcomb, Impact of College, p. 316.

students."³⁹ In general, they discovered that during the college years religious values relative to other values become less important to students (as measured by the Alport, Vernon, and Lindsey, Study of Values).⁴⁰

Feldman and Newcomb further point out that "there is a certain amount of self-selection by students into colleges in terms of their assessment of the 'fit' between themselves and the colleges under consideration." However, they continue, college environments are new and different and are capable of producing "culture shock" or "value shock." It seems plausible then to conclude

. . . that those students who are more heavily challenged by the college environment will make greater changes than those who are less heavily challenged; thus it may be proposed that the college will have the greatest impact on entering students whose orientations are incongruent with the dominant orientation of the college.⁴¹

It seems clear from the findings of Feldman and Newcomb that faculty tend to be particularly important in influencing students in such areas as occupational decisions and educational aspirations. Students tend to feel that they are influenced more by their peers in areas of social and interpersonal development, and on their personality development.⁴²

³⁹Feldman and Newcomb, Impact of College, p. 276.

⁴⁰Ibid., p. 23.

⁴¹Ibid., p. 111, 276.

⁴²Ibid., p. 111.

A further study cited by Feldman and Newcomb, found that for the most part students selected their colleges "first, for proximity; second, because of peer popularity; and third, out of a generally vague notion about the prestige of the institution."⁴³ They reported six basic dimensions that underlie the choice of a college: (1) intellectual emphasis, (2) practicality, (3) advice of others, (4) social emphasis, (5) emphasis on religious and ethical values, and (6) size of the school.

It may then be concluded from these findings that a portion of impact of the college experience on the student is due to the joint variation of student input characteristics and college characteristics.

The Liberal Arts College and Teacher Education

The literature on this topic showed rather conclusively that liberal arts colleges are deeply involved in teacher education. A recent study done by the American Association of Colleges of Teacher Education⁴⁴ reports that among the one-hundred twenty-one liberal arts colleges responding to the survey, there was a deep commitment to the program of teacher education. There was a very positive conviction that the liberal arts colleges are uniquely designed to educate excellent teachers for the American public schools.

⁴³ Ibid., p. 111.

⁴⁴ Liberal Arts Colleges and Teacher Education (AACTE Study Series, Washington, D.C.: The American Association of Colleges for Teacher Education, Number 7, 1963), p. 48.

Conant⁴⁵ reports, however, after a careful comparative study of institutions designed as "teachers colleges" and those designated as "Liberal arts colleges," that nothing was revealed to justify any sweeping assertion that one gave the student a better education than the other.

Lieberman⁴⁶ makes it quite clear he feels that the liberal arts college is ineffective in its attempt "to develop a common intellectual framework and a lifelong commitment to intellectual modes of behavior," largely due to the refusal of liberal arts faculty "to regard the study of education as a liberal study . . ." He observes:

It is common today to read of the need for greater emphasis upon the liberal arts in teacher education. . . . The people who talk this way generally hold to the position that our teachers are poorly educated, but they persistently ignore the fact that a large part of the training of most teachers consists of subjects in the liberal arts categories.⁴⁷

Wilhelms follows the same line of argument and claims that ". . . the biggest single problem lies in the so-called liberal arts sector, in the preparation the prospective teacher gets in his own teaching fields and in general education."⁴⁸ He further argues that the liberal arts curricula are largely irrelevant--a million bits and

⁴⁵Conant, Education of American Teachers, p. 77.

⁴⁶Lieberman, "The Future," p. 149.

⁴⁷Ibid., p. 147.

⁴⁸Fred T. Wilhelms, "Realignments for Teacher Education," in Teacher Education: Future Directions, ed. by Margaret Lindsey (Association of Teacher Educators, 1970), p. 6.

pieces are taught but rarely is a glimpse of the coherent whole presented.

Bush⁴⁹ also comments that one of the weaknesses in the preparation of teachers lies in the type of liberal and general education provided.

Gooden⁵⁰ points out that many of the critics of the academic preparation of teachers have overlooked the fact that the education of most American teachers has been provided by the liberal arts colleges and universities and not by colleges of education or teacher's colleges.

Chandler⁵¹ and Bush⁵² support Boyer⁵³ in his plea for the involvement of the institution as a whole in the preparation of teachers. He reports that one of the agreements reached by the joint meeting of the Western College Association and the California Council on Teacher Education was

. . . that the preparation of good teachers is the function of the college or university as a whole. For it needs the best that the institution can contribute

⁴⁹Robert N. Bush, "Schema for Teacher Education," in Teacher Education: A Reappraisal, ed. by Elmer R. Smith (New York: Harper & Row, Publishers, 1962), p. 188.

⁵⁰Herbert Gooden, "Contemporary Issues in Teacher Education--an American Viewpoint," in Towards a Policy for the Education of Teachers, ed. by William Taylor (London: Butterworths, 1969), p. 204.

⁵¹B. J. Chandler, Education and the Teacher (New York: Dodd, Mead and Company, 1961), p. 185.

⁵²Bush, "A Schema," p. 188.

⁵³Ernest L. Boyer, "Campus-Wide Preparation of Teachers: An Exercise in Collaboration," Journal of Teacher Education, XVI (September, 1965), pp. 271-272.

for each prospective teacher toward his full development as a person, toward his broad, liberal education, toward solid foundations of the subject matter he will teach,⁵⁴ and toward his professionalization as a school worker.

Thus, Chandler concludes, "the preservice preparation of teachers rests upon the trilogy of liberal education, specialized subject matter, and professional education";⁵⁵ Bush concurs that "All three of these are substantial and essential ingredients in the education of a teacher."⁵⁶

If the liberal arts college is to do a better job with the training of teachers, Stiles⁵⁷ argues, the next move will have to be on the part of the professors of liberal arts. He suggests that the real test will be the willingness of these professors to accept responsibility for the kind of teachers they help to produce. When this condition persists, he predicts a bright future for teacher education.

General Education in the Liberal Arts College

There are conflicting views in the literature about the role, aims or purposes, methods, and future of general education. Blackburn⁵⁸ lists five factors which have led to, what he refers to as, the death of the general education

⁵⁴Ibid.

⁵⁵Chandler, Education and the Teacher, p. 185.

⁵⁶Bush, "A Schema," p. 188.

⁵⁷Lindley J. Stiles, et al., Teacher Education in the United States (New York: Ronald Press, 1960), pp. 29-31.

⁵⁸Robert T. Blackburn, "General Education in Liberal Arts Colleges," in New Dimensions in Higher Education, ed. by Everett H. Hopkins (Number 24, Durham: Duke University, U.S. Department of Health, Education and Welfare).

movement. He cites such factors as inadequate numbers of qualified and committed faculty; inadequate leadership; increase in number and change in characteristics of students; events during the fifties that gave rise to increased demands for specialization; and change in learning theory which seems to call for in-depth knowledge in a subject before cross-disciplinary considerations are possible.

Part of the confusion over the role and subsequently the success or failure of general education seems to be related to the apparent differences in the literature on the distinct meaning of the term "general education." Some authors draw a definite distinction between the use of the terms "general" and "liberal" education; others seem to include elements from both these conceptualizations into what they claim should comprise the common experience of all college students.

Lin, in summarizing the distinction made by Horace T. Morse between "liberal" and "general" education, points out that

. . . Liberal education is primarily concerned with a body of subject matter drawn largely from the Western cultural heritage. More importantly, liberal education implies an in-depth concentration on humanistic studies. The content of general education, on the other hand, is variable, drawn from many sources, and adjusted to the times and needs of the individual.⁵⁹

⁵⁹ Vincent T. C. Lin, "Some Suggestions on Reform of General Education," American Association of University Professors, LV (December, 1969), p. 447, citing Horace T. Morse, "Liberal and General Education: A Problem of Differentiation," General Education, ed. by James G. Rice (Washington, D. C.: National Education Association, 1964), p. 11.

Morse suggests that however one wishes to define or identify general education,

. . . it would seem . . . especially in programs leaning toward the instrumentalist approach, to be considerably removed from the classic concept of liberal education described in the Yale Report of 1828, the function of which liberal education was to provide "the discipline and the furniture of the mind, expanding its powers and storing it with knowledge."⁶⁰

Blackman observes that general education differs from liberal education "only in that it has greater interest in the contemporary, the relevant, the world around us."⁶¹ The past in this context is used only to the extent that it gives perspective to our knowledge of the present.

Johnson⁶² and Lindsey,⁶³ like several other authors, provide lists of goals or aims for general education. Lindsey sees general education as "an effort to use the major divisions of man's intellectual and spiritual resources to illuminate personal problems and those of the society in which men live."⁶⁴

⁶⁰Horace T. Morse, in "Liberal and General Education: A Problem of Differentiation," General Education: Current Issues and Concerns, ed. by James G. Rice (Washington, D.C.: Association for Higher Education, National Education Association, 1964), p. 12.

⁶¹Edward B. Blackman, "General Education," in Encyclopedia of Educational Research, ed. by Robert L. Ebel (4th ed., London: Collier-Macmillan Limited, 1969), p. 525.

⁶²B. Lamar Johnson, General Education in Action (Washington, D.C.: American Council on Education, 1952), p. 2.

⁶³Margaret Lindsey, ed., New Horizons for the Teaching Profession (Washington, D.C.: National Education Association of the United States, 1961), p. 38.

⁶⁴Ibid.

Mayhew⁶⁵ provides a set of criteria to be considered in either the development or evaluation of a program of general education; Blackman⁶⁶ presents an excellent series of guidelines for the evaluation of general education.

Mayhew notes that his list suggests goals toward which general education can strive and presents what he feels effective general education really is. Blackman observes that the most important question among the several he lists is the one which asks "to what extent and in what ways have the graduating seniors and recent alumni been influenced by their general education courses?"⁶⁷

Lin calls for a redefining of the goals of general education to provide assistance to the undergraduate in initiating a process of "self-discovery" as well as in the acquiring of a basic knowledge of the world around him. This aim, he suggests, is twofold. It should

- a) introduce the undergraduate to a kind of educational setting which will enable him to locate, at least tentatively, a place for himself in the culture of which he is a part and, at the same time, prepare himself for full participation in the future.
- b) present the student with a full range of possibilities which can contribute to his self-realization, his self knowledge, and to his knowledge of the world in which he lives.⁶⁸

⁶⁵Lewis B. Mayhew, ed., General Education (New York: Harper & Brothers, Publishers, 1960), p. 16.

⁶⁶Blackman, "General Education," p. 71.

⁶⁷Ibid.

⁶⁸Lin, "Some Suggestions," p. 447.

These aims would provide for a significant life experience, in which the student could "relate himself to the world according to his own abilities, needs, and interests."

While, as pointed out by Lin, there seems to be no unanimity among educators on what should constitute the content of general education, the literature did seem to support French in his conclusion that general education needs to take a new direction. He argues: "It has spent too much time revising and tinkering with curricula and too little effort stimulating and inspiring students."⁶⁹ General education curricula, he feels, needs to be more related to life, to change, and to students. Thus, he calls for the rebuilding of the general education curricula every five years.

In a similar tone, Storing⁷⁰ suggests that the emphasis be moved away from survey to criticism, thus causing the instructor to use his discipline creatively rather than exhaustively.

Sanford and Storing agree that the key to a successful program of general education rests with the selection

⁶⁹Sidney J. French, "General Education--The Second Mile," Journal of General Education, XIX (July, 1967), p. 95.

⁷⁰James A. Storing, "A Modern Design for General and Liberal Education on a College Campus," Journal of General Education, XVIII (October, 1966), p. 158.

of the best teacher-scholars available. Sanford observes that

"whatever curricular reforms may be instituted, whatever changes in the organization of teaching or in the social life of the colleges may be made, whatever schemes might be concocted or gadgets contrived, nothing very good can happen unless there are teachers with some enthusiasm for educating the undergraduate."⁷¹

Storing⁷² argues: if general education fails, it will be because teachers have failed. If it succeeds, it will be because faculty members have established themselves both as generalists and as "self-respecting" specialists.

French⁷³ suggests that if the needs of students are made central rather than peripheral, academicians will no longer need to worry about a conflict between concerns for breadth and depth. Too frequently, he notes, curricula have been built to suit the needs of faculty rather than those of the student. He gives faculty the humble role of "starters" and "promoters" of self-discovery and self-achievement on the part of students.

Sanford⁷⁴ and Storing⁷⁵ call for the involvement of the full resources of the college in a program of general education which aims at development toward full

⁷¹Nevitt Sanford, Where Colleges Fail (San Francisco: Jossey-Bass, Inc., Publishers, 1967), p. 198.

⁷²Storing, "A Modern Decision," p. 161.

⁷³French, "General Education," p. 94.

⁷⁴Sanford, "Where Colleges Fail," p. 197.

⁷⁵Storing, "A Modern Design," p. 161.

humanity. They suggest that the program be spread through the entire four years.

The importance of the role of the instructor in general education is further emphasized by Carlin, who warns that faculty who teach undergraduates should realize that they do have a great impact upon students at a time in their intellectual and emotional development when they have more questions, are less sure, and are more impressionable than at any other time during the college experience. This fact, he feels, calls for "a commitment on the part of the undergraduate instructor involved in general education to profess not only his 'subject' but a concern for the development of the country's most precious resource, its youthful talent."⁷⁶

Carlin also predicts that in the face of more, unpredictable types of specialization, the need for general education will become greater in the future, but that its role will largely be determined by the willingness on the part of faculties to revise its curricula and redefine its goals.

Bell⁷⁷ calls attention to the disenchantment of many colleges with the idea of general education. Difficulty

⁷⁶Edward A. Carlin, "General Education for the Future," General Education: Current Issues and Concerns (Washington, D.C.: Association for Higher Education, National Education Association, 1964), p. 66.

⁷⁷Daniel Bell, The Reforming of General Education (New York: Columbia University Press, 1966), p. 284.

in recruiting teachers for the courses has caused many colleges to substitute a set of distribution requirements for the general education sequence. It is his opinion that the return to distribution requirements is an admission of intellectual failure.

Sanford's solution to this current dilemma "requires the restoration of the generalizing and synthesizing function to its proper place in science." He postulates that "such a restoration would encourage a style of teaching that recognizes and nourishes the humanity of the student."⁷⁸

If, in the final analysis, general education is what remains after the content of courses is forgotten, then, he argues, "teachers should use whatever material they believe will best develop such qualities in their students as analytical power, imagination and sensitivity to feelings."⁷⁹

French responds to Blackburn's claim that general education is dead by suggesting that "it is merely pausing to gather its strength and resources for a new kind of second mile, an assault upon the minds of students through an exchange of futile teaching for exciting learning."⁸⁰

⁷⁸Sanford, "Where Colleges Fail," p. 200.

⁷⁹Ibid., p. 10.

⁸⁰French, "General Education," p. 97.

General Education for Prospective Teachers

The review of the literature confirmed agreement among teacher educators of the need for general or liberal education as a part of the training program for teachers. Conant⁸¹ notes, however, that he has found a complete lack of agreement on what really constitutes an adequate general education for teachers.

Conant's recommendation that general education for future teachers be a general academic education was predicated on the following assumptions:

. . . first, that there are certain areas of knowledge with which all future teachers should be acquainted; second, that in these areas of knowledge there are characteristic ways of grasping the subject; third, that in both the knowledge and the ways of understanding them there are basic principles; finally, that properly studied and taught, these subjects and the principles discoverable in them can further the process of a liberal education.⁸²

Smith⁸³ calls attention to the teacher's role as the agent chosen by society to transmit knowledge and its contemporaneous interpretation. The performance of this role subsumes a basic preparation in the value of all knowledge, not simply that of one narrow area. He insists that this fact leads to the conclusion that all teachers should be broadly and liberally educated.

⁸¹James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, Inc., 1963), p. 209.

⁸²Ibid., pp. 92, 93.

⁸³Elmer R. Smith, ed., Teacher Education: A Re-appraisal (New York: Harper and Row, Publishers, 1962), p. 3.

Cogan⁸⁴ warns that the typical approach to general education has fallen short of meeting the teacher's needs for cross-disciplinary competences and for "non-disciplinary" wisdom. He maintains that cross-disciplinary and general education courses are difficult to do well.

Broudy⁸⁵ suggests that part of the complaints made about the "foundational" courses are due to the fact that students have forgotten or do not recall the understanding they have gained from their basic courses in the liberal arts college. He indicates that education for personal development is the part that general education plays in the training of teachers.

While the professional applies theory only in his specialty, Broudy⁸⁶ suggests that his education can not be restricted to the theory he thinks he will apply. One does not know what theories will become relevant in the future, nor can he apply knowledge in specifics until he has enough knowledge about the whole to guess successfully which region in the vast domain contains the relevant theory.

⁸⁴Morris L. Cogan, "The Academic Major in the Education of Teachers," Improving Teacher Education in the United States, ed. by Stanley Elam (Bloomington, Indiana: Phi Delta Kappa, 1967), p. 107.

⁸⁵Harry S. Broudy, "The Role of the Foundational Studies In the Preparation of Teachers," in Improving Teacher Education in the United States, ed. by Stanley Elam (Bloomington, Indiana: Phi Delta Kappa, 1967), p. 21.

⁸⁶Ibid., p. 8.

Russell⁸⁷ predicts greater emphasis will be placed on general education in teacher preparation. He suggests that at every level the first requirement for teachers will be a well-educated person.

Academic Specialization

The literature reviewed in this section concentrates on information about the choice of majors and the place of academic concentration (major and/or minor) in the preparation for teaching.

Selection of a Major

Feldman and Newcomb report that students who enter various major fields are likely to differ in background or demographic characteristics.

Most studies in this area found that in proportionate terms, students from backgrounds of high socio-economic status overchoose the major fields related to medicine, social science, arts and humanities, law and other political and governmental ventures. The fields of education and of engineering (and of related technical fields) are over chosen by students of lower socio-economic status. Natural science (including physics, biology, and mathematics) appear to be more equally chosen by students

⁸⁷James E. Russell, Change and Challenge in American Education (Boston: Houghton Mifflin Company, 1965), p. 96.

of various status backgrounds.⁸⁸

Sanford⁸⁹ supports such a conclusion and suggests that most of the published literature has been directed mainly to showing that there is a relationship between the choice of major fields of study and various student personality characteristics and background.

Most liberal arts colleges, he observes, require students to enter a major program of study at the beginning of the junior year. The intent of this requirement is to provide the student with depth of knowledge in some field.

It is generally considered that the student's work in his major is the beginning of his training for a profession, scholarly or other, and that the program of instruction is carried out with this possibility in mind.⁹⁰ Thus, it is assumed that students select majors in accordance with their abilities, their enduring interests, and such other factors as bear on the benefit they might receive from these programs.

Sanford suggests and Bereiter and Freedman support the observation that "intensive studies of individuals

⁸⁸Kenneth A. Feldman and Theodore M. Newcomb, The Impact of College on Students, Volume I (San Francisco: Jossey-Boss Inc., Publishers, 1969), p. 153.

⁸⁹Nevitt Sanford, "Higher Education as a Field of Study," in The American College, ed. by Nevitt Sanford (New York: John Wiley & Sons, Inc., 1962), p. 66.

⁹⁰Ibid.

indicate that choice of major is the outcome of an interaction of dispositions in the student and forces in his immediate environment such as pressures from his family, his friends, and the college departments."⁹¹

The choice of a major is usually a very significant experience for the student since, as Sanford observes, "it is the first time that he consciously commits himself to long-range goals after giving due consideration to reasonable alternatives."⁹² The choice usually has implications with respect to vocation, thus bringing the student, possibly for the first time, to a socially defined identity that has "an aspect of being irreversible." Sanford therefore concludes that the choice of a major is frequently expressive of deep-lying forces in the student's personality, but, on the other hand, it is sometimes derived from very superficial considerations.

Bereiter and Freedman⁹³ looked at differences in students who chose different fields of study from a psychological point of view. They found similarities between levels of measured intelligence and fields of study chosen. This fact was not given too much weight, however, since it was felt that there were too many other factors which might

⁹¹Ibid.

⁹²Ibid.

⁹³Carl Bereiter and Mervin B. Freedman, "Fields of Study and the People in Them," in The American College, ed. by Nevitt Sanford (New York: John Wiley & Sons, Inc., 1962), p. 569.

have had bearing on these similarities.

The authors also explored attitudes and found some value in pursuing the "liberalism--conservatism" continuum. It was found that the most conservative groups were in the applied rather than in the academic fields. Persons in elementary education, for example, were found to be very conservative, while those in secondary education tended to reflect the position taken by those in their major area of concentration.

Bereiter and Freedman suggest further that a student can expect liberal teaching in the social sciences, moderately liberal teaching in the literary field and the least liberalism in the natural sciences. This led them to the supposition that there might be a kind of self-selection process operative which results in attitude differences among students and operates to discourage conservative-minded students from entering fields where their beliefs would be directly challenged. They conclude finally that for whatever reason, some fields are relatively more attractive than others to liberally-minded people and some are more attractive to conservatively minded people.

The findings of Roe as reported by Bereiter and Freedman, suggest that home environment may play a role in determining what major field of study is chosen. While the social scientist reported intense and disturbing family relationships in childhood, the early life of the

natural scientist seemed to have been characterized by detached, unemotional, and vague relationships.⁹⁴

The findings concerning persons who changed majors were not conclusive. Feldman and Newcomb⁹⁵ found that a number of studies had shown that those students who changed from their original choices differed mainly in vocational interests and attitudes from those who did not change.

Persons who changed majors were found by Fullmer⁹⁶ to have done as well academically as nonchangers and Brass⁹⁷ reports that students changed majors mainly because of poor performance or loss of interest in the original field.

Davis⁹⁸ presents evidence that size of city, religious background, and race are additional determinants in initial curricular choice. In a nationwide study he discovered that students from larger cities, when compared

⁹⁴Ibid.

⁹⁵Feldman and Newcomb, Impact, p. 187.

⁹⁶D. W. Fullmer, "Success and Perseverance of University Students," Journal of Higher Education, XXVII (1956), p. 445-447, cited by Carl Bereiter and Mervin B. Freedman, "Fields of Study," p. 582.

⁹⁷R. V. Brass, "An Investigation of Selected Personal Background Factors and Reasons Related to Students Who Change Schools Within Purdue University" (Unpublished Ph.D. dissertation, Purdue University, 1956), cited by Bereiter and Freedman, Ibid.

⁹⁸J. A. Davis, Undergraduate Career Decisions: Correlates of Occupational Choice (Chicago: Aldine, 1965), cited by Feldman and Newcomb, Impact.



with those from smaller cities, were more likely to choose initially the fields of physical science, social science, pre-medicine and pre-law, and were less likely to choose education.

It may be expected that major areas of study would have some impact on those who study in them. As Bereiter and Freedman put it, "if intellectual disciplines have any of the potency they are supposed to have, we should expect them to influence how people develop. The individual who enters the field ought to change in some predictable direction. . ."⁹⁹

Academic Specialization for Teachers

The purpose of academic specialization for the teacher is declared by Smith¹⁰⁰ to be twofold. The prospective teacher should find (1) "a command in some depth of his subject" and (2) "a link between his liberal education and his purely professional work. . . ." The major should give the teacher the beginning ability to work in his field at a somewhat advanced level. It should not only teach him to "think in terms of the methods called for by the materials of his major" but should "stimulate him literally to think in these terms as part of the whole pattern of his living."

Cogan reports that the most frequent recommendation

⁹⁹Bereiter and Freedman, "Fields of Study," p. 583.

¹⁰⁰Smith, Teacher Education, p. 51.



to be found in the literature on programs for collegiate majors was the "injunction to stress selection, not 'coverage' . . . the idea that the teacher needs to have an understanding both of the 'vast reaches' of his discipline and its limitations."¹⁰¹

It is important, he continues, that the teacher must know

first, the process by which one comes to know in a discipline, and second, which knowledge promises him the greatest 'mileage' in using what he knows and in learning what he does not yet know. To have command of the process by which one comes to know means to command the tools and modes of analysis, the conceptual schemes by which one's discipline organizes itself, and the evidence and the logic on which conceptual frames are erected.¹⁰²

In the designing of major programs for teachers, Cogan calls attention to the fact that they should "contribute constructively to their perception of their own worth as teachers and as members of a society of scholars."¹⁰³ He further suggests that a teacher's major should be a resource to him in developing his classroom curriculum and should also guide him in deciding what is not appropriate for him to teach. He should "perceive his scholarly task as seeking rather than having knowledge."

¹⁰¹Cogan, "The Academic Major," p. 108.

¹⁰²Ibid.

¹⁰³Ibid., p. 112.

The Professional Training of Teachers

The literature reviewed on this topic was selected to reflect current thinking on the status, trends, and further directions of teacher education in the small liberal arts college.

Current Status

There is considerable agreement that whatever is currently being done to prepare teachers for the elementary and secondary schools is at best inadequate; at its worst, it needs immediate and in some cases radical change.

Silberman makes this point quite clear.

That the preparation [of teachers] should be substantially different from what they now receive seems hardly open to debate; there is probably no aspect of contemporary education on which there is greater unanimity of opinion than that teacher education needs a vast overhaul.¹⁰⁴

Gurrey notes that there has been a change in the degree of interest on the part of the public concerning education and the teaching profession, and suggests that "this recognition has meant that the teacher has never before been so sharply criticized. Much more is demanded of teachers nowadays; and these demands will grow."¹⁰⁵ If this was true in 1963, when he wrote these words, it has been amplified even more in the late sixty's and the early

¹⁰⁴ Charles Silberman, Crisis in the Classroom (New York: Random House, 1970), p. 413.

¹⁰⁵ P. Gurrey, Education and the Training of Teachers (London: Longmans, Green and Co., Ltd., 1963), p. 1.

seventy's.

Brown laments that

all find themselves badly equipped by programs of teacher education in which substantive changes have been few and far between and which have been confined, with rare exceptions, to alternatives in who teaches what to whom, in requirements narrowly defined, and in administrative procedures.¹⁰⁶

He observes that even new ways of doing things are obsolete before they are effected. "Nowhere is the need greater to go beyond tinkering, to look at the assumptions that are built into our thinking, and to heed a procedural version of the idea, that after all, the medium is the message."¹⁰⁷

According to Blume, "most of our efforts to improve education involve new ways to deliver information to people. Very few innovations involve helping learners to discover the personal meaning of that information."¹⁰⁸ Brown is also concerned about the stress on the information-giving role of the teacher and states his conviction that "the chief aim of education is not the transmission of an abstract body of knowledge but the growth of individual learners as they confront new experiences, including knowledge, and in turn transform these experiences."¹⁰⁹

Bonham observes, with much the same tone of

¹⁰⁶Richard H. Brown, "Notes on Teacher Education," Change, II (March-April, 1970), p. 44.

¹⁰⁷Ibid.

¹⁰⁸Robert Blume, "Humanizing Teacher Education," Phi Delta Kappan, LII (March, 1971), p. 412.

¹⁰⁹Brown, "Notes on Teacher Education," p. 45.

criticism, that those who plan teacher education programs continue to be fascinated with the form of education rather than with its content. He writes:

There remain thousands of very earnest academicians much of whose time is spent designing new college calendars, planning new credits and prerequisites, and in general improving the old with the old.¹¹⁰

He concludes that at present most college campuses are almost totally unprepared to provide "preparation for a world which calls for creative minds, and innovative thinking about matters which bridge society, technology and man."

Silberman argues that these weaknesses which are inherent in teacher education are the weakness of liberal education as a whole, ". . . if teachers are educated badly . . . it is in large measure because almost everyone else is educated badly, too."¹¹¹ William Arrowsmith, an earlier critic, argues much the same way when he writes "liberal education, as currently practiced, does not liberate any more than teacher education sequences equip to teach."¹¹²

Horton raises what seems to be the key question if teacher education is to be nudged in the direction of

¹¹⁰George W. Bonham, Editorial "The Devaluated Society," Change, III (September, 1971), p. 12.

¹¹¹Silberman, Crisis in the Classroom, p. 380.

¹¹²William Arrowsmith, "The Future of Teaching," The Public Interest (Winter, 1967), pp. 53-67 as cited by James W. Wagner, "A New Role for Foundation Courses in Teacher Education," Journal of Teacher Education, XXI (Winter, 1970), p. 489.

significant change when he asks, "What program of teacher education can best prepare persons to become facilitators of learning, helping persons, persons skilled in the use of various educational resources and able to work in teams of various sizes with other teachers and with children?"¹¹³

He sees the balancing of such skills as the ability to facilitate learning, to be a helping person, and to be skilled in the use of educational resources with knowledge and skill in subject areas, methods, and administration as a task that should concern teacher educators who wish to design relevant programs for the seventy's and beyond.

In this same context, Thompson speaks of three kinds of knowledge which are basic to teacher education-- "Knowledge of the discipline, of learning, and of instructional strategies--the third is largely a derivative from the first two and is at the apex of the triangle." "Without it," he continues, "no theory of instruction is possible, and at present too little is known about many of its elements to provide complete guidance for the development of any well-grounded teacher education program."¹¹⁴

In the planning of programs of teacher education, Lindsey emphasizes the need for a base, for some conception

¹¹³Lowell Horton, "Teacher Education: By Design or Crisis?" Journal of Teacher Education, XXII (Fall, 1971), p. 266.

¹¹⁴Ralph H. Thompson, "Where Teacher Education Programs Fail," Journal of Teacher Education, XXI (Summer, 1970), p. 266.

of the roles the graduates of a given institution will assume. She writes:

Without a conception of the context in which their graduates must live and work, without a commitment to ways and means for making education relevant to those conditions, there is woefully inadequate base for decision making about teacher education.¹¹⁵

Silberman again argues that the central task of teacher education is to provide teachers with a sense of purpose--what he calls a philosophy of education. He contends that

Unless prospective teachers are given alternative pictures of what teaching and learning can be, along with the techniques they need to implement them, they are almost bound to teach in the same way as their teachers taught them.¹¹⁶

Silberman was not alone in his contention that teachers have a tendency to teach as they have been taught. Russell, Smith, and Blume seem to be equally concerned about this point. Russell states that nothing in all of teacher education is more influential on the way a beginning teacher teaches than the way he has been taught throughout his entire college experience. "The image he has of teaching . . . is the prime determinant of his behavior and it is not a product of teacher education but of having

¹¹⁵Margaret Lindsey, ed., Teacher Education: Future Directions (The Association of Teacher Educators, 1970), p. 1.

¹¹⁶Silberman, Crisis in the Classroom, p. 471.

been taught."¹¹⁷

Blume enlarges on Smith's claim that "one learns to teach partly by being well taught,"¹¹⁸ by arguing that "teachers teach the way they have been taught--not the way they have been taught to teach!"¹¹⁹ He continues, "If we want elementary and secondary teachers to be warm, friendly people who relate positively and openly with their students, then we must treat them that way in our college programs."

Wilhelms points to the value of the preparation of teachers in the setting of a liberal arts college and suggests that "professional education and the subject matter preparation of a teacher simply cannot be acceptably done in near total isolation from one another."¹²⁰ He pleads for persons who are prepared in a special way just because they are planning to be teachers.

McGrath alludes to the traditional conflict on the typical liberal arts college campus about the amount of professional education the prospective teacher should have. Such academicians "deny that there is a specific body of

¹¹⁷James E. Russell, Change and Challenge in American Education (Boston: Houghton Mifflin Company, 1965, p. 94.

¹¹⁸Smith, "Teacher Education: A Reappraisal," p. 60.

¹¹⁹Blume, "Humanizing Teacher Education," p. 412.

¹²⁰Fred T. Wilhelms, "Realignments for Teacher Education," Teacher Education: Future Direction, ed. by Margaret Lindsey (Association of Teachers Educators, 1970), p. 7.

professional knowledge and a complement of skills which through formal instruction can and ought to be passed on from one generation of practitioners to the next."¹²¹

Many liberal arts professors, despite their reputed orientation to science, hold highly unscientific views about how teachers are produced. They profess a faith in genetics rather than a commitment to planned programs of education. Such professors believe that teachers are born rather than developed.¹²²

Stiles, et al., argue that this philosophy leads to disrespect for education courses, and unfortunately for many who teach them.

Silberman¹²³ suggests that the study of education be placed where it belongs: at the heart of the liberal arts curriculum.

The liberal arts college, with a teacher education program, needs faculty who will accept their fair share of responsibility in the preparation of teachers. According to McGrath and Russell, the average elementary school teacher pursues approximately forty-three hours and the secondary school teacher twenty hours of instruction in professional education. "Students pursuing teacher

¹²¹Earl McGrath and Charles H. Russell, Are School Teachers Illiberally Educated? (Teachers College, Columbia University, Institute of Higher Education, 1961), p. 7.

¹²²Lindley J. Stiles, et al., Teacher Education in the United States (New York: Ronald Press, 1960), p. 29.

¹²³Silberman, Crisis in the Classroom, p. 384.



education curricula receive on the average much less professional instruction than those in a number of other undergraduate schools."¹²⁴

Buchanan,¹²⁵ Combs,¹²⁶ and Gurrey,¹²⁷ among others are concerned with the lack of importance which is typically given to the teacher as a person with teacher attitudes. Combs concludes that "if the person of the teacher is seen as the center of the problem of teacher education, the organization of teacher education programs around subject matter and methods is simply no longer tenable."¹²⁸

Determining what will be the best program of teacher education for a particular college is, according to Lindsey, somewhat dependent upon "the uniqueness of each college--its particular student body, its faculty, its special educational problems."¹²⁹ These condition the design that will best achieve the agreed-upon goals.

If men and women who know how to teach and are students of teaching are to be produced, Silberman argues, their programs will need far more coherence than most now

¹²⁴McGrath and Russell, "Illiberally Educated?", p. 3, 25.

¹²⁵M. Marcia Buchanan, "Preparing Teachers to be Persons," Phi Delta Kappa, LII (June, 1971), p. 615.

¹²⁶Arthur W. Combs, The Professional Education of Teachers (Boston: Allyn and Bacon, Inc. 1965), p. 117.

¹²⁷Gurrey, "Training of Teachers," p. 4.

¹²⁸Combs, Professional Education of Teachers, p. 117.

¹²⁹Lindsey, Future Directions, p. 33.

have. This goal will require that faculty continually ask a question they have seldom asked: "What difference does it make that a teacher is educated here, rather than somewhere else."¹³⁰

Yee concludes: ". . . although no one seems to be satisfied with it, teacher education maintains remarkable stability against attack."¹³¹

Methods Courses in Teacher Education

One of the most frequent criticisms of traditional methods courses is their lack of relevance. David Aspy¹³² argues that there is rather significant evidence to support the contention that methods courses should be offered only if they can be meaningful to the student. He asks that more time be spent in finding ways to accomplish this goal.

Brown also asks for more relevance and declares that "teachers need experience that enables them more effectively to relate what they do in schools and colleges to what goes on outside both in their own lives and in those of their students. He proffers: "The only counter to the 'relevance' argument is to make our schools and colleges

¹³⁰Silberman, Crisis in the Classroom, p. 473.

¹³¹Albert A. Yee, "A Model for the Development of Teacher Education Relevant to the '70s," Journal of Teacher Education, XXII (Spring, 1971), p. 10.

¹³²David N. Aspy, "Maslow and Teachers in Training," Journal of Teacher Education, XX (Fall, 1969), p. 304.

relevant."¹³³

Robbins¹³⁴ calls for teacher education to demonstrate in practice the innovative teaching-learning now found in many elementary and secondary schools. "The gap between what we expect from the classroom teacher today and the preservice training we provide to meet those expectations is broadening not diminishing."¹³⁵

Ott, Thompson, and Merriman¹³⁶ observe that while methods courses are assigned a large place in teacher-training curricula, they are seldom related to problems and thus, little prescriptive use is made of them. More focus should be directed to the needs of children and society and less on textbook procedures.

Kalick points out that the one-semester methods course which does not have an accompanying classroom experience is "deficient in terms of time and reality to prepare the student adequately for the myriad problems he will face as a beginning teacher."¹³⁷

¹³³Brown, "Notes on Teacher Education," p. 47.

¹³⁴Glaydon D. Robbins, "The Impact of Current Education Change upon Teacher Education," Journal of Teacher Education, XX (Summer, 1969), p. 183.

¹³⁵Harry S. Broudy quoted by Glaydon Robbins, ibid.

¹³⁶Jack M. Ott, Barbara S. Thompson, and Howard O. Merriman, "Prescription for Pedagogy: A Teacher Education Program," Journal of Teacher Education, XXI (Fall, 1970), p. 355.

¹³⁷Perry M. Kalick, "New Directions in Teacher Training and Placement," Journal of Teacher Education, XXII (Fall, 1971), p. 262.

Buchanan presents the problem from the standpoint of the teacher as a model. He suggests that students see teachers "lecture on why lecturing was not a good classroom method, praising individual attention but remaining aloof, urging experimentation but reading the same old notes and using the sixth edition of the same old text. We talk change but practice the status quo."¹³⁸

. . . if effective teachers see the teaching task as one of feeling and assisting, rather than controlling or coercing, we must provide teacher education which does not insist on particular methods, but which encourages students to seek their own best methods. . . . The instructor will need to be concerned with the attitudes and perceptions of teachers, not merely with subject matter and methods. ¹³⁹

Nash and Agne¹⁴⁰ believe that students will opt for a professional preparation that enables them to develop their human potentialities. They feel that the frequency of student requests for relevance is directly related to the degree to which students are "limited in their professional training to the mastery of a set of routinized and uninspiring tasks."

The Improvement of Teacher Education

Brown claims that improvement

. . . calls for teachers to be different kinds of human beings, for new attitudes more than new skills, for new

¹³⁸Buchanan, "Teachers to be Persons," p. 615.

¹³⁹Blume, "Humanizing Teacher Education," p. 413.

¹⁴⁰Robert J. Nash and Russel M. Agne, "Competency in Teacher Education: A Prop for the Status Quo?" Journal of Teacher Education, XXII (Summer, 1971), p. 151.

knowledge. It calls for teachers who are able to view themselves and their role differently from the way most view them at present, for teachers who see knowledge and learning differently, and for teachers who will see differently the relationships of schools and colleges to the outside world.¹⁴¹

Improvement in teacher training, according to Walton, can be realized only through more stimulating professional preparation. He states it this way:

If we believe that teaching is an important enterprise, and if we think that it is worthy of students of superior academic preparation, intellectual ability, and discriminating tastes, we should encourage such people by providing them with thoroughly sound and stimulating professional preparation.¹⁴²

Yamamoto¹⁴³ quotes Harold Taylor, who indicates that if pedagogical training is to be useful, it must provide a chance for the student "to act on the world, not just to exist in it, . . . a chance to put together a body of knowledge for themselves to create something from the wellspring of their own actions, something about which they feel so deeply that they want to teach it to others."¹⁴⁴

¹⁴¹Brown, "Notes on Teacher Education," p. 45.

¹⁴²John Walton, "The Role of the School," Teacher Education: A Reappraisal, ed. by Elmer R. Smith (New York: Harper & Row, Publishers, 1962), p. 38.

¹⁴³Kaoru Yamamoto, et al., "As They See It: Culling Impressions from Teachers in Preparation," Journal of Teacher Education, XX (Winter, 1969), p. 475.

¹⁴⁴Harold Taylor, "The Teacher in the World," The University of Texas Graduate Journal, VIII (1968), pp. 143-158, quoted by Kaoru Yamamoto in "As They See It," ibid.

Hamachek maintains that research is teaching us many things about the differences between good and poor teachers. He suggests four related implications for teacher education.

1. If it is true that good teachers are good because they view teaching as primarily a human process involving human relationships and human meanings, then this may imply that we should spend at least as much time exposing and sensitizing teacher candidates to the subtle complexities of personality structure as well as we do to introducing them to the structure of knowledge itself.
2. If it is true that good teachers have a positive view of themselves and others, then this may suggest that we provide more opportunities for teacher candidates to acquire major positive self-other perceptions.
3. If it is true that good teachers are well-informed, then it is clear that we must neither negate nor relax our efforts to provide them with as rich an intellectual background as is possible.
4. If it is true that good teachers are able to communicate what they know in a manner that makes sense to their students, then we must assist our teacher candidates both by example and appropriate experiences to the most effective ways of doing this. ¹⁴⁵

It may be concluded from Hamachek's four points that teacher education does not currently make adequate use of some of the research available, in areas like the ones mentioned. It may further be concluded that he feels strongly that the incorporation of such emphases will improve the preparation of teachers.

Thompson, after listing several important

¹⁴⁵ Don Hamachek, "Characteristics of Good Teachers and Implications for Teacher Education," Phi Delta Kappan, L (February, 1969), p. 344.

misconceptions in teacher education, calls for the listing of behavioral objectives which may legitimately be set for all teacher education graduates. If each of these was linked to a proper vehicle, he continues, "the learning experiences would be more varied than those now obtaining: there would be fewer of the deductive-didactic and more of the inductive-laboratory type."¹⁴⁶ He observes that the call for greater relevance and for greater mastery of basic teaching skills is beginning to be heard more loudly.

Steeves¹⁴⁷ calls for the involvement of faculty members from departments other than education in the planning and operation of the professional courses and/or experiences.

Elmer Smith concludes that there is a close relationship between the nature and quality of a teacher's preparation and the quality of the teaching. He argues that "technological advances will require the development of teachers with new visions and new skills, and will presumably require some modification of teacher education programs to match these new demands."¹⁴⁸

¹⁴⁶Ralph H. Thompson, "Where Teacher Education Programs Fail," Journal of Teacher Education, XXI (Summer, 1970), p. 268.

¹⁴⁷Frank L. Steeves, "Crucial Issues in Student Teaching," Journal of Teacher Education, XVI (September, 1965), p. 309. (See also Lindley J. Stiles, "Interdisciplinary Accountability for Teacher Education," Journal of Higher Education, XXXIX (January, 1968), pp. 23-31).

¹⁴⁸Elmer Smith, ed., Teacher Education: A Reappraisal (New York: Harper & Row, Publishers, 1962), p. 2.

The challenge before planners of teacher education programs is seen as one of choosing between the many proposals for change that are currently flooding the literature. What kind of program will best prepare the kind of teachers needed for the future is a particularly difficult question when the reference point--relevance--is not a stable one.

Student Teaching

There is little doubt that the student teaching phase of the teacher education sequence is the most highly acclaimed aspect of the entire program. The literature reviewed generally supports this claim for importance.

Steeves observes that "student teaching . . . is the one professional program that both the critics and the friends of education approve wholeheartedly."¹⁴⁹

Horton writes: "Of the many sacred cows of education, student teaching is the most sacrosanct, questioned only by the few heretics in every college of education."¹⁵⁰ He then points out that the wide acceptance of this nearly universally endorsed aspect of teacher education has little research to validate it. His major concern is that, while the need for change in schools is talked about on the one hand, those most capable of bringing about change are sent to learn ways of classroom behavior from those who are most firmly entrenched in the educational establishment.

¹⁴⁹Steeves, "Crucial Issues," p. 308.

¹⁵⁰Lowell Horton, "Teacher Education: By Design or Crisis?" Journal of Teacher Education, XXII (Fall, 1971), p. 266.

Yamamoto notes that "most observers seem to emphasize student teaching as the most crucial experience in the entire process of teacher preparation."¹⁵¹

Steeves sees student teaching, not so much as an indispensable part of professional preparation, as a time of integration--a time when

What has been learned in the academic courses can be reorganized, modified, and adjusted to meet the needs of the elementary, junior, or senior high school pupils being taught, and when what has been learned in the professional courses can be tested, tried, and modified as a result of actual experience.¹⁵²

Bennie presents seven aspects of student teaching. They are: (1) Student teaching is a desirable aspect of teacher education; (2) Student teaching is a joint responsibility of public schools and academic and professional divisions of teacher education institutions; (3) Each student teaching experience must be considered as a unique situation; (4) Student teaching is a developmental process through which the college student moves as he grows professionally and personally; (5) Planning is the main ingredient of the formula for successful student teaching; (6) Student teaching is an educational process involving the acquisition of insights, understandings, and skills, each of which is inter-related; and (7) Competent supervision must be provided if the student teacher is to attain the objectives of the

¹⁵¹Yamamoto, "As They See It," p. 465.

¹⁵²Steeves, "Crucial Issues," p. 309.

student teaching course.¹⁵³

The above seven points provide a summary of the varied concerns to be found in the literature regarding student teaching.

The principles of a model student teaching program are articulately presented by Dean and Kennedy in their work entitled "A Position Paper on Student Teaching Programs."

Four principles are presented:

1. The program for student teachers should provide great flexibility so that strengths and weaknesses of individual students will determine the specific program each will follow.
2. The student teacher should be involved in a program designed to provide contact with several teachers and various teaching styles.
3. The program should be structured to provide many kinds of school experiences for the student teacher in addition to classroom teaching.
4. Effective means should be developed to bring practicing teachers and teacher preparation institutions into a true partnership in the design and implementation of teacher education programs.¹⁵⁴

Horton supports the claim made by Dean and Kennedy for a broadened student teaching experience which includes exposure to alternate styles of teaching behavior and further calls for the development of designs for gaining such experience and obtaining feedback about the same. He feels

¹⁵³William A. Bennie, Cooperation for Better Student Teaching (Minneapolis, Minn.: Burgess Publishing Company, 1966), pp. 15-16.

¹⁵⁴Lee Dean and W. Henry Kennedy, "A Position Paper on Student Teaching Programs," in Teacher Education in Transition (Volume I, An Experiment in Change, Maryland: Multi-State Teacher Education Project, 1969), p. 165.

that "teacher educators can no longer retain and defend irrelevant programs."¹⁵⁵

About the importance of student teaching, Bush says, "It is in practice . . . that the materials from all parts of his preparation are synthesized and brought to bear upon the development of the highest possible degree of skill in teaching."¹⁵⁶

Hazard,¹⁵⁷ Kalick,¹⁵⁸ and Wilhelms,¹⁵⁹ among others, are concerned about the fact that all too frequently prospective teachers have had little or no direct contact with students in a real life setting until student teaching. There is a concerted plea in the literature for earlier contact in the preservice type of experience.

Wilhelms argues that student teaching is generally done too late and the student teaching situation is often too tight. He suggests that "a broad, varied pattern of experiences should bring the student into contact with many

¹⁵⁵Horton, "Design or Crisis?" pp. 262-263.

¹⁵⁶Robert N. Bush, "The Science and Art of Educating Teachers," in Improving Teacher Education in the United States, ed. by Stanley Elam (Bloomington, Indiana: Phi Delta Kappa, 1967), p. 193.

¹⁵⁷William R. Hazard, "Negotiation and the Education of Teachers," Teacher Education: Future Directions, ed. by Margaret Lindsey (Association of Teacher Educators, 1970), p. 118.

¹⁵⁸Kalick, "New Directions," p. 262.

¹⁵⁹Fred T. Wilhelms, "Realignments for Teacher Education," Teacher Education: Future Directions, ed. by Margaret Lindsey (Association of Teacher Educators, 1970), p. 8.

and varied potential models."¹⁶⁰ He feels that the student teacher needs to learn that he, as a unique person, has his own peculiar mix of strengths and qualities. What he needs to be is a whole person--not a copy of some ideal teacher.

Bennie¹⁶¹ claims that the role of student teaching in the preparation of teachers is more significant today than at any time since the time when the certifying of teachers became an accepted practice.

Review of Related Studies

The purpose of this section of the review was to examine related studies. Based on the review of the literature, very few studies have been done by small liberal arts colleges for the purpose of evaluating the academic program through responses gained from graduates. The studies that were reviewed dealt with some aspects only of either the two-year college or of the university and were indirectly related to the specific interests of this study.

A study was done by Hardy¹⁶² (1960) which was a follow-up type study of the graduates of Stillman College. The purpose of this study was to guide the college in evaluating certain aspects of its program. She reported a 70 per cent response to her questionnaire. The study found that 50 per cent of the graduates were teachers and were

¹⁶⁰Ibid., p. 11.

¹⁶¹Bennie, Better Student Teaching, pp. 15-16.

¹⁶²Blanch B. Hardy, A Follow-Up Study of Stillman College (unpublished Ph. D. dissertation, Michigan State University, 1960), p. 96.

satisfied with their jobs. The remaining studies reviewed dealt with other aspects which were of interest to aspects of this study.

A study done by Richards and Holland¹⁶³ (1965) produced six basic dimensions in the choice of a college: (1) Intellectual emphasis; (2) Practicality; (3) Advice of others; (4) Social emphasis; (5) Emphasis on religious and ethical values; and (6) Size of school.

Trent (1965) concludes that ". . . most of the students picked their colleges first, for proximity; second, because of peer popularity; and third, out of a generally vague notion about the prestige of the institution."¹⁶⁴

Davis¹⁶⁵ (1965) found, in a nationwide study, that students from larger cities when compared with those from smaller cities were more likely to choose initially fields of physical science, social science, premedicine, and prelaw, and were less likely to choose education.

It was further reported that "men overchoose engineering, physical science, prelaw, premedicine, and business. Women are more likely than men to enter the curricula of education, humanities and fine arts, social science, and

¹⁶³Feldman and Newcomb, The Impact of College, p. 110.

¹⁶⁴J. W. Trent, "Personal Factors in College Choice," Paper read at the annual meeting of the College Entrance Examination Board, 1965), p. 9, cited by Feldman and Newcomb, Ibid., p. 111.

¹⁶⁵J. A. Davis, Undergraduate Career Decisions: Correlates of Occupational Choice (Chicago: Aldine, 1965) cited by Feldman and Newcomb, The Impact of College, p. 153.

biological sciences."¹⁶⁶

Calvert¹⁶⁷ studied graduates of the selected years 1948, 1953, and 1958 to find out their feelings about their liberal arts program. He reported a 62 per cent return on an eighteen page questionnaire. The graduates strongly supported the liberal education they had received. Seventy-eight per cent would strongly advise a liberal arts major. Seventy-three per cent felt that their undergraduate education had provided good preparation for their vocational life.

Cook¹⁶⁸ (1970) reported a study of graduates of Auburn University which was made to determine the degree of satisfaction students experienced with the baccalaureate degree. One-third of the respondents indicated that if they were to repeat their college work they would major in another field. Several of these had made drastic switches in program major. The average salary reported was \$6,805 annually. He also reported that students enrolled in education found student teaching to be the most valuable college related experience.

The value of the student teaching experience was

¹⁶⁶Feldman and Newcomb, Impact of College, p. 153.

¹⁶⁷Robert Calvert, Jr., "Liberal Arts Graduates: They Would Do It Again," The Personnel and Guidance Journal XLIX (October, 1970), p. 125.

¹⁶⁸M. Olin Cook, "Effects of Change of Major," Improving College and University Teaching, XVIII (Winter, 1970), pp. 55-56.

also supported by McAulay and Hoover.¹⁶⁹ McAulay claims that student teaching experiences have greater influence on student teachers than methods have and Hoover points out that student teachers attributed the feelings of increased competency in the classroom directly to their student teaching experiences.

Whitman¹⁷⁰ studied the graduates of the Auburn University elementary education program between 1962 and 1967 to discover their perceptions of the general education program. She realized a 63 per cent return and found that graduates assessed the contribution of the general education program to their education as individuals greater than the contribution to their education as teachers. Graduates reported that work in mathematics and in human growth and development were of greatest value to them as teachers. They felt that course work in literature, English, and sociology had contributed most to their education as individuals.

McCollough¹⁷¹ (1970) studied the graduates of Fort

¹⁶⁹J. D. McAulay, "How Much Influence Has a Cooperating Teacher?" Journal of Teacher Education, XI (1960), pp. 79-83; Kenneth H. Hoover and others, "A Comparison of Expressed Teaching Strengths Before and After Student Teaching," Journal of Teacher Education, XVI (1965), pp. 324-328.

¹⁷⁰Anita Bragg Whitman, "Perceptions of the General Education Program at Auburn University as Assessed by Elementary Education Graduates, 1962-1967" (unpublished Ph. D. dissertation, Auburn University, 1970).

¹⁷¹Jerry Jerome McCollough, "An Evaluation of the Teacher Education Program at Fort Lewis College: An Opinion Survey of Teacher Education Graduates with in-Service Experience" (unpublished Ed. D. dissertation, University of Northern Colorado, 1970).

Lewis College to secure an evaluation of the teacher education program. A return of 73 per cent was realized. His study found that 82 per cent of graduates were in full-time teaching; 25 per cent in elementary and 75 per cent in secondary. Graduates found their major and minor area courses valuable in terms of preparation for teaching. He reported that all general education requirements were considered valuable and 50 per cent of the graduates considered all the required professional courses either valuable or very valuable. Secondary majors deemed the professional education courses of lesser value than did the elementary majors. High value was placed on the in-service teaching experience by 80 per cent of the graduates.

Aspy (1969) found in a study of three hundred first through third year teachers from thirteen colleges of education that they (1) Were well satisfied with student teaching; (2) Generally condemned general methods courses, but considered special methods courses to be good; and (3) Regarded foundation courses, particularly history and philosophy of education and educational measurement of little value.¹⁷²

Campbell¹⁷³ (1970) reports in a study of the

¹⁷²David N. Aspy, "Maslow and Teachers in Training," Journal of Teacher Education, XX (Fall, 1969), p. 304.

¹⁷³Kenneth Claude Campbell, "An Evaluation of the Undergraduate Elementary and Early Childhood Teacher Education Program at the University of Georgia, Based on a Follow-up Study of Teaching Graduates" (unpublished Ed. D. dissertation, University of Georgia, 1970).

graduates of the elementary teacher education program at the University of Georgia that teaching graduates, on the whole, found their teacher preparation programs to be fairly satisfactory while student teaching, preparation for using the English language effectively, reading education courses, and curriculum courses were perceived as very satisfactory. The introduction to education course was perceived to be unsatisfactory.

Campbell reports that graduates suggest such improvements as: expand student teaching, both in time and in variety of experiences; provide more experiences in public schools earlier in the program; develop more specific helps to understand what to do in problem situations; provide more practical methods courses; and expand education courses in general.¹⁷⁴

Bennett¹⁷⁵ (1970) reports a study of three hundred first-year elementary teachers. He received a 65 per cent response. From his study he concludes that more emphasis should be given earlier in the teacher training program to courses involving teacher-pupil contact. His further conclusions concurred with several others already reported that student teaching was by far the best experience for first-year teachers. He also reports that specialized methods

¹⁷⁴Ibid.

¹⁷⁵Don Bennett, "Teacher Commitment--Whose Responsibility," Journal of Teacher Education, XXI (Winter, 1970), p. 517.

courses were given a high rating.

Summary

This review of literature was divided into seven areas of concern. There was general agreement that the survey method of research was an acceptable way to gather data. Questionnaires were found to be used frequently in all kinds of research. There are certain guidelines which, when followed, tend to produce better and more reliable results. A low rate of return was one of the major problems experienced in the use of questionnaires. Here also the literature suggests ways of improving the percentage of return. The use of probability theory in selecting the sample has greatly increased the value of the findings of studies using questionnaires.

The literature has much to say about the role of the small liberal arts college. The need for change is emphasized. The direction of change needs to be determined through the involvement of many different publics affected by the institution. Each institution has its own particular set of circumstances which present challenges and opportunities for developing a program related to the needs of today's students. The pressure for change being felt by the church-related colleges must be confronted; the provision of viable programs may save them from gradual, if not sudden, demise.

The college impact on the student is seen as resulting from a complex set of factors. Perhaps of equal

importance to the impact a college may exert is the effect of self-selection by students into colleges. The literature is quite clear that faculty members play a very important role in influencing students toward academic excellence.

Since World War II, teacher education has become a very important part of the curricular offerings of most liberal arts colleges. In many colleges, however, this part of the curricular offerings has led to a battle of words over the role of professional training for teachers. As the literature points out, the question of whether or not education courses are respectable for inclusion in the course offerings of the liberal arts college is raised. The literature seems to support the involvement of the whole institution in the preparation of teachers.

The purposes and values of general education are well supported in the literature. In recent years there appears to have been a move away from an emphasis on "liberal" education with its close tie to the development of Western thought to "general" education which draws from a variety of sources and tends to be more adjusted to the needs of students.

There is more agreement in the literature that general education is desirable for prospective teachers than there is on what should be included in the required sequence.

There is little question that academic specialization for teachers as well as for the non-teacher is an important part of the college program. Some writers, however, call

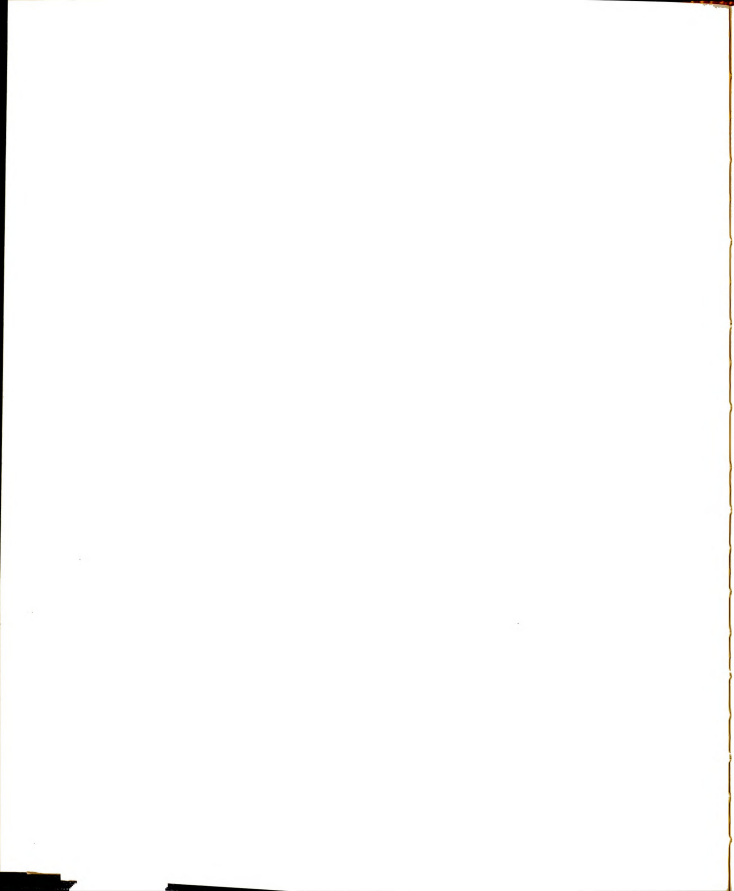
for a special kind of approach which concentrates more on understanding the opportunities and limits of a particular subject area than on learning the facts alone.

The liberal arts college is seen as a good setting for the provision of professional training for teachers. The professional and academic aspects of the preparation should not, it was felt, be segregated. The involvement of the liberal arts faculty in all aspects of teacher education was emphasized. Methods courses are considered valuable only when they are sufficiently relevant to relate closely to what happens in the classroom where the prospective teacher will work.

Student teaching is the one aspect of teacher education that has received almost universal support. It was reported that students from smaller cities and women were most likely to choose education.

Graduates of liberal arts colleges in general are strong supporters of liberal education. General education makes a greater contribution to graduates' preparation as individuals than to their education as teachers.

Several studies confirmed the notion that methods courses, as currently conceived, are of little value. The need for earlier contact with students by prospective teachers was also supported in the literature.



CHAPTER III

PROCEDURES AND POPULATION USED IN THE STUDY

Introduction

This chapter presents the population and design of the study and describes the development, trial-testing, and final administration of the questionnaire. Method of treatment of data is also discussed.

Design of the Study

Population Studied

All graduates from the Spring Arbor College four-year liberal arts program between the years 1965 and 1970 (inclusively) comprised the population ($N = 633$) of this study. A simple random sample ($n = 150$) from this population was chosen for study.

This sample was selected through the use of a table of 14,000 random units taken from the fourteenth edition of Standard Mathematical Tables.¹ Random numbers were picked by selecting columns one, five, and eleven. Digits one, three

¹Samuel M. Selby, ed., Standard Mathematical Tables (14th ed., Cleveland: The Chemical Rubber Company, 1965), pp. 252-257.



and four, of the five digit numbers provided were used to form three digit numbers.

All graduates for the years 1965 through 1970 were arranged alphabetically by year of graduation and assigned a number from one to six hundred thirty-three (N = 633). The numbers chosen at random were then matched with the assigned numbers previously given to graduates until the desired sample (n = 150) had been selected. Duplicate numbers were passed over and numbers corresponding to those assigned to foreign students were rejected.

A sample of one hundred fifty was chosen in order to give the researcher reasonable assurance of having a minimum of one hundred usable responses (67 per cent).

Table 3.1 provides a comparison of the sample (n = 150) with the total population (N = 633) by sex, program and year of graduation.

Development of the Questionnaire

An opinion survey type questionnaire was designed to gather information about graduates and their perception regarding selected aspects of the Spring Arbor College experience. The questionnaire was comprised of four sections: (1) biographical information, (2) evaluation of the CPLA² program, (3) evaluation of majors and minors, and (4) evaluation of the teacher education program with emphasis on student teaching.

²CPLA stands for the Christian Perspective in the Liberal Arts program. See description in Chapter I.

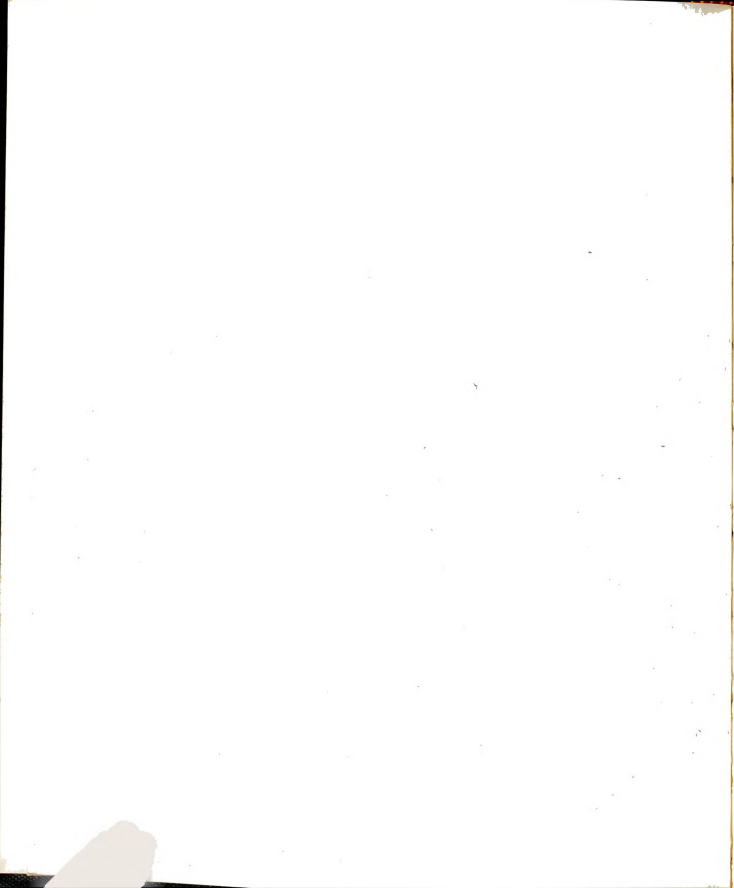


TABLE 3.1.--Distribution of sample compared to total population by sex, program, and year of graduation.

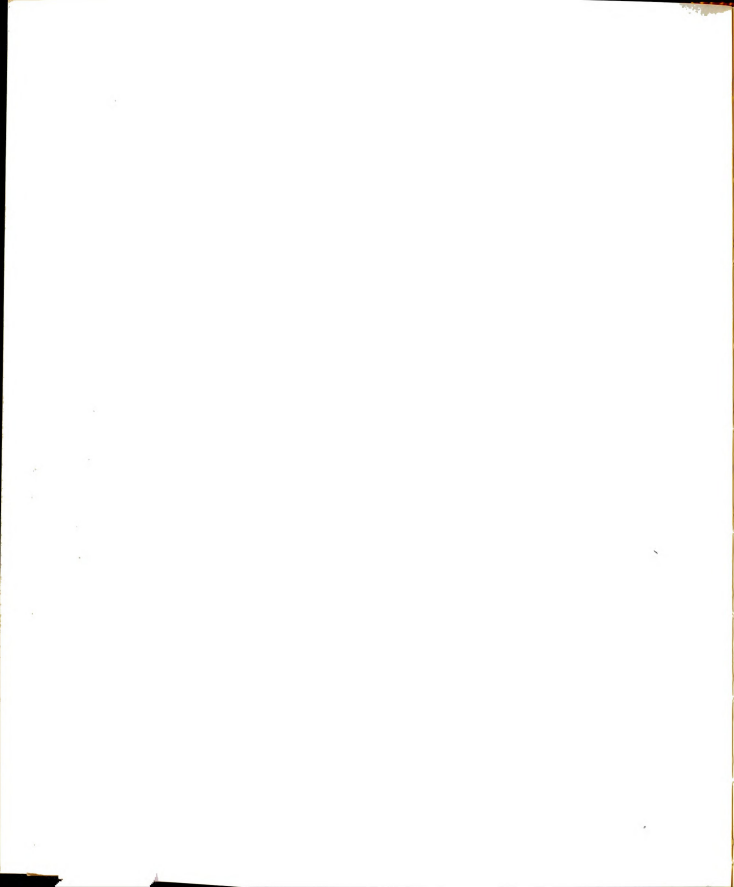
Variable	Population		Sample	
	Number	Per cent	Number	Per cent
<u>Sex</u>				
Male	286	45	68	45
Female	347	55	82	55
Total	633	100	150	100
<u>Program</u>				
Non-teacher education	153	24	32	21
Elementary	245	39	57	38
Secondary	235	37	61	41
Total	633	100	150	100
<u>Year of Graduation</u>				
1965-66	157	25	41	27
1967-68	222	35	55	37
1969-70	254	40	54	36
Total	633	100	150	100

A review of the literature³ dealing with the development of questionnaires provided the necessary theoretical background. A number of questionnaires,⁴ used to gather data in similar studies, were reviewed and items for possible use were selected. These items were prepared in mimeograph form and circulated among faculty members and students at SAC where comments and suggestions were solicited.

A rough draft of the questionnaire was prepared incorporating the suggestions offered by faculty and students.

³See Chapter II for the review of the literature.

⁴See "Other Sources Consulted" in the Bibliography for a listing of these questionnaires and their sources.



During the 1971 Summer Session, twelve summer graduates were asked to respond to the questionnaire. Following this preliminary trial administration of the questionnaire the participants were encouraged to react verbally to the instrument. Many helpful suggestions were made and later incorporated into a further revision.

A series of consultations with members of the researcher's doctoral committee and with staff members from the Office of Research Consultation resulted in still further re-writing of certain questions before the pilot administration.

Pilot Administration

Printed copies of the revised questionnaire were mailed to thirty graduates randomly⁵ selected from the total population. The participants were not included in the sample.

The instrument, together with a cover letter, under the signature of the college president, Dr. Ellwood Voller, and a stamped, self-addressed envelope was mailed in October, 1971, to the thirty graduates. The purpose of the pilot study was to refine the questionnaire as an instrument to be used in gathering data for the study. A total of nineteen graduates responded yielding a sixty-three per cent response. No follow-up was attempted.

The results of the responses were carefully tallied, analyzed and combined with the suggestions of several colleagues.

⁵The subjects for this pilot study were chosen by the same method described on page 77 of this study under the heading "Population Studied."

These suggestions resulted in the reshaping of the general format of the questionnaire along with the deletion of some items and the adding of others.

Questionnaire Format

The final form of the questionnaire was comprised of four sections:

1. Biographical information
2. Evaluation of the CPLA program
3. Evaluation of the major and minors
4. Evaluation of the teacher education program

Three types of questions were used throughout the instrument. In the first type, the respondent selected the one best answer. The second type asked the respondent to use a five point code (4 = superior--0 = unsatisfactory) to rate selected aspects of a particular program. Open-ended questions were the third type employed in the questionnaire.

Items one through eleven, twenty-three, twenty-seven, and thirty-two through thirty-six in the questionnaire were classified as biographical and demographic information.⁶

Items twelve through fourteen and item twenty were concerned with the evaluation of the CPLA program and relate to the first part of research question one. Items twenty-nine and thirty relate to the second part of question one and provide data on the evaluation of majors and minors. Items

⁶See Appendix B for complete data on biographical information.

thirty-eight and thirty-nine provide answers to the third part of question one with an evaluation of the teacher education courses.

Questionnaire items sixteen through eighteen dealt with the three aspects of the SAC concept and supply answers to research question two. Items twenty-four through twenty-six, and item twenty-eight provide data about the choice of majors and minors and relate to question three.

Research question four was answered through data gathered by item thirty-seven. Item forty asked graduates to check those activities they had experienced while student teaching and those which they would highly recommend. This item provides the data needed to answer question five.

Item six asked the respondents to indicate the strengths and weaknesses of the SAC experience by rating selected aspects of the program. This question relates to items fifteen and twenty-one in the questionnaire. Item twelve provides an answer to research question seven which asks for the rating of the contribution of selected factors toward the development of a Christian perspective for learning.

Question eight asked for the comparison of the ratings given by teacher education and non-teacher education graduates to courses in the CPLA and in the majors and minors.

Question nine dealt with a comparison of the ratings of elementary and secondary education graduates on courses taken in the teacher education program and student teaching.



Question ten asked for the suggestions, criticisms and recommendations of graduates concerning aspects of the Spring Arbor College experience. The data needed to answer this question were provided through the use of open-ended questions, i.e., items twenty-two, thirty-one, forty-one, and forty-two.

Questions for Study

This study attempted to answer these questions:

1. What rating do graduates give the courses taken at SAC in the CPLA program; in the majors and minors; and in the professional education program?
2. How do graduates perceive their involvement in the study of the liberal arts; their commitment to Jesus Christ as a perspective for learning; and their participation in the affairs of the contemporary world while enrolled at SAC?
3. When did graduates select a major; what college personnel were most influential in the selection of a major; and what motivated their selection of majors and minors?
4. What level of proficiency do graduates perceive they achieved while student teaching?
5. Which of the experiences listed have graduates had while student teaching and which would they most highly recommend for future student teachers?
6. What are strengths and weaknesses of the SAC experience as perceived by graduates?
7. What contributed most to the development of a Christian

perspective of learning?

8. Do the graduates from teacher education differ from the non-teacher education graduates in their rating of the CPLA program, the majors and minors, and their responses to the SAC concept?

9. Do the elementary and secondary education graduates differ in their rating of the professional education courses and student teaching?

10. What suggestions, criticisms, or recommendations do graduates make for the improvement of the CPLA program, the majors and minors, and/or professional education courses including student teaching?

Data Collection Procedures

Administration of the Questionnaire

A revised, printed copy of the questionnaire (see Appendix B), together with a cover letter (see Appendix C) and a stamped, self-addressed envelope was mailed to the one hundred fifty graduates that were included in the sample.

The questionnaires were mailed on November 26, 1971. Due consideration was given to the choice of mailing time and date as suggested in the literature. A follow-up letter (see Appendix D), another copy of the questionnaire, and a second stamped, self-addressed envelope was sent on December 27 and 30, 1971, to those who had not responded.

Considerable interest was indicated by the respondents. The original sample was reduced by eleven, from one-hundred

fifty to one-hundred thirty-nine, due to insufficient mailing addresses. Eighty point six per cent of the sample (n = 139) responded. The number and percentage of response by sex, program of study, and year of graduation are shown in Table 3.2.

TABLE 3.2.--Response distribution by sex, program, and year of graduation

Variable	Number in Sample	Number of Respondents	Per cent
<u>Sex</u>			
Male	65	52	80.0
Female	74	60	81.1
Total	139	112	80.6
<u>Program</u>			
Non-teacher education	29	23	79.3
Elementary	54	45	83.3
Secondary	56	44	78.6
Total	139	112	80.6
<u>Year of Graduation</u>			
1965-66	37	31	83.8
1967-68	53	45	84.9
1969-70	49	36	73.5
Total	139	112	80.6

Treatment of the Data

The data of this research project were treated with descriptive statistics. Procedures recommended by consultations from the Office of Research Consultation, College of Education, Michigan State University were used to establish the plan for the analysis and treatment of the data.

After the questionnaires were returned, they were coded with a seven digit number. The first three digits corresponded to the random number which identified each respondent in the sample. The fourth digit represented the program of study: non-teacher education = 1; elementary certification = 2; and secondary certification = 3. The fifth digit indicated status: transfer = 1 and non-transfer = 0. The sixth digit represented sex: male = 1; female = 2. The seventh digit indicated the year of graduation (i.e. 5 = 1965; 0 = 1970).

The data, including the coded identification, were key punched into computer data cards. The Michigan State University Control Data Corporation 3600 computer was used to tabulate and analyze the data.

Non-Comparison Questions

Answers to research questions one through seven were provided by recording the frequency, percentage, and standard deviation for each item on the questionnaire and the data were presented in table form.

The responses to the open-ended items in the questionnaire were summarized and presented in descriptive form.

Comparison Questions

Comparison of Teacher Education and Non-Teacher Education Graduates.

The one-way analysis of variance was used to make comparisons between teacher education and non-teacher education graduates. These groups comprised the category variable.

Ratings of courses and selected aspects of the CPLA program, majors and minors, and responses to the SAC concept were treated as dependent variables. This comparison relates to research question eight.

Comparison of Elementary and Secondary Graduates

Comparisons of the responses of graduates in elementary and secondary education in rating the courses in teacher education and student teaching were made by use of the one-way analysis of variance. The category variable was comprised of the elementary and secondary graduates and the graduates' ratings of the teacher education courses and student teaching made up the dependent variables.

Respondents were asked to use a numeric rating scale where 4 = superior and 0 = unsatisfactory. Mean scores were used in the comparisons.

The .05 level of confidence was chosen for the comparison questions in this research study to establish statistical significance. This level indicated that the observed differences between groups was likely to occur by chance only five times out of every one hundred cases.

No hypotheses were tested since it was agreed by the research committee that the study was a normative survey and was exploratory in nature.

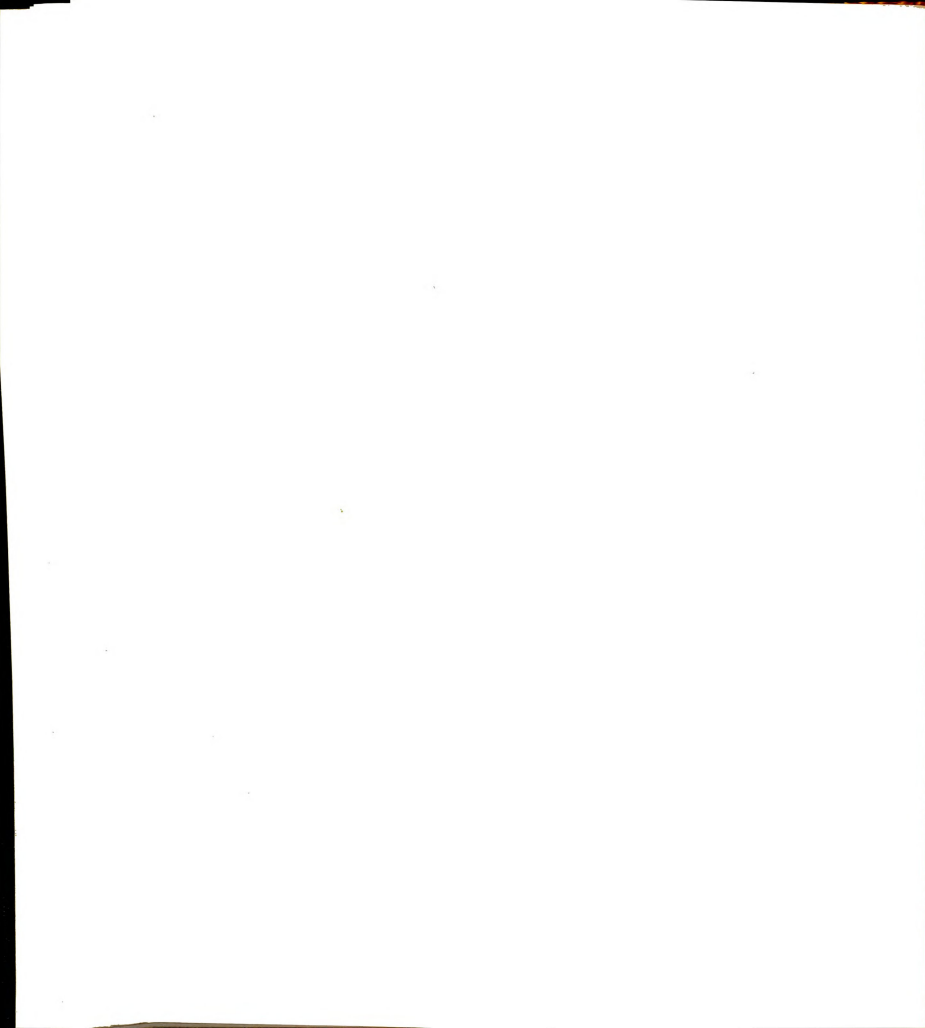
Summary

The population and design of the study, development and administration of the questionnaire, data collection procedures and treatment of data were described in this chapter.

This was a normative survey study. A questionnaire was used to gather data on a random sample of Spring Arbor College graduates for the years 1965-1970 inclusively. Data were gathered in four areas: (1) biographical, (2) evaluation of CPLA, (3) evaluation of major and minor fields of study, and (4) evaluation of teacher education and student teaching.

Two methods of analysis were described. Figures were provided for frequency, percentage and standard deviation on all non-comparison questions.

The one-way analysis of variance provided mean scores and standard deviation data for the comparison questions.



CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter presents the results of the study according to the data received from the graduates. The respondents were graduates of the four-year liberal arts program of Spring Arbor College for the years 1965 through 1970 inclusively. Data are presented on the characteristics and responses of these graduates.

Purpose of the Study

The purpose of this study was

1. To determine the opinions of graduates regarding three segments of their academic preparation at Spring Arbor College: (a) the Christian Perspective in the Liberal Arts program, (b) the majors and/or minors, and (c) the professional education courses.
2. To obtain criticisms, suggestions, and recommendations for the improvement of these segments.
3. To evaluate these data and use the results to suggest implications for program improvement.
4. To gather additional data for later analysis.

This chapter presents the results of the study in terms of responses received from the graduates included in the sample.

Biographical Data on Respondents

Items one through eleven, twenty-three, twenty-seven, and thirty-two through thirty-six in the questionnaire solicited from respondents several bits of information of a biographical and demographic nature. These data are presented in Appendix A, but are summarized here in order to describe the sample.

At the time of the survey 77.5 per cent of the graduates were under thirty years of age. Nearly 83 per cent of the respondents were married, 15.3 per cent were single and 1.8 per cent were divorced. Graduates tended to reside in a non-urban setting. Approximately 65 per cent indicated they lived in a rural community, small town or small city while 35.1 per cent reported they lived in a community ranging in size from a city to a metropolis. Only 9.0 per cent indicated they resided in a metropolis.

A mean annual gross income of \$7,400.00 was reported, with 48.2 per cent earning between \$7,001 and \$10,000 and 23.2 per cent earning in excess of \$10,000.

Approximately 57 per cent of the fathers of graduates were reported to have attained high school graduation or beyond while 76.8 per cent of the mothers had attained this level of education. Slightly over 31 per cent of the fathers and 12.5 per cent of the mothers had completed the eighth grade or less. Nearly 30 per cent of the fathers and 40.2 per cent of the mothers had had some college, were college graduates and/or had taken graduate work.

Approximately 78 per cent of the respondents said they had taken advanced work since graduation while 12.6 per cent reported they had completed a Master's degree program. Nearly 41 per cent indicated they were currently pursuing an advanced degree.

Respondents listed nineteen different types of occupations. Roughly 60 per cent reported they were teaching while 8.9 per cent said they were unemployed. There were 7.1 per cent who indicated they were ministers.

The most important reason given by 80.4 per cent of the graduates for attending college was "to prepare for a vocation;" 7.1 per cent said "to obtain a broad general education;" and 4.4 per cent indicated "to gain a better understanding of the world and the people in it."

The major reason given for choosing SAC ranged from 32.1 per cent who indicated "to gain a Christian perspective down to 4.5 per cent who said "good academic program." "Influence of a friend or relative" (25.9 per cent) and "located near my home" (22.3 per cent) were found to be important factors also.

Of the twelve majors listed, 20 per cent indicated social science as their college major. English was indicated by 15.4 per cent; mathematics by 11.8 per cent and biology by 10.9 per cent of the respondents. There were more than twice as many minors in social science (21 per cent) as in any of the other eighteen minors listed. (See Appendix A).

Seventy-six point nine per cent of the respondents

were certified at either the elementary or secondary level. The major reason given by 63.9 per cent of these graduates for choosing teaching as a profession was a "desire to work with children or teenagers." Eighty-five per cent said they were satisfied with teaching or liked it very much. Fifteen per cent indicated they either just tolerated it or disliked it.

At the time of the survey, 39.5 per cent of the respondents were teaching at the elementary level; 3.5 per cent in the middle school; 22.1 per cent at the junior high level; and only 9.3 per cent at the senior high level. Nearly 85 per cent of the graduates had taught five years or less.

A tendency for the graduates of SAC to locate teaching jobs in a non-urban setting was indicated. Almost 77 per cent said their schools were located in a rural community, small town or small city; while 23.1 per cent indicated a city, large city or metropolis.

The biographical data presented above has been summarized from tables presented in Appendix A in order to provide background information on the sample. The remaining portion of the chapter will present an analysis of the data gathered.

Questions for Study

This study attempted to answer these questions:

1. What rating do graduates give the courses taken at

SAC in the CPLA program; in the majors and minors; and in the professional education program?

2. How do graduates perceive their involvement in the study of the liberal arts; their commitment to Jesus Christ as a perspective for learning; and their participation in the affairs of the contemporary world while enrolled at SAC?

3. When did graduates select a major; what college personnel were most influential in the selection of a major; and what motivated their selection of majors and minors?

4. What level of proficiency do graduates perceive they achieved while student teaching?

5. Which of the experiences listed have graduates had while student teaching and which would they most highly recommend for future student teachers?

6. What are the strengths and weaknesses of the SAC experience as perceived by graduates?

7. What contributed most to the development of a Christian perspective for learning?

8. Do the graduates from teacher education differ from the non-teacher education graduates in their rating of the CPLA program, the majors and minors, and their responses to the SAC concept?

9. Do the elementary and secondary education graduates differ in their rating of the professional education courses and student teaching?

10. What suggestions, criticisms, or recommendations do graduates make for the improvement of the CPLA program, the

majors and minors, and/or professional education courses including student teaching?

Variable One

The first question was analyzed by comparing the percentage at each rating level and the measures of central tendency; the mean and standard deviation.

Question One

1. What rating do graduates give the courses taken at SAC in the CPLA, the majors and minors, and the professional education program?

CPLA program.--Table 4.1 shows the ratings given by respondents on the contribution made by the nine courses of the Christian Perspective in the Liberal Arts to the total degree program. The "Mind and Motivation" course received the highest mean score (3.07)¹ while the "God and Man" course received the lowest mean score (2.11). The average mean score given by all respondents to the nine courses of the CPLA program was 2.56. The standard deviations were small varying from 0.88 to 1.10.

Table 4.2 indicates that the CPLA course given the highest rating for its contribution to the foundation for study in the liberal arts was "Mind and Motivation" with a mean score of 3.17. Tied for second place were the courses "Thought and Symbol" and "Image and Idea" with mean scores of 2.96. The course perceived to have made the least

¹On the rating scale used 4.0 (Superior) was the highest and 0.0 (Unsatisfactory) was the lowest rating.



TABLE 4.1.--Contribution made by CPLA courses to the total degree program as perceived by graduates.

Course	Level of Rating					n	\bar{X}	SD
	4	3	2	1	0			
1. God and Man	8	29	39	15	9	91	2.11	1.05
2. Thought and Symbol	23	46	25	1	5	18	2.82	0.97
3. Freedom and Order	21	36	29	10	4	82	2.61	1.04
4. Structure and System	16	39	35	5	5	81	2.57	0.99
5. Energy and Matter	9	30	43	13	5	84	2.26	0.97
6. Image and Idea	22	45	26	6	1	86	2.80	0.89
7. Mind and Motivation	32	50	12	3	2	90	3.07	0.88
8. Concepts and Values	25	39	23	8	5	96	2.70	1.10
9. Language Analysis	10	27	36	20	7	91	2.14	1.06
Averages	18	38	30	9	5	87	2.56	0.99

TABLE 4.2.--Contribution made by CPLA courses to a foundation for study in the liberal arts as perceived by graduates.

Course	Level of Rating					n	\bar{X}	SD
	4	3	2	1	0			
1. God and Man	12	29	33	14	11	90	2.17	1.16
2. Thought and Symbol	28	46	22	1	3	81	2.96	0.89
3. Freedom and Order	21	37	34	5	3	79	2.70	0.95
4. Structure and System	10	46	35	6	3	78	2.55	0.86
5. Energy and Matter	5	31	50	10	4	82	2.24	0.84
6. Image and Idea	27	48	20	4	1	84	2.96	0.86
7. Mind and Motivation	38	49	9	2	2	88	3.17	0.86
8. Concepts and Values	29	42	19	5	5	94	2.83	1.07
9. Language Analysis	12	34	32	14	8	88	2.30	1.11
Averages	20	40	28	7	4	85	2.65	0.96



contribution to a foundation for study in the liberal arts was "God and Man" with a mean score of 2.17. The average mean score for all courses in the CPLA program was 2.65.

Table 4.3 shows that 35.2 per cent of the respondents felt that the courses in the CPLA program were on the whole beneficial and 23 per cent felt that the courses provided a Christian perspective for further study in the liberal arts. Nearly 11 per cent indicated that the courses were too general and failed to challenge.

TABLE 4.3.--General attitude expressed by graduates toward the CPLA courses.

Attitude	Number	Per cent
1. Provided a Christian perspective for further study in the liberal arts	24	22.9
2. Gave a broad foundation upon which to build a major	25	23.8
3. Provided new insights into the relationships between the academic disciplines	8	7.6
4. Were on the whole beneficial	37	35.2
5. Were too general and failed to challenge	11	10.5
Total	105	100.0

Table 4.4 presents the ratings given by respondents to selected aspects of the CPLA courses taken at SAC. Respondents gave the highest mean rating to the questionnaire items--"instructor's encouragement for [students] to seek help when necessary" ($\bar{X} = 3.07$) and usage of class time for



TABLE 4.4.--Ratings given by respondents to selected aspects of the CPLA courses taken at SAC.

Aspect	Level of Rating					\bar{X}	n	SD
	4	3	2	1	0			
1. General clearness of major objective	17	38	37	7	1	2.64	103	0.88
2. General agreement between objectives and assignments	12	35	49	3	1	2.55	104	0.79
3. Clear organization of class presentations	14	55	29	1	1	2.81	104	0.73
4. Clear explanation of important ideas	15	54	27	3	1	2.80	104	0.77
5. Instructor's encouragement for you to seek help when necessary	42	29	25	4	1	3.07	105	0.95
6. Usage of class time for instruction purposes	28	49	20	1	2	3.00	105	0.83
7. Instructor's regard for viewpoints different from his own	17	35	30	11	7	2.45	105	1.11
8. Stimulation of classes	9	45	40	6	1	2.54	105	0.77
9. Fairness of class grades	24	49	24	2	1	2.92	106	0.80
Averages	20	43	31	4	2	2.75	105	0.85

instruction purposes" ($\bar{X} = 3.00$). The lowest mean rating was given to the item--"instructor's regard for viewpoints different from his own" ($\bar{X} = 2.45$).

Majors and minors.--Table 4.5 shows the ratings given by respondents to courses taken at SAC in the major area of study. This table indicates a mean score of 2.98 given by respondents to all courses taken in the major. The highest mean scores were given on the items--"usage of class time for instruction purposes" ($\bar{X} = 3.14$) and "instructor's encouragement of [students] to seek help when necessary" ($\bar{X} = 3.12$). The lowest mean score ($\bar{X} = 2.75$) was given to the item--"stimulation of classes."

Tables 4.6 and 4.7 show the ratings given by graduates to courses taken at SAC in the first and second minors respectively. Average mean scores of 3.02 for the courses in the first minor and 3.16 for the second minor were given. Respondents gave highest ratings for courses in the first minor to "instructor's encouragement for [students] to seek help when necessary" ($\bar{X} = 3.16$); "usage of class time for instruction" ($\bar{X} = 3.14$); and "fairness of class grades" ($\bar{X} = 3.12$). In the second minor, "clear explanation of important ideas" was rated highest ($\bar{X} = 3.33$). The standard deviations were small indicating little spread among respondents.

Teacher education courses.--Table 4.8 indicates that the highest mean score for courses in the teacher education Program was given to the "Children's Literature" course

TABLE 4.5.--Ratings given by graduates to selected aspects of the courses taken at SAC in the major area of study.

Aspect	Level of Rating					n	\bar{X}	SD
	4	3	2	1	0			
1. General clearness of major objective	34	42	22	2		108	3.08	0.80
2. General agreement between objectives and assignments	25	48	27			107	2.98	0.73
3. Clear organization of class presentation	27	48	24	1		107	3.01	0.75
4. Clear explanation of important ideas	32	48	15	5		107	3.06	0.83
5. Instructor's encouragement for you to seek help when necessary	40	36	20	4		108	3.12	0.86
6. Usage of class time for instruction purposes	31	52	16	1		108	3.14	0.70
7. Instructor's regard for viewpoints different from his own	21	40	33	5	1	104	2.76	0.88
8. Stimulation of classes	18	45	31	6		108	2.75	0.81
9. Fairness of class grades	30	43	20	6	1	107	2.95	0.90
Averages	29	45	23	3		107	2.98	0.81

TABLE 4.6.--Ratings given by graduates to selected aspects of the courses taken at SAC in the first minor area of study.

Aspect	Level of Rating					n	\bar{X}	SD
	4	3	2	1	0			
1. General clearness of major objective	24	47	28	1		83	2.93	0.79
2. General agreement between objectives and assignments	22	47	30	1		83	2.89	0.75
3. Clear organization of class presentation	23	55	21	1		83	2.99	0.74
4. Clear explanation of important ideas	29	49	21	1		83	3.06	0.74
5. Instructor's encouragement for you to seek help when necessary	40	39	19	2		83	3.16	0.82
6. Usage of class time for instruction purposes	35	48	15	1	1	83	3.14	0.80
7. Instructor's regard for viewpoints different from his own	28	43	25	4		83	2.95	0.83
8. Stimulation of classes	25	47	25	2		83	2.95	0.78
9. Fairness of class grades	29	57	12	2		83	3.12	0.71
Averages	28	48	22	2		83	3.02	0.77

TABLE 4.7.--Ratings given by graduates to selected aspects of the courses taken at SAC in the second minor area of study.

Aspect	Level of Rating					\bar{X}	SD
	4	3	2	1	0		
1. General clearness of major objective	39	39	17	5		3.11	0.90
2. General agreement between objectives and assignments	39	44	17			3.22	0.73
3. Clear organization of class presentations	37	47	16			3.21	0.71
4. Clear explanation of important ideas	39	56	5			3.33	0.59
5. Instructor's encouragement for you to seek help when necessary	44	33	17	6		3.17	0.92
6. Usage of class time for instruction	37	47	11		5	3.11	0.99
7. Instructor's regard for viewpoints different from his own	32	37	31			3.00	0.82
8. Stimulation of classes	42	26	26	5		3.05	0.97
9. Fairness of class grades	33	61	6			3.28	0.57
Average	38	43	16	2	1	3.16	0.80

TABLE 4.8.--Ratings given by graduates to courses taken at SAC in teacher education.

Course	Level of Rating					n	\bar{X}	SD
	4	3	2	1	0			
1. Great Ideas in Education	16	29	36	12	7	75	2.36	1.10
2. Introduction to Directed Teaching	9	25	40	16	10	83	2.10	1.09
3. Elementary Methods Workshop	17	37	24	15	7	41	2.41	1.16
4. Secondary Methods Workshop	4	24	29	24	18	45	1.73	1.16
5. Methods and Materials-Elem.	27	38	20	9	7	45	2.69	1.16
6. Elementary School Music	12	33	30	9	15	33	2.18	1.24
7. Modern Mathematics	18	46	30	6	6	33	2.70	0.98
8. Basic Art for Teachers	18	39	33	3	6	33	2.61	1.03
9. Physical Education in the Elementary School	10	55	20	15	0	20	2.45	1.19
10. Children's Literature	46	37	11	3	3	35	3.20	0.96
11. Audio Visual Materials	11	35	35	5	14	37	2.24	1.16
Averages	21	44	34	10	11	53	2.43	1.36

($\bar{X} = 3.20$) while the lowest score was given to the "Secondary Methods Workshop" ($\bar{X} = 1.73$). The average mean score for the eleven courses in the teacher education program was 2.43. The standard deviations indicate slightly greater spread in the ratings than for courses in majors and minors.

Student teaching.--According to Table 4.9, respondents gave the highest mean rating ($\bar{X} = 3.05$) to the "relationship with supervising teacher" aspect of student teaching. The student teaching seminar was given the lowest mean score ($\bar{X} = 1.95$). The average mean score given to all aspects of the experience was 2.59.

Variable Two

The second question was analyzed by comparing the percentages at each rating level and/or the measures of central tendency; the mean and standard deviation.

Question Two

2. How do graduates perceive their involvement in the study of the liberal arts, their commitment to Jesus Christ as a perspective for learning; and their participation in the affairs of the contemporary world while enrolled at SAC?

Table 4.10 shows the respondents' self-assessed level of involvement in the study of the liberal arts while at SAC. Seventy-one per cent of the respondents assessed their involvement as either "somewhat" or "very" involved while 4.5 per cent indicated no involvement. The mean self-assessed score was 2.08 with a standard deviation of 0.83.

TABLE 4.9.--Aspects of the student teaching experience as rated by graduates.

Aspect	Level of Rating					\bar{X}	SD
	4	3	2	1	0		
1. Quality of supervision by supervising teacher	38	19	26	9	8	2.70	1.29
2. Quality of supervision from college coordinator	19	32	23	13	13	2.31	1.28
3. Amount of time spent student teaching	28	42	14	11	5	2.77	1.12
4. Relationship with supervising teacher	43	34	13	6	5	3.05	1.11
5. Relationship with college coordinator	25	41	21	8	5	2.73	1.07
6. Student teaching seminars	13	15	41	17	14	1.95	1.18
Averages	28	30	23	11	8	2.59	1.18

TABLE 4.10.--Self-assessed level of involvement of graduates in the study of the liberal arts while at SAC.

Level	Number	Per cent
Very involved	28	25.5
Somewhat involved	50	45.5
Mildly involved	27	24.5
Not involved	5	4.5
Total	110	100.0
Mean--2.08	Standard deviation--0.83	

Table 4.11 describes the self-assessed level of commitment to Jesus Christ as a perspective for learning. The table reveals that 72.7 per cent of the respondents described their level of commitment as "a personal relationship with Jesus Christ as Lord and Master." Two point seven per cent indicated they had no commitment.

TABLE 4.11.--Description of the level of commitment to Jesus Christ as a perspective for learning as perceived by graduates.

Description	Number	Per cent
1. No commitment	3	2.7
2. A set of beliefs which you hold	6	5.5
3. A set of guides for judging right and wrong	13	11.8
4. A realization that you are following a revealed way of life	8	7.3
5. A personal relationship with Jesus Christ as Lord and Master	80	72.7
Total	110	110.0
Mean--4.42	Standard deviation--1.07	

Table 4.12 presents the self-appraised level of participation in the affairs of the contemporary world as a result of the SAC experience. The table shows that 75.2 per cent of the respondents appraised their level of participation as "moderate" or "high." The mean score was 2.07 with a standard deviation of 0.78. Nearly five per cent of the respondents indicated "no participation."

TABLE 4.12.--Self-appraised level of participation in the affairs of the contemporary world as a result of the SAC experience.

Level	Number	Per cent
1. High	24	22.0
2. Moderate	58	53.2
3. Low	22	20.2
4. No participation	5	4.6
Total	109	100.0

Mean--2.07

Standard deviation--0.78

Variable Three

The third question was analyzed by comparing the frequency spread and the percentage of respondents at each level.

Question Three

3. When did graduates select a major; what college personnel were most influential in the selection of a major; and what motivated the selection of majors and minors?

Table 4.13 shows that 72.5 per cent of the respondents made decisions about the choice of a major while enrolled in college. Twenty-seven point five per cent indicated the decision was made prior to entering college. Nineteen point three per cent made their decision about a major field of study as late as the junior year of college. The mean score 3.35 indicates that the typical SAC graduate made the decision about a major sometime between the freshman and sophomore years of college.

TABLE 4.13.--Education level at which graduates made a decision about a college major.

Educational level	Number	Per cent
1. Before high school	5	4.6
2. During high school	25	22.9
3. Freshman year of college	27	24.8
4. Sophomore year of college	31	28.4
5. Junior year of college	21	19.3
Total	109	100.0

Mean--3.35

Standard deviation--1.17

Table 4.14 presents the college personnel reported by respondents to have had the greatest influence on their choice of a major. Almost 43 per cent of the respondents said that faculty members had exerted the greatest influence. College administrators had influenced 1.3 per cent of the choices made by respondents and college advisors had influenced 17.3 per cent of the choices made about college majors. Approximately 39 per cent indicated other factors such as self-motivation (n = 16), influence of students, friends or family (n = 8), and influence of circumstances (n = 4), in the selection of a major.

TABLE 4.14.--College personnel reported by respondents to have exerted greatest influence on the choice of a major.

Personnel	Number	Per cent
1. Faculty members	32	42.7
2. College administrators	1	1.3
3. College advisors	13	17.3
4. Other	29	38.9
Total	75	100.0

Table 4.15 shows that 70 per cent of the respondents were motivated in the selection of a major by the desire to pursue a well-established interest.

TABLE 4.15.--Factors reported to have motivated graduates in the selection of a college major.

Motivation	Number	Per cent
1. Pursuit of a well-established interest	77	70.0
2. Desire for a liberal education	9	8.2
3. Need or desire to earn a living	9	8.2
4. Other	15	13.6
Total	110	100.0

Table 4.16 indicates that the major factor influencing the respondents' choice of academic minors was the desire to follow a special interest (43.7 per cent). Slightly over 28 per cent chose their minors to correlate with and supplement their majors. Ten per cent of the respondents said their minors were chosen by accident.

TABLE 4.16.--Factors influencing the choice of the first and second minors as reported by graduates.

Factor	First Minor		Second Minor		Totals	
	n	%	n	%	n	%
1. To correlate with and supplement major	28	31	3	14	31	28
2. To provide for breadth of interests	9	10	3	14	12	11
3. To follow a special interest	39	44	9	43	48	44
4. To study under a particular instructor	4	5	1	5	5	5
5. By accident	6	7	5	24	11	10
6. Other	3	3			3	3
Total	89	100	21	100	110	100

Variable Four

The fourth question was analyzed by comparing the percentage at each rating level and the measures of central tendency; the mean and standard deviation.

Question Four

4. What level of proficiency do graduates perceive they achieved while student teaching?

Table 4.17 shows the mean scores respondents gave themselves on the fourteen aspects of the student teaching experience. The average mean score was 2.33. The highest level of proficiency was reported in the area of "understanding the teacher's role in the classroom" ($\bar{X} = 2.75$). The respondents felt they had developed the least proficiency while

TABLE 4.17.--Self-rated level of proficiency reported to have been achieved on selected aspects of student teaching during the student teaching experience.

Aspect	Level of Rating					\bar{X}	SD
	4	3	2	1	0		
1. Understanding obligation to the school in which you did your student teaching.	22	38	24	11	5	2.61	1.09
2. Preparing unit and daily lesson plans	21	30	28	19	2	2.47	1.09
3. Adjusting content to individual differences	12	24	39	23	2	2.20	1.00
4. Evaluation of pupil learning	6	40	38	19	2	2.33	0.87
5. Classroom management	24	28	32	13	3	2.56	1.10
6. Use of instructional materials and media	15	30	32	17	6	2.31	1.10
7. Adapting learning activities to your subject or grade level	17	30	31	15	7	2.36	1.14
8. Handling discipline problems	17	32	29	17	5	2.40	1.10
9. Understanding how students learn	9	38	38	11	4	2.38	0.93
10. Understanding the teacher's role in the classroom	23	37	33	6	1	2.75	0.91
11. Knowledge about teacher's professional organizations	4	25	35	26	10	1.85	0.99
12. Knowledge and skills to handle new innovative practices in education	3	22	38	28	9	1.83	0.99
13. Knowledge and skills to be a good teacher	12	39	34	10	5	2.43	0.99
14. Appreciation for the SAC student teaching program	12	27	32	19	10	2.12	1.15
Averages	14	31	33	17	5	2.33	1.03

student teaching in knowledge about professional organizations of teachers ($\bar{X} = 1.85$) and knowledge and skills to handle new innovative practices in education ($\bar{X} = 1.83$).

Variable Five

The fifth question was analyzed by comparing the frequency count and the percentage of respondents who had experienced and/or would strongly recommend each activity for future student teaching programs.

Question Five

5. Which of the experiences listed have graduates had while student teaching and which would they most highly recommend for future student teaching?

The thirteen student teaching activities selected for use in the questionnaire were taken from a study done by Jackson² (1971).

Table 4.18 presents the frequency and percentage of respondents who had experienced and who recommend for future student teaching programs each of the activities presented.

The student teaching activity most frequently reported by respondents in this study was "developing daily lesson plans (89.5 per cent) while 22.1 per cent said they had developed materials for remedial pupils in their

²Charles Louis Jackson, "A Study of Selected Student Teaching Experiences Reported by Michigan State University Cluster Program and Conventional Program Student Teachers" (unpublished Ph.D. dissertation, Michigan State University, 1971), p. 121.

TABLE 4.18.--Activities experienced during student teaching and recommended by respondents

Activities	Experienced		Recommended	
	n	%	n	%
1. Handling discipline problems without supervising teacher	66	76.7	78	90.6
2. Developing own lesson plans	77	89.5	72	83.7
3. Organizing and teaching a unit of instruction	71	82.6	72	83.7
4. Teaching on small group basis	36	41.9	56	65.1
5. Developing material to enrich lesson you taught	50	58.1	66	76.7
6. Developing own teaching aids for a class presentation	61	70.9	67	77.9
7. Selecting content material of a subject taught	43	50.0	59	68.6
8. Assuming total responsibility for opening activities of classroom	75	87.2	68	79.1
9. Including provisions for individual differences in lesson plans	29	33.7	66	76.7
10. Constructing and administering tests over material you taught	57	66.3	65	75.6
11. Developing a file of activities, pictures, lesson plans or materials	43	50.0	60	69.8
12. Developing in your lesson plan materials for remedial pupils	19	22.1	58	67.4
13. Including in plans an introduction or set that had as its purpose motivating students	32	37.2	60	69.8

lesson plans. Another experience reported by 33.7 per cent of the respondents was the inclusion of provisions for individual differences in lesson plans.

Approximately 91 per cent of the teacher education graduates highly recommended that the activity "handling discipline problems of class without supervising teacher" be included in future student teaching programs. All the activities were recommended by 65 per cent or more of the respondents. The graduates of Spring Arbor College concur with Jackson's findings that these thirteen student teaching experiences are considered worthy of inclusion in future student teaching programs and have been reported as having been frequently experienced during student teaching.

Variable Six

The sixth question was analyzed by comparing the percentages at each rating level and the measures of central tendency; the mean and standard deviation.

Question Six

6. What are the strengths and weaknesses of the SAC experience as perceived by graduates?

Table 4.19 shows how successful respondents felt Spring Arbor College was in selected aspects of its program. The average mean score for the thirteen items used to measure the relative success of the overall SAC experience was 2.66. Respondents gave the lowest mean rating ($\bar{X} = 2.30$) to the item "emphasized intellectual growth

TABLE 4.19.--Ratings given by graduates on how well SAC succeeded in providing selected objectives of the total college experience.

Effect
1. Enabled the student to achieve a broad cultural background
2. Helped the student to develop the ability for critical thinking
3. Provided opportunities for developing leadership skills
4. Encouraged the student to understand human behavior
5. Prepared the student primarily for his future occupation
6. Emphasized intellectual growth more than grades
7. Prepared the student to be a life long student
8. Stimulated through various means the exploration of areas outside the students own field of study
9. Developed one's ability to get along with people
10. Helped one to understand community and world problems
11. Helped an individual to develop more fully his morals, ethical standards, and values
12. Provided for assistance with personal problems
13. Investigated religious, philosophical, and moral problems
Averages

Level of Rating					n	\bar{X}	SD
4	3	2	1	0			
%	%	%	%	%			
16	44	27	10	3	107	2.60	0.97
17	46	33	5		107	2.75	0.79
19	41	38	2		107	2.77	0.77
16	50	32	2		107	2.80	0.72
12	42	34	7	5	108	2.49	0.96
7	36	43	11	4	107	2.30	0.89
9	37	48	6		107	2.50	0.74
9	37	45	8		107	2.48	0.78
20	43	30	6	1	108	2.77	0.87
11	42	35	9	3	107	2.50	0.92
32	39	24	4	1	107	2.97	0.90
25	33	33	9	1	106	2.72	0.96
31	37	26	6	10	107	2.92	0.91
17	41	34	7	1	107	2.66	0.86

more than grades," and the highest ($X = 2.97$) mean rating to the item "helped an individual to develop more fully his morals, ethical standards, and values." It would appear that graduates were quite happy with their SAC experience.

Table 4.20 presents the frequency and percentage of the total responding for each of the items indicating areas of living where graduates felt more help was needed from SAC. Forty-two point three per cent felt they needed more help "understanding and preparing for a vocation" and 31.8 per cent indicated more help was needed in developing "relationships with people of other races."

Table 4.21 shows that 59.8 per cent of the graduates said their most outstanding memory about the Spring Arbor College experience was "one or more stimulating teachers." Most of the 29.1 per cent who provided write-in replies listed personal relationships which had given them acceptance and understanding.

Variable Seven

Question seven was analyzed by comparing the percentages at each level of rating and the measures of central tendency; the mean and standard deviation.

Question Seven

7. What contributed most to the development of a Christian perspective for learning?

Table 4.22 shows that 76 per cent of the respondents indicated that contact with a faculty member contributed most to their development of a Christian perspective for

TABLE 4.20.--Areas of living in which graduates felt more help from SAC is needed.

Areas	Number	Per cent
1. Understanding and preparing for a vocation	47	42.3
2. Approaches to solving personal problems	23	20.9
3. Understanding and planning for economic life	27	24.6
4. How to work with groups	25	22.7
5. The development of social skills	22	20.0
6. Understanding and promoting health in home and community	9	8.2
7. Relations with people of other races	35	31.8

TABLE 4.21.--The most outstanding memory about the SAC experience as indicated by graduates.

Outstanding memory	Number	Per cent
1. One or two stimulating teachers	64	59.8
2. A social function	5	4.7
3. An athletic program	4	3.7
4. An outstanding chapel program	4	3.7
5. Other	30	28.1
Total	107	100.0

TABLE 4.22.--Contribution made by selected experiences toward the development of a Christian perspective for learning.

Experience	Level of Rating					\bar{X}	SD
	4	3	2	1	0		
	%	%	%	%	%	n	
1. A course or courses in the CPLA program	12	36	42	9	1	100	2.49 0.86
2. Contact with a faculty member	51	25	18	4	2	103	3.20 0.99
3. A particular religious experience	23	31	36	5	5	100	2.62 1.05
4. A special chapel program	5	30	36	22	6	99	2.06 0.99
5. Small group participation	19	44	26	6	5	102	2.66 1.01
Averages	22	33	32	9	4	101	2.61 0.98

learning ($\bar{X} = 3.20$). A special chapel program was given the lowest rating with a mean score of 2.06. The average mean score for the five items was 2.61.

Variable Eight

Question eight was tested by the one-way analysis of variance statistical technique.

Question Eight

8. Do the graduates from teacher education differ from the non-teacher education graduates in their rating of the CPLA program, the majors and minors and their responses to the SAC concept?

CPLA program.--Table 4.23 shows that there were no significant differences among the means of teacher education and non-teacher education graduates in the way they perceived the contribution made by the CPLA courses to their total degree program. The average of the means of the rating scores for non-teacher education graduates was 2.45 and for teacher education graduates was 2.60.

Table 4.24 indicates there are no significant differences among the means of teacher and non-teacher education graduates in how they perceived the contribution made by the CPLA courses toward a foundation for further study in the liberal arts. The average of the means of the rating scores for non-teacher education graduates was 2.55 and for teacher education graduates was 2.69.

Table 4.25 indicates there is a significant difference between the means of teacher education ($\bar{X} = 2.87$), and non-teacher education ($\bar{X} = 2.59$) graduates in their

TABLE 4.23.--Comparative rating scores given by respondents to the contribution made by CPLA courses toward the total degree program.

CPLA course	Non-teacher Education		Teacher Education Elementary		Teacher Education Secondary		Prob.	
	n	\bar{X}	SD	\bar{X}	SD	\bar{X}		SD
1. God and Man	91	2.43	1.03	2.12	1.05	1.92	1.04	.206
2. Thought and Symbol	85	2.65	.86	2.97	.86	2.78	1.10	.509
3. Freedom and Order	82	2.56	1.04	2.66	.90	2.60	1.17	.949
4. Structure and System	81	2.35	.70	2.77	1.06	2.48	1.03	.305
5. Energy and Matter	84	2.05	.76	2.60	.86	2.09	1.11	.057
6. Image and Idea	87	2.44	.78	3.03	.78	2.78	.98	.078
7. Mind and Motivation	90	3.05	.78	3.11	.83	3.03	1.00	.918
8. Concepts and Values	96	2.84	.96	2.56	1.16	2.76	1.11	.596
9. Language Analysis	91	1.69	.87	2.13	1.02	2.35	1.14	.111
Mean Averages		2.45		2.66		2.53		

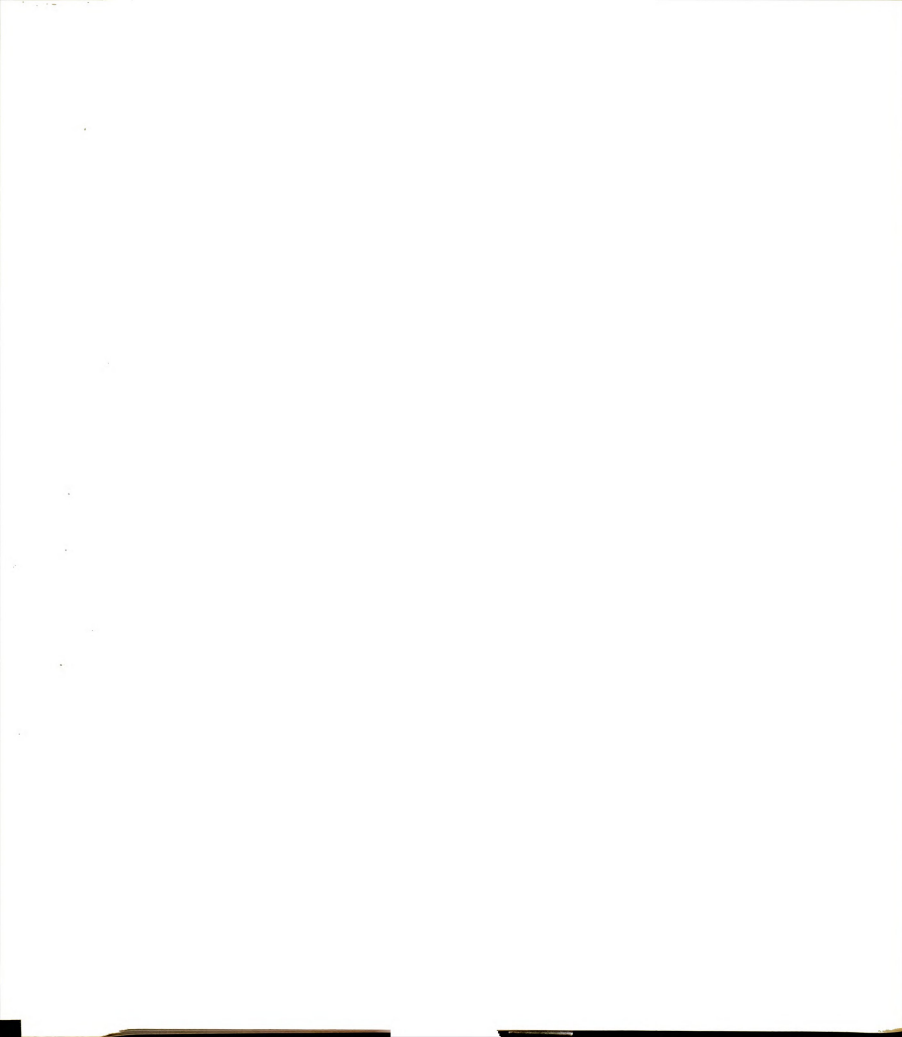


TABLE 4.24.--Comparative rating scores given by respondents to the contribution made by CPLA courses toward a foundation for study in the liberal arts.

CPLA course	n	Non-teacher education		Teacher Education				Prob.
		\bar{X}	SD	Elementary	Secondary	\bar{X}	SD	
1. God and Man	90	2.38	1.28	2.15	1.09	2.06	1.17	.598
2. Thought and Symbol	81	2.76	.90	3.07	.64	2.97	1.06	.538
3. Freedom and Order	79	2.56	1.15	2.74	.71	2.74	1.02	.780
4. Structure and System	78	2.41	.71	2.66	.81	2.53	.98	.649
5. Energy and Matter	82	2.15	.99	2.36	.68	2.21	.88	.666
6. Image and Idea	84	2.71	.85	3.13	.63	2.95	1.00	.258
7. Mind and Motivation	88	3.16	.76	3.21	.78	3.14	.99	.939
8. Concepts and Values	94	2.79	1.08	2.86	1.09	2.83	1.08	.976
9. Language Analysis	88	2.00	1.10	2.22	.99	2.50	1.21	.285
Mean Averages		2.55		2.71		2.66		

TABLE 4.25.--Comparative rating scores given by respondents to selected aspects of the courses in the CPLA program.

Aspect	Non-teacher education			Teacher Education			Prob.
	n	\bar{X}	SD	Elementary	Secondary	SD	
1. General clearness of major objective	103	2.43	.84	2.85	2.56	.98	.159
2. General agreement between objectives and assignments	104	2.30	.63	2.73	2.51	.90	.115
3. Clear organization of class presentations	104	2.59	.59	3.03	2.71	.74	.042*
4. Clear explanation of important ideas	104	2.61	.66	2.88	2.83	.80	.397
5. Instructor's encouragement for you to seek help when necessary	105	3.00	.95	3.24	2.93	.96	.302
6. Usage of class time for instructor's purposes	105	2.91	.90	3.08	2.98	.84	.741
7. Instructor's regard for viewpoint different from his own	105	2.43	1.20	2.51	2.39	1.14	.884
8. Stimulation of classes	105	2.48	.67	2.68	2.45	.83	.389
9. Fairness of class grades	106	2.96	.82	3.00	2.83	.88	.628
Mean averages		2.63		2.89	2.69		

*Statistically significant at the .05 level of confidence.

perception of the clarity of the organization of class presentations in the CPLA courses. The averages of the means of the rating scores for the non-teacher education graduates was 2.63 and for the teacher education graduates was 2.79.

Table 4.26 shows there are no significant differences between the means of teacher education and non-teacher education graduates in how each group rated selected aspects of the courses taken in the major. The averages of the means of the rating scores for each group of graduates were: non-teacher education ($\bar{X} = 3.05$); teacher education (2.97).

Table 4.27 indicates no significant differences between the means of teacher education and non-teacher education graduates in how each group rated selected aspects of the courses taken in the first minor. The average mean rating scores were: non-teacher education graduates ($\bar{X} = 3.03$) and teacher education graduates ($\bar{X} = 3.00$).

Table 4.28 indicates there are significant differences between the means of teacher education and non-teacher education graduates in how certain aspects of the courses in the second minor were rated by each group. The differences were apparent in the following aspects: (1) general clearness of major objectives (teacher education $\bar{X} = 3.60$; non-teacher education $\bar{X} = 2.40$), (2) clear organization of class presentations (teacher education $\bar{X} = 3.65$; non-teacher education $\bar{X} = 2.40$), and (3) usage of class time for instruction (teacher education $\bar{X} = 3.53$; non-teacher education $\bar{X} = 2.20$).

TABLE 4.26.--Comparative rating scores given by respondents to selected aspects of the courses taken at SAC in the major.

Aspect	Non-teacher education			Teacher Education			Prob.
	n	\bar{X}	SD	Elementary	Secondary	SD	
1. General clearness of major objective	108	3.09	.75	3.17	3.05	.79	.921
2. General agreement between objectives and assignments	107	3.00	.69	2.95	3.00	.77	.950
3. Clear organization of class presentations	107	2.86	.71	2.98	3.12	.80	.404
4. Clear explanation of important ideas	107	2.95	.79	3.02	3.14	.95	.659
5. Instructor's encouragement for you to seek help when necessary	108	3.27	.77	3.12	3.05	.87	.609
6. Usage of class time for instruction purposes	108	3.32	.65	3.02	3.16	.75	.269
7. Instructor's regard for viewpoint different from his own	104	2.91	1.02	2.79	2.64	.93	.498
8. Stimulation of classes	108	2.86	.64	2.77	2.67	.84	.665
9. Fairness of class grades	107	3.18	.85	2.95	2.83	1.03	.346
Mean averages		3.05		2.97	2.96		

TABLE 4.27.--Comparative rating scores given by respondents to selected aspects of the courses taken at SAC in the first minor.

Aspect	n	Non-teacher education		Teacher Education		Prob.		
		\bar{X}	SD	Elementary	Secondary			
1. General clearness of major objectives	83	2.90	.77	2.92	.93	2.95	.73	.978
2. General agreement between objectives and assignments	83	3.00	.77	2.92	.83	2.82	.69	.657
3. Clear organization of class presentations	83	3.00	.77	2.88	.80	3.05	.70	.658
4. Clear explanation of important ideas	83	3.00	.77	3.08	.78	3.08	.71	.912
5. Instructor's encouragement for you to seek help when necessary	83	3.00	.71	3.04	.86	3.32	.84	.265
6. Usage of class time for instruction purposes	83	2.95	.80	3.04	.91	3.32	.70	.187
7. Instructor's regard for viewpoints different from his own	83	3.14	.79	2.79	.88	2.95	.80	.367
8. Stimulation of classes	83	3.00	.71	2.96	.86	2.92	.78	.933
9. Fairness of class grades	83	3.24	.54	3.08	.72	3.08	.78	.682
Mean averages		3.03		2.97		3.05		

TABLE 4.28.--Comparative rating scores given by respondents to selected aspects of the courses taken at SAC in the second minor.

Aspect	n	Non-teacher education		Teacher Education Elementary		Secondary		Prob.
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
1. General clearness of major objective	18	2.40	.89	3.20	.79	4.00	0.00	.035*
2. General agreement between objectives and assignments	18	3.00	.71	3.10	.74	4.00	0.00	.124
3. Clear organization of class presentations	19	2.40	.55	3.30	.48	4.00	0.00	.0005*
4. Clear explanation of important ideas	18	3.20	.45	3.20	.63	4.00	0.00	.098
5. Instructor's encouragement for you to seek help when necessary	18	3.40	.55	3.00	1.05	3.33	1.15	.715
6. Usage of class time for instructor's purposes	19	2.20	1.30	3.30	.67	3.75	.50	.034*
7. Instructor's regard for viewpoints different from his own	19	3.00	.71	3.10	.88	2.75	.96	.789
8. Stimulation of classes	19	3.20	.84	3.00	.94	3.00	1.41	.933
9. Fairness of class grades	18	3.20	.45	3.30	.67	3.33	.58	.942
Mean averages		2.89		3.17		3.57		

*Statistically significant at the .05 level of confidence.

The data in Table 4.29 shows there is a significant difference between the means of teacher education ($\bar{X} = 2.19$)³ and non-teacher education ($\bar{X} = 1.65$) graduates in their self-assessed level of critical participation in the community and the contemporary world. The average mean rating scores were 2.78 for non-teacher education and 2.88 for teacher education graduates. The non-teacher education graduate tended to perceive himself as considerably more involved as a critical participant in the affairs of the contemporary world and was slightly more prone to describe his commitment as a personal relationship with Jesus Christ as Lord and Master.

Variable Nine

Question nine was tested by the one-way analysis of variance statistical technique.

Question Nine

9. Do the elementary and secondary education graduates differ in their rating of the professional education courses and student teaching?

Table 4.30 indicates a significant difference between the means of elementary and secondary education graduates in the way they rated the course "Introduction to Directed Teaching." The elementary education graduates ($\bar{X} = 2.37$) considered the course more valuable than did the secondary education graduates ($\bar{X} = 1.83$).

Table 4.31 shows no significant differences between the means of elementary and secondary education graduates on

³Note: On this scale 1 was highest and 3 was lowest.

TABLE 4.29.--Comparative rating scores given by respondents to the three aspects of the Spring Arbor College Concept.

Aspect	Frequency	Non-teacher education		Teacher Education		Prob.		
		\bar{X}	SD	Elementary	Secondary			
1. Involvement in study of liberal arts	110	2.09	.95	2.16	.82	2.00	.77	.683
2. Commitment to Jesus Christ as a perspective for learning	110	4.61	.94	4.38	1.13	4.36	1.08	.632
3. Critical participation in community and contemporary world	109	1.65	.71	2.18	.72	2.19	.80	.013*
Mean averages		2.78		2.91		2.85		

*Statistically significant at the .05 level of confidence.

TABLE 4.30.--Comparative rating scores given by respondents to courses taken at SAC in teacher education.

Course	Elementary			Secondary			
	n	\bar{X}	SD	n	\bar{X}	SD	Prob.
1. Great Ideas in Education	38	2.58	.95	37	2.14	1.21	.080
2. Intro. to Directed Teaching	41	2.37	1.16	42	1.83	.96	.025*
3. Elementary Methods Workshop	35	2.51	1.01	6	1.83	1.83	.188
4. Secondary Methods Workshop	8	1.88	1.13	37	1.70	1.18	.707
5. Methods and Materials for Elem.	40	2.67	1.10	5	2.80	1.79	.824
6. Elementary School Music	27	2.33	1.18	6	1.50	1.38	.138
7. Modern Mathematics	30	2.80	.89	3	1.67	1.53	.056
8. Basic Art for Teachers	31	2.68	.94	2	1.50	2.12	.118
9. Physical Education in the Elementary School	17	2.53	1.12	3	2.00	1.73	.493
10. Children's Literature	33	3.27	.80	2	2.00	2.83	.069
11. Audio-Visual Materials	21	2.33	1.02	16	2.13	1.36	.597
Mean Averages		2.54			2.34		

*Statistically significant at the .05 level of confidence.

TABLE 4.31.--Comparative rating scores given by respondents to selected aspects of the student teaching experience.

Aspect	Elementary			Secondary			
	n	\bar{X}	SD	n	\bar{X}	SD	Prob.
1. Quality of supervision from your supervising teacher	44	2.50	1.32	42	2.90	1.25	.148
2. Quality of supervision from your college coordinator	44	2.41	1.28	41	2.20	1.29	.445
3. Amount of time spent student teaching	41	2.56	1.14	42	2.98	1.07	.091
4. Relationship with supervising teacher	44	2.95	1.10	42	3.14	1.12	.433
5. Relationship with college coordinator	44	2.68	1.16	41	2.78	.99	.675
6. Student teaching seminars	41	2.17	1.32	39	1.72	.97	.086
Mean Averages		2.55			2.62		

selected aspects of the student teaching experience. The average mean rating scores were 2.55 for the elementary and 2.62 for the secondary education graduates.

Table 4.32 indicates there are significant differences between elementary and secondary education graduates in the kinds of student teaching experiences reported. Approximately 63 per cent of the elementary education graduates reported experiences in teaching on a small group (two to ten or less) basis as compared to 19.1 per cent of the secondary education graduates reporting the same experience. Almost 82 per cent of the elementary education graduates reported experiences in "developing own teaching aids for a class presentation" as compared to 62.5 per cent of the secondary education graduates.

Eighty-one per cent of the secondary education graduates reported experiences in "constructing and administering tests over material you taught" as compared to 52.3 per cent of the elementary education graduates. Slightly over 77 per cent of the elementary education graduates reported having developed a file of activities, pictures, lesson plans or materials as compared to 22 per cent of the secondary education graduates reporting the same experience.

Thirty-four per cent of the elementary education graduates reported the development of materials for remedial pupils in their lesson plans while 9.5 per cent of the secondary education graduates reported this experience.

TABLE 4.32.--Comparison of the number and percentage of teacher education graduates who reported having experienced the activities listed during student teaching.

Experience
1. Handling discipline problems of class without supervising teacher
2. Developing own daily lesson plans
3. Organizing and teaching a unit of instruction
4. Teaching on a small group (two to ten or less) basis
5. Developing material to enrich lesson you taught
6. Developing own teaching aids for a class presentation
7. Selecting content material of a subject taught
8. Assuming total responsibility for opening activities of classroom
9. Including provisions for individual differences in lesson plans
10. Constructing and administering tests over material you taught
11. Developing a file of activities, pictures, lesson plans or materials
12. Developing in your lesson plan materials for remedial pupils
13. Including in plans an introduction or set that had as its purpose motivating the students

Elementary n = 44		Secondary n = 42		Probability
Number	Per cent	Number	Per cent	
32	72.7	34	81.0	.373
39	88.6	38	90.5	.784
35	79.6	36	85.7	.457
28	63.6	8	19.1	.0005*
29	65.9	21	51.2	.173
36	81.8	25	62.5	.048*
25	56.8	18	42.9	.200
37	84.1	38	90.5	.381
18	40.9	11	26.2	.152
23	52.3	34	81.0	.005*
34	77.3	9	22.0	.0005*
15	34.1	4	9.5	.006*
20	45.5	12	29.3	.127

*Statistically significant at the .05 level of confidence.

Table 4.33 reveals a significant difference between elementary and secondary education graduates in the percentage who recommend for future student teaching programs the experience "assuming total responsibility for the opening activities of a classroom." A somewhat higher percentage of the elementary education graduates (88.4 per cent) than of the secondary education graduates (71.4 per cent) recommended this experience.

"Handling discipline problems of class without supervising teacher present" received the highest percentage of votes by both elementary (90.7 per cent) and secondary (92.9 per cent) education graduates. Elementary education graduates placed "developing in your lesson plan materials for remedial pupils" lowest (66.7 per cent) on the list of thirteen items provided. The activity receiving the lowest percentage (59.5 per cent) of secondary education graduates' votes was "teaching on a small group basis."

The table further indicates that both elementary and secondary education graduates were agreed that the thirteen activities listed were important and should be included in future student teaching programs.

Variable Ten

Question ten was analyzed through an attempt on the part of the researcher to group the write-in responses for the purpose of reporting general trends in the criticisms, recommendations, and suggestions for improvement of the selected aspects of the SAC college experience.

TABLE 4.33.--Comparison of the number and percentage of teacher education graduates who indicated they would strongly recommend each of the activities listed for future student teaching programs.

Experience
1. Handling discipline problems of class without supervising teacher
2. Developing own daily lesson plans
3. Organizing and teaching a unit of instruction
4. Teaching on a small group (two to ten or less) basis
5. Developing materials to enrich lesson you taught
6. Developing own teaching aids for a class presentation
7. Selecting content material of a subject taught
8. Assuming total responsibility for opening activities of classroom
9. Including provisions for individual differences in lesson plans
10. Constructing and administering tests over material you taught
11. Developing a file of activities, pictures, lesson plans or materials
12. Developing in your lesson plan materials for remedial pupils
13. Including in plans an introduction or set that had as its purpose motivating the students

Elementary n = 43		Secondary n = 42		Probability
Number	Per cent	Number	Per cent	
39	90.7	39	92.9	.721
38	88.4	34	81.0	.348
35	81.4	37	88.1	.397
31	72.1	25	59.5	.286
35	81.4	31	73.8	.407
35	81.4	32	76.2	.563
33	76.7	26	61.9	.141
38	88.4	30	71.4	.052*
34	79.1	32	76.2	.754
34	79.1	31	73.8	.573
32	74.4	28	66.7	.439
30	66.7	28	66.7	.762
34	79.1	26	61.9	.084

*Statistically significant at the .05 level of confidence.

Question Ten

10. What suggestions, criticisms, or recommendations do graduates make for the improvement of the CPLA program, the majors and minors, and/or the professional education courses including student teaching?

Suggestions for the improvement of the CPLA program.--

Approximately 44 per cent responded to this item on the questionnaire. The suggestions of respondents for improving the Christian Perspective in the Liberal Arts program were classified in three general areas: (1) the courses of the CPLA, (2) instructors in the CPLA and (3) the students.

The following are examples of the kinds of concerns graduates reported: (1) make courses stiffer and more challenging, (2) provide more emphasis on the Christian world view, Christian living, and the Christian perspective, (3) make courses more relevant; more related to the real world, (4) demonstrate a greater skill in examining alternate points of view, (5) require a foreign language for graduation, (6) make laboratory experiences more practical and, (7) provide better integration among the courses.

Suggestions made about instructors included: (1) invite students into faculty homes, (2) have better prepared instructors, (3) be examples of the Christian perspective outside the classroom and (4) have full-time instructors. Graduates also registered concern that prospective students be screened for real Christian experience before being allowed to enroll in SAC.

A variety of single suggestions for the improvement

of the CPLA program were made.

Suggestions for strengthening the majors and minors.--

Over 66 per cent of the graduates responded to this item providing suggestions for the strengthening of the majors and minors.

Respondents felt that a wider selection of courses would strengthen both the majors and the minors. Several graduates named particular disciplines where they felt more courses were needed, i.e., biology, psychology, art and religion. Another area of concern expressed by several graduates was that more full-time faculty be available instead of having faculty members who share their time with some university while pursuing their own educational programs. It was further suggested that one-instructor minors be discontinued or additional staff be hired.

Other suggestions included such things as: (1) provide more emphasis on Christian education courses, (2) provide a better kind of guidance and counselling service, (3) provide more emphasis in social sciences on research methodology, (4) offer more instruction in contemporary novels and make "Shakespeare" more contemporary, (5) vary the means of presentation--more student involvement, (6) devote less time in physical education courses to discussion of games and more to instruction, (7) provide better employment information, (8) include more detailed study in mathematics, (9) provide more depth in history courses, (10) encourage more learning by doing.

Suggestions for improvement of teacher education program.--Eighty-one per cent of the graduates (n = 86) responded to this item.

The teacher education graduates were forceful in their plea for greater relevance in the methods courses and in the course: "Introduction to Directed Teaching". Some respondents commented about the relevance or lack of it in their methods courses while others urged that a change be made in the direction of greater relevance. Some suggested that this goal might be accomplished by either employing faculty with first-hand elementary or secondary classroom teaching experience or by requiring teacher education faculty to participate periodically as substitute teachers. Still others suggested that actual classroom teachers be brought in to assist in the teaching of the methods courses.

A further common theme running through their responses was a strong suggestion that more observation be required and that this begin in the freshman year and continue up to the time of student teaching. Several expressed the feeling that earlier exposure to the actual classroom situation would have assisted them in making better decisions about teaching as a career and about a teaching level. A better and more intense method of screening teacher education candidates was suggested.

Some of the respondents suggested the need for more actual teaching experience prior to student teaching. One

way this could be accomplished, they suggested, was to have prospective teachers practice teaching other prospective teachers.

Still other respondents felt that the education courses could be improved if they were addressed to such issues as discipline, parents, riots, ethics, drugs, and race. It was also suggested that more exposure to teacher organizations would be helpful. On the whole the suggestions were constructive and demonstrated a high level of interest in helping to improve the teacher education program.

Suggestions for improving the student teaching experience.--Seventy-three per cent of the graduates offered suggestions for the improving of the student teaching experience.

Graduates were concerned about the length of time either of the total student teaching experience or of the amount of actual time spent in teaching. Some suggested that student teaching experiences be provided with more than one supervising teacher while others suggested that the experience at the elementary level be at more than one grade level.

Others of the respondents suggested that student teaching would be improved if no other courses were required during the time of this experience. It was further suggested that some observation and certain classes would have greater meaning following student teaching since attention would be focused on felt needs.

Several suggestions dealt with such matters as the

need for closer supervision by college coordinators, better coordination between the college and the schools where student teachers are placed, and better and more careful selection of supervising teachers. Problems of personality conflicts between student teachers and supervising teachers were noted.

Other respondents suggested a need for more honest appraisals by both the supervising teacher and the college coordinator of the student teacher's progress. It was also suggested that observation at different schools and at different levels would be helpful.

Several graduates indicated considerable satisfaction with their student teaching experience. The following quotation from a respondent is a sample of these positive comments: ". . . please keep up the sound image presented by SAC. I have done recruitment for a school system and SAC has a strong successful image. As one superintendent said, 'The kids from SAC really care about the children and don't lie all the time!'"⁴

Summary

Chapter IV has presented the analysis of the data gained through responses to the research questionnaire. Questions one through seven were analyzed by providing the frequency count, the percentage at each rating level and the measures of central tendency: the mean and standard deviation. The one-way analysis of variance statistical technique

⁴This statement was made by one of the respondents. The study did not directly solicit comments from superintendents or other school personnel.

was used for the comparison questions--research questions eight and nine. Question ten was analyzed in a descriptive manner.

The biographical data provided the basis for a description of the average Spring Arbor graduate. The typical graduate, as indicated by the data gathered, was married, under thirty years of age; resided in a rural community, small town, or small city; and earned approximately \$7400 annually. He had taken advanced degree work but had not completed an advanced degree nor was he currently pursuing such a degree program.

The data further suggested that the typical graduate was a certified teacher at either the elementary or secondary level. His major reason for choosing teaching as a career was his desire to work with children or teenagers. This typical graduate came to college primarily to prepare for a vocation and to SAC to gain a Christian perspective, because of the influence of a friend or relative, or because the college was located near his home.

Summary of Findings

1. All CPLA courses were given average mean scores above 2.00 on the scale (4 = highest and 0 = lowest) for their contribution to the total degree program and to a foundation for further study in the liberal arts. "Mind and Motivation" was the course given the highest mean score and "God and Man" the one with the lowest. Twenty-three per

cent indicated that the CPLA courses provided a Christian perspective for further study in the liberal arts. All aspects of the CPLA courses were rated well above the "average" (2) point on the scale.

2. Courses in the majors and minors were given the average mean score 3.05 indicating an overall rating of "good".
3. The courses in the teacher education program were all given mean ratings of 2.00 or better except the "Secondary Methods Workshop," which had a mean score of 1.73. The average was 2.43.
4. The student teaching experience was given an average mean score of 2.59. The student teaching seminar was given the lowest mean score ($\bar{X} = 1.95$) and relationship with supervising teacher was given the highest mean score ($\bar{X} = 3.05$).
5. Seventy-one per cent perceived their involvement in the study of the liberal arts while at SAC as either "somewhat" or "very involved". Seventy-three per cent described their commitment as a personal relationship with Jesus Christ as Lord and Master. Approximately 75 per cent appraised their level of participation in the affairs of the contemporary world as a result of their SAC

- experience at the "moderate" or "high" level.
6. Seventy-three per cent of the respondents indicated they made decisions about a major field of study after entering college. Faculty members were reported to have had the greatest influence on the choice of a major. Seventy per cent were motivated in the selection of both majors and minors by the desire to pursue a well-established interest.
 7. The average self-rated level of proficiency attained during student teaching on the fourteen items rated was 2.33. The two low items were (1) "knowledge about teacher's professional organizations" ($\bar{X} = 1.85$) and (2) "knowledge and skills to handle new innovative practices in education" ($\bar{X} = 1.83$).
 8. All thirteen student teaching activities had been experienced by at least a third or more of the respondents except the one dealing with the development in the lesson plan of materials for remedial pupils (22 per cent).
 9. The largest percentage (42.3) of respondents indicated a need for more help in understanding and preparing for a vocation. The thirteen aspects of the SAC experience were given a mean rating of 2.66 indicating "above average" satisfaction. Approximately 60 per cent indicated the

most outstanding memory about the SAC experience was one or more stimulating teachers.

10. Comparison of teacher education and non-teacher education graduates.
 - a. No significant differences were found in their perception of the contribution made by the CPLA courses to the total degree program.
 - b. No significant differences were found in their perception of the contribution made by the CPLA courses toward a foundation for further study in the liberal arts.
 - c. A significant difference was found in their perception of the clarity of the organization of class presentations in the CPLA courses.
 - d. No significant differences were found in the way each group rated selected aspects of the courses taken in the major.
 - e. No significant differences were found in how each group rated selected aspects of the courses taken in the first minor.
 - f. Significant differences were discovered in certain aspects of the courses taken in the second minor: (1) "general clearness of major objectives," (2) "clear organization of class presentations," and (3) "usage of class time for instruction".
 - g. A significant difference was found in the

self-assessed level of participation in the affairs of the contemporary world.

11. Comparison of elementary and secondary education graduates.
 - a. A significant difference was found in the ratings given to the course, Introduction to Directed Teaching.
 - b. No significant differences were found in the rating of selected aspects of the student teaching experience.
 - c. Significant differences were found in the kinds of student teaching experiences reported. Elementary education graduates reported a significantly higher percentage of experience teaching on a small group basis and developing teaching aids for a class presentation while secondary education graduates reported a significantly higher percentage of experience in constructing and administering tests over materials taught. Elementary education graduates had more frequently experienced the development of a file of activities, pictures, lesson plans or materials and the development in their lesson plans of materials for remedial pupils.
 - d. A significant difference was found in the percentage who recommend the activity, "assuming total responsibility for the opening

activities of a classroom". This activity is recommended by 88 per cent of the elementary and 71 per cent of the secondary education graduates. The handling of discipline problems of the class without the supervising teacher was most highly recommended by all respondents.

12. The suggestions of graduates dealt basically with the courses and instructors in the CPLA program.
 - a. Make courses more challenging and relevant.
 - b. Place more emphasis on Christian world view.
 - c. Demonstrate greater skill in examining alternate points of view.
 - d. Insure better integration of courses and more practical laboratories.
 - e. Have better prepared full-time instructors who are examples of the Christian view outside the classroom.
 - f. Encourage faculty to invite students into their homes.
13. Suggestions for strengthening majors and minors.
 - a. Provide wider selection of courses in majors and minors.
 - b. Have more full-time faculty members.
 - c. Discontinue one-instructor minors.
14. Suggestions for improving teacher education.

- a. Insure greater relevance in methods courses.
 - b. Employ faculty with public school teaching experience.
 - c. Bring public school classroom teachers in to assist in teaching the methods classes.
 - d. Require more observation earlier in the college experience.
 - e. Employ better methods of screening prospective candidates for teacher education.
 - f. Make education courses more issue-oriented.
15. Suggestions for improving the student teaching experience.
- a. Provide more time in actual student teaching.
 - b. Provide experience with more than one supervising teacher and at different grade levels.
 - c. Require no other courses while student teaching.
 - d. Plan some classes and observations to follow student teaching.
 - e. Provide closer supervision by college coordinator.
 - f. Insure better coordination between college and schools.
 - g. Use more care in selection of supervising teachers.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

Chapter V summarizes the study as a whole. It briefly reviews the purposes of the study, the sample used, the research instrument and how it was developed, and the results of the study. This chapter also contains the conclusions, recommendations, and implications for further research.

Purpose of the Study

The purpose of this study was (1) to determine the opinions of graduates regarding three segments of their academic preparation at Spring Arbor College: (a) the CPLA program, (b) the majors and minors, and (c) the professional education courses; (2) to obtain criticisms, suggestions, and recommendations for the improvement of these segments; (3) to evaluate these data and use the results to suggest implications for program improvement; and (4) to gather additional data for later analysis.

The study gathered and analyzed data on selected aspects of the SAC college experience as perceived by graduates with special interest in implications for the improvement of the teacher education program.

The Sample

The sample used in the study consisted of graduates randomly selected from the Spring Arbor College four-year liberal arts program for the years 1965 to 1970 inclusively (n = 150).

Approximately 80 per cent of those receiving the questionnaire satisfactorily completed and returned it. The two mailings were concluded early in 1972.

Questions for Study

The questions considered in this study were:

1. What rating do graduates give the courses taken at SAC in the CPLA; in the majors and minors; and in the professional education program?
2. How do graduates perceive their involvement in the study of the liberal arts; their commitment to Jesus Christ as a perspective for learning; and their participation in the affairs of the contemporary world while enrolled at SAC?
3. When did graduates select a major, what college personnel were most influential in the selection of a major; and what motivated their selection of majors and minors?
4. What level of proficiency do graduates perceive they achieved while student teaching?
5. Which of the experiences listed have graduates had while student teaching and which would they most highly recommend for future student teachers?
6. What are the strengths and weaknesses of the SAC experience as perceived by graduates?

7. What contributed most to the development of a Christian perspective for learning?

8. Do the graduates from teacher education differ from the non-teacher education graduates in their rating of the CPLA program, the majors and minors, and their responses to the SAC concept?

9. Do the elementary and secondary education graduates differ in their rating of the professional education courses and student teaching?

10. What suggestions, criticisms, or recommendations do graduates make for the improvement of the CPLA program, the majors and minors, and the professional education courses including student teaching?

Design and Procedures

In brief, the design of the study consisted of five phases. First was the identification of the sample; second, the formation of a questionnaire which would accomplish the purposes of the study; third, the pilot testing and reshaping of the instrument; fourth, the surveying of the sample, and fifth, the tallying of the results and the use of statistical analyses which would most accurately examine and clearly present the results.

The research instrument was an original questionnaire which was constructed after reviewing the literature on questionnaire construction, examining and selecting items from other questionnaires used in similar studies and having constructed several items specifically suited to this study.

From these sources a large pool of questions was developed. These were studied by faculty and student members of the Institutional Research Committee at SAC and selections were made for inclusion in the questionnaire. The instrument was administered on a trial basis to several seniors that were on campus. Their suggestions were combined with those of several colleagues after which the final draft was prepared.

The format of the instrument included four major parts. Part A requested the respondent to provide biographical information, Part B asked him to evaluate aspects of the CPLA program, Part C requested an evaluation of aspects of majors and minors, and Part D called for an evaluation of aspects of the teacher education program with special emphasis on student teaching. The research instrument also incorporated four open-ended questions to gain further information that could not be gathered through the other kinds of questions.

Statistical analysis for this study of the perceptions of graduates about aspects of their SAC experience was conducted in two major parts.

1. A frequency distribution was developed for each of the 170 separate variables in the questionnaire. The purpose of the frequency distribution was to present the data in a way that would show responses to each questionnaire item. The percentage of the total respondents to each particular item was shown. The mean and standard deviation were also shown for questions using the rating scale.



2. The second statistical technique applied to the data for purposes of comparison was the one-way analysis of variance. Its purpose was the discovery of statistically significant differences in responses to the research instrument by various sub-groups that were studied. The .05 level of confidence was established as the criterion for determining statistical significance.

Results of the Analysis

Question One.--What rating do graduates give the courses taken at SAC in the CPLA; in the majors and minors; and in the professional education program?

An average mean score of 2.56¹ was given by respondents to the contribution made by the CPLA courses to the total baccalaureate degree while the average mean score of 2.65 was shown for their contribution toward a foundation for further study in the liberal arts. Thirty-five per cent of the respondents felt that the CPLA courses were on the whole beneficial, 24 per cent indicated they provided a foundation for the major, and 23 per cent said they helped to formulate a Christian perspective for further study.

There was little difference between the average mean scores given by respondents to the selected aspects of the courses taken at SAC in the major ($\bar{X} = 2.98$), the first minor ($\bar{X} = 3.02$) and the second minor ($\bar{X} = 3.16$). Selected aspects of the courses taken in teacher education received a somewhat lower average mean score rating ($\bar{X} = 2.43$) while

¹₄ (superior) = highest; 0 (unsatisfactory) = lowest.

the aspects of the student teaching experience were rated with an average mean score of 2.59. Teacher education courses in general received lower ratings than courses taken in the majors and minors.

Question two.--How do graduates perceive their involvement in the study of the liberal arts; their commitment to Jesus Christ as a perspective for learning; and their participation in the affairs of the contemporary world while enrolled at SAC?

Seventy-one per cent of the respondents indicated a "somewhat" or "very involved" level of involvement in the study of the liberal arts. Seventy-three per cent described their commitment as a personal relationship with Jesus Christ as Lord and Master. Seventy-five per cent reported a "moderate" or "high" level of participation in the community and the contemporary world.

Question three.--When did graduates select a major; what college personnel were most influential in the selection of a major; and what motivated their selection of majors and minors?

The selection of a major was made while enrolled in college by 73 per cent of the respondents. The highest percentage (43 per cent) of graduates reported they were influenced by faculty in their choice of a major. Seventy per cent of the respondents said they were motivated in their choice of a major by well-established interest. Forty-four per cent indicated their choice of minors was motivated by

a well-established interest while 28 per cent said they were motivated by a desire to correlate the minor with the major.

Question four.--What level of proficiency do graduates perceive they achieved while student teaching?

Respondents gave themselves an average mean score of 2.33 on the fourteen items in student teaching. Two areas of weakness were revealed: (1) knowledge about teacher's professional organizations ($\bar{X} = 1.85$) and (2) knowledge and skills to handle new innovative practices in education ($\bar{X} = 1.83$).

Question five.--Which of the experiences listed have graduates had while student teaching and which would they most highly recommend for future student teachers?

One-third of the respondents had experienced twelve of the activities listed. Only one of the activities: "developing in your lesson plan materials for remedial pupils" was experienced by less than one-third of the group. The percentage of respondents recommending each of the thirteen activities ranged from 65 to 91 per cent.

Question six.--What are the strengths and weaknesses of the SAC experience as perceived by graduates?

An average mean score of 2.66 (range 2.30-2.92) indicated a reasonably high level of success on the part of SAC in accomplishing the thirteen objectives listed. The largest percentage of graduates (42 per cent) indicated they **needed** more help in understanding and preparing for a

vocation and 31 per cent felt they needed more help in developing relationships with people of other races.

Question seven.--What contributed most to the development of a Christian perspective for learning?

All of the SAC experiences listed were deemed by respondents to have made some contribution toward the development of a Christian perspective for learning. Faculty members were reported to have made the greatest contribution ($\bar{X} = 3.20$) and special chapel programs the least contribution ($\bar{X} = 2.06$).

Question eight.--Do the graduates from teacher education differ from the non-teacher education graduates in their rating of the CPLA program, the majors and minors, and their responses to the SAC concept?

No differences were found between responses of teacher education and non-teacher education graduates in their perceptions of the CPLA contribution to the total degree or toward foundation for further study in the liberal arts or in their perception of aspects of the courses in the major or first minor.

Differences were found in respondents' perception of the clarity of organization of class presentations in CPLA courses (non-teacher education, $\bar{X} = 2.59$; teacher education, $\bar{X} = 2.87$) and in their perceptions of such aspects of the courses in the second minor as (1) general clearness of major objectives (non-teacher education, $\bar{X} = 2.40$; teacher education, $\bar{X} = 3.60$), (2) clear organization of class presentations,

(non-teacher education, $\bar{X} = 2.40$; teacher education, $\bar{X} = 3.65$), and (3) usage of class time for instruction (non-teacher education, $\bar{X} = 2.20$; teacher education, $\bar{X} = 3.52$).

Non-teacher education respondents perceived their level of participation in the contemporary world to have been at a slightly higher level than did the teacher education graduates.

Question nine.--Do the elementary and secondary education graduates differ in their rating of the professional education courses and student teaching?

Elementary and secondary education graduates were found to differ in their rating of the course "Introduction to Directed Teaching." Elementary education graduates were more likely to experience "teaching on a small group basis," "developing own teaching aids," and "developing a file of activities," than secondary education graduates while secondary education graduates had experienced the "constructing and administering [of] tests over material taught."

Experience in the handling of discipline problems was given the highest recommendation for inclusion in future programs of student teaching by both elementary and secondary education graduates.

Question ten.--What suggestions, criticisms, or recommendations do graduates make for the improvement of the CPLA program, the majors and minors, and/or the professional education courses including student teaching?

Respondents felt that the CPLA program could be

improved by making courses more challenging and relevant; by placing more emphasis on the Christian world view; through greater skill in examining alternate points of view; through better integration of courses and more practical laboratory experiences; by providing better prepared, full-time instructors who are examples of the Christian view and by encouraging faculty to invite students into their homes for the personal touch.

They suggested that the majors and minors could be strengthened by offering a wider selection of courses; by having more full-time faculty; by discontinuing the one-instructor minors; and through a range of specific suggestions directed to individual disciplines.

Suggestions for the improving of teacher education courses were: greater relevance in the methods courses; employment of faculty with teaching experience in public schools; bringing in of classroom instructors to assist in teaching methods courses; requirement of more observation earlier in the college experience; better methods of screening candidates; and by making education courses more issue-oriented.

Suggestions for the improvement of the student teaching experience included: allow more time in student teaching; provide experience with more than one supervising teacher and at different grade levels; require no other courses while student teaching; plan some classes and observation to follow student teaching; provide closer supervision by college

coordinator; have better coordination between college and schools; and take more care in the selection of supervising teachers and in the placement of student teachers.

Conclusions

The following conclusions were reached after thorough examination of the data and findings of the study:

1. Based on the biographical data gathered, it was concluded that the majority of the graduates of SAC are first-generation college graduates. Only 30 per cent of the fathers and 40 per cent of the mothers were reported to have attended college. It was further concluded that the majority of students attending SAC, as represented by this sample, came to college to prepare for a vocation. Eighty per cent indicated preparation for a vocation as their major reason for attending college. The percentage of graduates that qualified for certification to teach (77 per cent) seemed to be in keeping with the stated goals of these graduates.

The fact that 65 per cent of the graduates live and work in a rural, small town, or small city environment and have chosen teaching as a career seems to support the findings reported by Davis² that

²Davis, Undergraduate Career Decisions, p. 153.

students from smaller communities were more likely to choose education as a major.

2. It was evident that the teacher education graduates are satisfied with their vocational choice. Approximately 74 per cent of the teacher education graduates are still teaching and 85 per cent of those report satisfaction with teaching as a profession.
3. It was further evident that graduates are satisfied with the coursework they took at SAC in the CPLA program, in the majors and minors, and in the teacher education program. Few of the mean scores fell below 2.00 (average) and many approached or exceeded 3.00 (good) on the rating scale.
4. Teacher education graduates were more likely to teach at the elementary (39.5 per cent) or junior high (22.1 per cent) level than at the senior high level. Of the 49 per cent who were certified to teach at the secondary level 9 per cent were teaching at the senior high level; 22.1 per cent at the junior high level; 3.5 per cent in the Middle School.
5. It was concluded that faculty members wield a great influence on students. Forty-three per cent of the respondents said faculty had had the greatest influence on their choice of a major and faculty were given the highest rating ($\bar{X} = 3.20$) for their contribution toward the development of a Christian perspective. Sixty per cent of the respondents said

their outstanding memory of SAC was a stimulating instructor.

6. The SAC graduate perceived that he had achieved a fairly high level of accomplishment toward the goals of the "Concept". Seventy-one per cent indicated involvement in the serious study of the liberal arts, 75 per cent perceived a "moderate" or "high" level of participation in the affairs of the contemporary world and 73 per cent indicated a personal commitment to Jesus Christ as Lord and Master.
7. Most SAC graduates made a choice about a major after entering college, based on a well-established interest. This conclusion is supported by the fact that 73 per cent of the sample said they chose a major after enrolling in college while 70 per cent said their motivation in choosing a major was a well-established interest.
8. Teacher education graduates consider their proficiencies developed during student teaching to be slightly above average ($\bar{X} = 2.33$). Student teachers had experienced and strongly recommend the selected activities from the Jackson³ study where they were found to be highly recommended by student teachers.

³Jackson, "A Study of Selected Student Teaching Experiences," p. 121.

9. Graduates are reasonably well-satisfied with the total SAC experience. An average mean of 2.66 (on a 4 = highest; 0 = lowest scale) was given on the items used to measure this impression. The greatest weakness in the SAC program, as indicated by respondents, were in the areas of "helping students to understand and prepare for a vocation (42 per cent) and "in the development of relationships with people of other races" (31 per cent).
10. The differences between teacher education and non-teacher education graduates were few, as measured by this instrument. Of the 57 areas tested only five were found to be statistically significant at the .05 level of confidence.
11. It was concluded that elementary and secondary education graduates are more alike than different in their perception of their professional training. Significant differences at the .05 level of confidence were found in only a few items. These differences can largely be accounted for by the differences in approaches in teaching at the two levels.
12. It was concluded that the graduates of SAC are extremely interested in assisting the college in providing future students with the best kind of educational experiences. This conclusion is supported by the many positive suggestions offered through the open-ended questions and the percentage (approximately 80 per cent) who responded to the questionnaire.

Few negative or derogatory statements were made.

Recommendations

The results and conclusions of this study led to several recommendations which, if followed, could possibly improve the SAC experience for present and future students.

1. As suggested by graduates and supported in the literature, it is recommended that careful attention be given to selecting the most able faculty to staff the CPLA courses with special concern being given to their ability (1) to present and be models of the Christian perspective, (2) to assist the student in the integration of knowledge and (3) to present, without bias, alternatives of action.
2. Since the course, "God and Man" received the lowest rating of all the courses in the group, it is recommended that a serious attempt be made to reorganize the course in such a way as to present the Christian perspective in a more practical and less historic manner.
3. Since the respondents indicated a feeling that the range of course offerings within the majors and minors was too restricted, it is recommended that the course offerings be broadened within reasonable limitations of staff, facilities, and budget and that no minor offering be staffed with less than two full-time instructors.

4. Since the majority of the SAC students come to college with strong vocational interests and since they find little assistance in making vocational choices after arriving on campus, it is recommended that an office be created on campus for the purpose of providing students with information about and guidance in the selection of a profession, career, or vocation.
5. Since graduates indicated that faculty are the most influential group on campus, it is recommended that emphasis be placed on the cultivation of this factor in order to maximize the impact in desired directions. Careful attention should be given to the student-advisor relationship. This study shows this relationship to be potentially dynamic. The faculty member should be recognized as having greater potential than a course in presenting the Christian perspective.
6. Graduates have indicated support for the Christian perspective but have registered frustration in that it was not always clearly articulated. It is recommended that the Christian perspective be clearly articulated and that its applications to and implications for all academic disciplines be presented. Rather than taking a doctrinaire position, the Christian perspective should provide a stance from which all subject matter is studied.
7. The suggestion made by several respondents that teacher education courses needed to be made more

relevant at SAC is well supported in the literature reviewed. Critics like Silberman, cite the lack of relevance as one of the major problems in current teacher education programs. It is recommended that the courses in methods be practical in nature; taught, where possible, by actual practitioners; that student teachers be required to practice certain skills in teaching in small groups before entering the regular student teaching experience.

8. Since the total college experience is important in the training of the prospective teacher and since a teacher is more likely to teach as he has been taught than as he has been taught to teach, it is recommended that the entire faculty accept the responsibility for the training of teachers at SAC. As suggested in the literature, far too long the regular academic instructor has taken too lightly this responsibility.
9. Respondents indicated weaknesses in the student teaching experience that need to be corrected in order to increase the value of the experience. It is recommended that the college look seriously at such problems as the selection of supervising teachers, the placement of student teachers, articulation between the college and the schools, supervision by the college coordinator, the requiring of course work during student teaching, and the possibility of

providing a more varied experience in student teaching including more than one level and/or supervising teacher. It is further recommended that the college look at the cluster program presently being followed at Michigan State University as a model for achieving many of the above goals.

10. It is finally recommended that the findings of this study be carefully examined and that the suggestions for improvement offered be considered in the context in which they have been presented.

Implications for Further Research

The literature reviewed and the findings of this study have illustrated the need for further study of the college product, the graduate.

1. An in-depth longitudinal study, beginning with the student as he enters college and following him until he graduates in order to measure the impact made by the college, needs to be done so that other aspects of the impact of the college experience can be measured.
2. A further study of the teacher education graduates with secondary certification to discover why such a small percentage are teaching at the senior high level might have implications for teacher preparation at that level.
3. A study of the perceptions of the employers of the graduates of SAC would give another view of the

relative success of the teacher training program. Such a study would be an excellent follow-up of the present study.

4. A study of other aspects of the college program should be carried out. No attempt was made in this study to examine the whole area of student personnel services. Since some authorities say that a student spends 80 per cent of his time outside of the classroom, it would appear that this aspect of the college experience would be potentially dynamic.
5. A characteristic of this study was the use of an instrument which provided no comparative data so that the findings could be checked against the data from other institutions. A study using standardized data would provide useful information about the impact of the college on students. The American College Testing Program has such an instrument; "Institutional Self Study". This approach is strongly recommended.
6. A similar study should be done periodically to permit the maintenance of a current view of the opinions of graduates about the Spring Arbor College experience.

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APPENDICES



APPENDIX A

BIOGRAPHICAL INFORMATION BY FREQUENCY
AND PERCENTAGE

BIOGRAPHICAL INFORMATION BY FREQUENCY
AND PERCENTAGE

Item	Frequency	Per cent
AGE OF RESPONDENTS AT TIME OF SURVEY		
1. Under 25	24	21.6
2. 25-29	62	55.9
3. 30-34	16	14.4
4. 35-39	2	1.8
5. 40-44	2	1.8
6. 45 or over	5	4.5
Total	111*	100.0
ADVANCE WORK TAKEN SINCE GRADUATION		
1. Yes	87	78.4
2. No	24	21.6
Total	111	100.0
HIGHEST DEGREE EARNED		
1. B.A.	97	87.4
2. M.A. or M.S.	14	12.6
Total	111	100.0
ARE CURRENTLY PURSUING AN ADVANCED DEGREE		
1. Yes	44	40.7
2. No	64	59.3
Total	108	100.0

*The total number of respondents was 112. Where the frequency listed is less than 112, the difference represents non-responses.



BIOGRAPHICAL INFORMATION Con't.

Item	Frequency	Per cent
CURRENT OCCUPATION		
1. Armed Services	4	3.6
2. Clerk	1	0.9
3. College Instructor	1	0.9
4. Educational Research and Development	1	0.9
5. Electronic Technician	1	0.9
6. Elementary Principal	1	0.9
7. Graduate Student	7	6.2
8. High School Librarian	2	1.8
9. Homemaker	8	7.1
10. Laborer	1	0.9
11. Local Government	1	0.9
12. Machine Operator	1	0.9
13. Management Analyst-- U.S. Govt.	1	0.9
14. Metropolitan Missionary	1	0.9
15. Minister	8	7.1
16. Professional Fund Raiser	1	0.9
17. Reading Consultant	1	0.9
18. Social Worker	1	0.9
19. Teacher	66	58.9
20. Unemployed	2	1.8
21. No response	2	1.8
Total	112	100.0
MARITAL STATUS AT TIME OF SURVEY		
1. Single	17	15.3
2. Married	92	82.9
3. Divorced	2	1.8
Total	111	100.0
SIZE OF HOME COMMUNITY		
1. A rural community	25	22.5
2. A small town	30	27.0
3. A small city	17	15.3
4. A city	19	17.1
5. A large city	10	9.0
6. A metropolis	10	9.0
Total	111	99.9

BIOGRAPHICAL INFORMATION Con't.

Item	Frequency	Per cent
CURRENT GROSS INCOME LEVEL		
1. No income	1	0.9
2. Under \$5,000	20	17.9
3. \$5,001-\$6,000	8	7.1
4. \$6,001-\$7,000	3	2.7
5. \$7,001-\$8,000	15	13.4
6. \$8,001-\$9,000	23	20.5
7. \$9,001-\$10,000	16	14.3
8. Over \$10,000	26	23.2
Total	112	100.0
MOST IMPORTANT REASON FOR ATTENDING COLLEGE		
1. To obtain a broad general education	8	7.1
2. To prepare for a vocation	90	80.4
3. To increase earning power	2	1.8
4. To gain better understanding of the world and people in it	5	4.4
5. It was the thing to do	1	0.9
6. Other	6	5.4
Total	112	100.0
MAJOR REASON FOR CHOOSING SPRING ARBOR COLLEGE		
1. To gain a Christian perspective	36	32.1
2. Good academic program	5	4.5
3. Influence of a friend or relative	29	25.9
4. Located near my home	25	22.3
5. Other	17	15.2
Total	112	100.0

BIOGRAPHICAL INFORMATION Con't.

Item	Frequency	Per cent
FATHER'S HIGHEST EDUCATIONAL ATTAINMENT		
1. Less than 8th grade	10	8.9
2. Completed 8th grade	25	22.3
3. Some high school	13	11.6
4. High school graduate	31	27.7
5. Some college	16	14.3
6. College graduate	8	7.1
7. Graduate work	9	8.1
Total (\bar{X} = 3.66)	112	100.0
MOTHER'S HIGHEST EDUCATIONAL ATTAINMENT		
1. Less than 8th grade	2	1.8
2. Completed 8th grade	12	10.7
3. Some high school	12	10.7
4. High school graduate	41	36.6
5. Some college	26	23.2
6. College graduate	13	11.6
7. Graduate work	6	5.4
Total (\bar{X} = 4.25)	112	100.0
SPRING ARBOR COLLEGE MAJORS		
1. Biology	12	10.9
2. Economics-Business	1	0.9
3. Elementary Education	17	15.4
4. English	17	15.4
5. Exact Science	1	0.9
6. History	8	7.3
7. Mathematics	13	11.8
8. Music	6	5.5
9. Philosophy-Religion	3	2.7
10. Physical Education	5	4.6
11. Psychology	3	2.8
12. Social Science	22	20.0
13. Other	2	1.8
Total	110	100.0

BIOGRAPHICAL INFORMATION Con't.

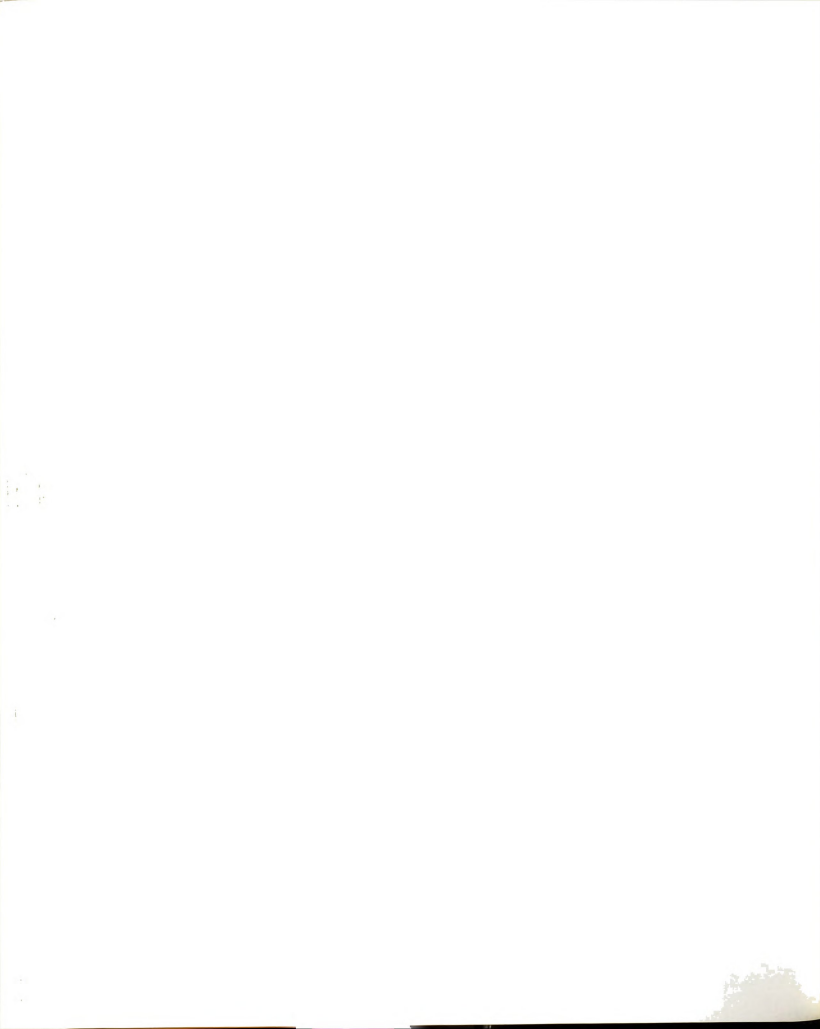
Item	Frequency	Per cent
FIRST COLLEGE MINOR		
1. Art	1	1.2
2. Biology	8	9.3
3. Chemistry	2	2.3
4. Economics	7	8.1
5. English	5	5.8
6. French	1	1.2
7. History	5	5.8
8. Mathematics	4	4.7
9. Music	8	9.3
10. Physical Science	1	1.2
11. Philosophy-Religion	5	5.8
12. Physical Education	7	8.1
13. Physics	3	3.5
14. Political Science	1	1.2
15. Psychology	6	7.0
16. Spanish	2	2.3
17. Speech	1	1.1
18. Social Science	16	18.6
19. Sociology	3	3.5
Total	86	100.0
SECOND COLLEGE MINOR		
1. Art	1	5.6
2. Biology	1	5.5
3. English	3	16.6
4. French	1	5.6
5. History	1	5.6
6. Music	1	5.5
7. Psychology	2	11.1
8. Spanish	1	5.6
9. Speech	1	5.6
10. Social Science	6	33.3
Total	18	100.0

BIOGRAPHICAL INFORMATION Con't.

Item	Frequency	Per cent
MAJOR REASON FOR CHOOSING THE TEACHING PROFESSION		
1. Job security	3	3.5
2. Desire to work with children or teenagers	55	63.9
3. Desire to impart information	4	4.7
4. Interest in subject matter	10	11.6
5. Insufficient information about other vocations	8	9.3
6. Other	6	7.0
Total	86	100.0
CURRENT TEACHING LEVEL		
1. Elementary	34	39.5
2. Middle School	3	3.5
3. Junior High	19	22.1
4. Senior High	8	9.3
5. Not teaching	5	5.8
6. Other	17	19.8
Total	86	100.0
SIZE OF COMMUNITY WHERE SCHOOL LOCATED		
1. Rural community	14	18.9
2. Small town	24	32.4
3. Small city	19	25.6
4. City	11	14.9
5. Large city	3	4.1
6. Metropolis	3	4.1
Total	74	100.0

BIOGRAPHICAL INFORMATION Con't.

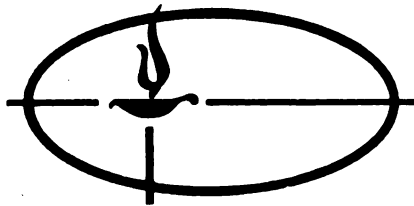
Item	Frequency	Per cent
PRESENT REACTION TO TEACHING		
1. Like it very much	37	46.2
2. Well satisfied	16	20.0
3. Satisfied	15	18.8
4. Just tolerate it	7	8.7
5. Dislike it	5	6.3
Total	80	100.0
NUMBER OF YEARS TAUGHT		
1. One year	9	11.4
2. Two years	8	10.1
3. Three years	20	25.3
4. Four years	15	19.0
5. Five years	15	19.0
6. Six or more years	12	15.2
Total	79	100.0



APPENDIX B

THE QUESTIONNAIRE

***A Study of Selected Aspects of
The Spring Arbor College Experience***



Spring Arbor College is conducting an evaluation of the college experience as perceived by its graduates. Your responses will help guide us in our effort to make the college experience more meaningful for current students, as well as for those who will enroll in the future.

The prompt response of each participant is vital to the success of this study. Thank you for taking time from your busy schedule to assist us.

The purpose of the number at the bottom of this page is to identify this questionnaire. The persons who tabulate the results will not know your identity. Careful steps have been taken to scrupulously preserve your anonymity.

When you have completed the questionnaire, please return it in the envelope provided.

A. BIOGRAPHICAL INFORMATION

1. What is your age? _____ (8)
2. Have you taken advanced work since graduating from SAC?
Yes _____ No _____ (9)
3. What is the highest degree you have earned?
_____ (10)
4. Are you now pursuing an advanced degree?
Yes _____ No _____ (11)
5. What is your current occupation?
_____ (12)

QUESTIONS 6 THROUGH 11 (Please check (✓) the one best answer)

6. What is your current marital status?
(13) 1 ___ Single 4 ___ Widowed
2 ___ Married 5 ___ Separated
3 ___ Divorced
7. Which of the following comes closest to describing the community in which you live?
(14) 1 ___ A rural community
2 ___ A small town (up to 2,500)
3 ___ A small city (2,500 to 25,000)
4 ___ A city (25,000 to 100,000)
5 ___ A large city (100,000 to 500,000)
6 ___ A metropolis (500,000 or over)
8. What is your annual gross income level (excluding your spouse's)?
(15) 1 ___ Under \$5,000 5 ___ \$8,001 - \$9,000
2 ___ \$5,001 - \$6,000 6 ___ \$9,001 - \$10,000
3 ___ \$6,001 - \$7,000 7 ___ Over \$10,000
4 ___ \$7,001 - \$8,000
9. What was your one most important reason for attending college?
(16) 1 ___ To obtain a broad general education
2 ___ To prepare for a vocation
3 ___ To increase your earning power
4 ___ To gain a better understanding of the world and the people in it
5 ___ It was the thing to do
6 ___ Other _____
10. What was the one major reason you chose SAC?
(17) 1 ___ To gain a Christian perspective
2 ___ Good academic program
3 ___ Influence of a friend or relative
4 ___ Located near my home
5 ___ Other _____

11. Which of the following best describes (a) your father's and (b) your mother's highest formal educational attainment?

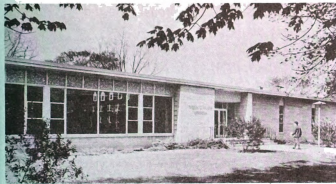
a. Father's	b. Mother's
(18) 1 ___ Less than 8th grade	1 ___ (25)
2 ___ Completed 8th grade	2 ___
3 ___ Some high school	3 ___
4 ___ High school graduate	4 ___
5 ___ Some college	5 ___
6 ___ College graduate	6 ___
7 ___ Graduate work	7 ___

B. EVALUATION OF THE CPLA PROGRAM

QUESTIONS 12 THROUGH 15 (Please use the numeric scale to respond to each item)

4 - Superior (A) 1 - Below average (D)
3 - Good (B) 0 - Unsatisfactory (F)
2 - Average (C)

12. How would you evaluate the contribution made by the following toward your development of a Christian perspective for learning?
(32) 1 ___ A course or courses in CPLA
2 ___ Contact with a faculty member
3 ___ A particular religious experience
4 ___ A special chapel program
5 ___ Small group participation
13. Please rank each CPLA course which you took at SAC for its overall contribution (a) to your degree program and (b) for adequacy in providing a foundation for further study in the liberal arts.
- | a. Contribution to total degree program | b. Contribution to a foundation for liberal arts |
|---|--|
| (37) 1 ___ God and Man | 1 ___ (46) |
| 2 ___ Thought and Symbol | 2 ___ |
| 3 ___ Freedom and Order | 3 ___ |
| 4 ___ Structure and System | 4 ___ |
| 5 ___ Energy and Matter | 5 ___ |
| 6 ___ Image and Idea | 6 ___ |
| 7 ___ Mind and Motivation | 7 ___ |
| 8 ___ Concepts and Values | 8 ___ |
| 9 ___ Language Analysis | 9 ___ |
14. Please rate each of these aspects of the CPLA courses which you took at SAC.
(55) 1 ___ General clearness of major objective
2 ___ General agreement between objectives and assignments
3 ___ Clear organization of class presentations
4 ___ Clear explanation of important ideas
5 ___ Instructor's encouragement for you to seek help when necessary
6 ___ Usage of class time for instruction purposes
7 ___ Instructor's regard for viewpoints different from his own
8 ___ Stimulation of classes
9 ___ Fairness of class grades



Hugh A. White Library

15. How well do you think SAC succeeded in providing the following? (Use numeric code)

- (64) 1 ___ Enabled the student to achieve a broad cultural background
 2 ___ Helped the student to develop the ability for critical thinking
 3 ___ Provided opportunities for developing leadership skills
 4 ___ Encouraged the student to understand human behavior
 5 ___ Prepared the student primarily for his future occupation
 6 ___ Emphasized intellectual growth more than grades
 7 ___ Prepared the student to be a life long student
 8 ___ Stimulated through various means the exploration of areas outside the students own field of study
 9 ___ Developed one's ability to get along with people
 10 ___ Helped one to understand community and world problems
 11 ___ Helped an individual to develop more fully his morals, ethical standards, and values
 12 ___ Provided for assistance with personal problems
 13 ___ Investigated religious, philosophical, and moral problems

QUESTIONS 16 THROUGH 21 (Please check (✓) the one best answer)

16. How would you describe your involvement, while at SAC, in the study of the liberal arts?

- (8) 1 ___ Very involved 3 ___ Mildly involved
 2 ___ Somewhat involved 4 ___ Not involved

17. Which one of the following best describes your commitment to Jesus Christ as a perspective for learning?

- (9) 1 ___ No commitment
 2 ___ A set of beliefs which you hold
 3 ___ A set of guides for judging-right and wrong
 4 ___ A realization that you are following a revealed way of life
 5 ___ A personal relationship with Jesus Christ as Lord and Master



18. To what degree did your experience at SAC influence you toward critical participation in the affairs of the contemporary world?

- (10) 1 ___ High 3 ___ Low
 2 ___ Moderate 4 ___ No participation

19. What one thing stands out most in your memory about your experience at SAC?

- (11) 1 ___ One or two stimulating teachers
 2 ___ A social function _____
 3 ___ An athletic program _____
 4 ___ An outstanding chapel program
 5 ___ Other _____

20. Which one of the following statements best describes your general attitude toward the CPLA program?

- (12) 1 ___ Provided a Christian perspective for further study in the liberal arts
 2 ___ Gave a broad foundation upon which to build a major
 3 ___ Provided new insights into the relationships between the academic disciplines
 4 ___ Were on the whole beneficial
 5 ___ Were too general and failed to challenge

21. Which of the following represent areas of living in which you wish SAC had given more help? (check as many as apply)

- (13) 1 ___ Understanding and preparing for a vocation
 2 ___ Approaches to solving personal problems
 3 ___ Understanding and planning for economic life
 4 ___ How to work with groups
 5 ___ The development of social skills
 6 ___ Understanding and promoting health in home and community
 7 ___ Relationships with people of other races

22. How do you think the CPLA program could be improved? (Please be specific in your suggestions)

C. EVALUATION OF YOUR MAJOR AND/OR MINOR(S)

23. What was your SAC college major? (list only one)
(20) _____

QUESTIONS 24 THROUGH 28 (Please check (✓) the one best answer)

24. At what point in your education did you definitely decide on your college major? (select best answer)

- (22) 1 ___ Before high school
2 ___ During high school
3 ___ Freshman year of college
4 ___ Sophomore year of college
5 ___ Junior year of college

25. If you selected a major after entering college, who had the greatest influence on your choice?

- (23) 1 ___ Faculty members
2 ___ College administrators
3 ___ Your college advisor
4 ___ Other _____

26. Which one of the following best describes your motivation in choosing a major?

- (24) 1 ___ Pursuit of a well established interest
2 ___ Desire for a liberal education
3 ___ Need or desire to earn a living
4 ___ Other _____

27. What was (were) your minor(s)?

- (25) 1 _____
2 _____

28. How did you choose your SAC college minor(s)? (check one for first minor and one for second minor)

- | <u>First</u> | <u>Second</u> |
|---|---------------|
| (29) 1 ___ To correlate with and supplement my major | ___ 1 (30) |
| 2 ___ To provide for breadth of interests | ___ 2 |
| 3 ___ To follow a special interest | ___ 3 |
| 4 ___ To study under a particular instructor | ___ 4 |
| 5 ___ By accident (built on required courses in which I had the most credits) | ___ 5 |
| 6 ___ Other _____ | ___ 6 |

QUESTIONS 29 AND 30 (Please use the numeric scale provided)

- 4 - Superior (A) 1 - Below average (D)
3 - Good (B) 0 - Unsatisfactory (F)
2 - Average (C)

29. How would you rate the courses in your SAC major?

- (31) 1 ___ General clearness of major objective
2 ___ General agreement between objectives and assignments
3 ___ Clear organization of class presentations
4 ___ Clear explanation of important ideas
5 ___ Instructor's encouragement for you to seek help when necessary
6 ___ Usage of class time for instruction purposes
7 ___ Instructor's regard for viewpoints different from his own
8 ___ Stimulation of classes
9 ___ Fairness of class grades

30. How would you rate the courses in your SAC minor(s)?

a. First Minor

b. Second Minor

- | | |
|--|------------|
| (40) 1 ___ General clearness of major objectives | ___ 1 (49) |
| 2 ___ General agreement between objectives and assignments | ___ 2 |
| 3 ___ Clear organization of class presentations | ___ 3 |
| 4 ___ Clear explanation of important ideas | ___ 4 |
| 5 ___ Instructor's encouragement for you to seek help when necessary | ___ 5 |
| 6 ___ Usage of class time for instruction | ___ 6 |
| 7 ___ Instructor's regard for viewpoints different from his own | ___ 7 |
| 8 ___ Stimulation of classes | ___ 8 |
| 9 ___ Fairness of class grades | ___ 9 |

31. How would you suggest that the major and/or minor programs at SAC be strengthened? (Please be specific in your suggestions)

D. EVALUATION OF TEACHER EDUCATION PROGRAM

QUESTIONS 37 THROUGH 39 (Use the following numeric scale)

- 4 - Superior (A) 1 - Below average (D)
 3 - Good (B) 0 - Unsatisfactory (F)
 2 - Average (C)

QUESTIONS 32 THROUGH 35 (Please check (✓) the one best answer)

32. What was the **major** reason you chose teaching as a career?

- (58) 1 ___ Job security
 2 ___ Desire to work with children or teenagers
 3 ___ Desire to impart information
 4 ___ Interest in subject matter
 5 ___ Insufficient information about other vocations
 6 ___ Other _____

33. At what level are you presently teaching?

- (59) 1 ___ Elementary
 2 ___ Middle school
 3 ___ Junior high
 4 ___ Senior high
 5 ___ Other _____
 6 ___ Not teaching

34. Which one of the following comes **closest** to describing the location of your school?

- (60) 1 ___ Rural community
 2 ___ Small town (up to 2,500)
 3 ___ Small city (2,500 to 25,000)
 4 ___ City (25,000 to 100,000)
 5 ___ Large city (100,000 to 500,000)
 6 ___ Metropolis (500,000 or over)

35. What is your present reaction to teaching?

- (61) 1 ___ Like it very much
 2 ___ Well satisfied
 3 ___ Satisfied
 4 ___ Just tolerate it
 5 ___ Dislike it

36. How many years have you taught?

- (62) _____

37. What level of proficiency did you develop during your student teaching experience in the following areas?

- (63) 1 ___ Understanding obligations to the school in which you did your student teaching
 2 ___ Preparing unit and daily lesson plans
 3 ___ Adjusting content to individual differences
 4 ___ Evaluation of pupil learning
 5 ___ Classroom management
 6 ___ Use of instructional materials and media
 7 ___ Adapting learning activities to your subject or grade level
 8 ___ Handling discipline problems
 9 ___ Understanding how students learn
 10 ___ Understanding the teacher's role in the classroom
 11 ___ Knowledge about teacher's professional organizations
 12 ___ Knowledge and skills to handle new innovative practices in education
 13 ___ Knowledge and skills to be a good teacher
 14 ___ Appreciation for the SAC student teaching program

38. How would you rate the following aspects of your student teaching experience at SAC?

- (8) 1 ___ Quality of supervision from your supervising teacher
 2 ___ Quality of supervision from your college coordinator
 3 ___ Amount of time spent student teaching
 4 ___ Relationship with supervising teacher
 5 ___ Relationship with college coordinator
 6 ___ Student teaching seminars

39. How would you rate the course work you took at SAC in teacher education?

- (14) 1 ___ Great Ideas in Education
 2 ___ Introduction to Student Teaching
 3 ___ Elementary Methods Workshop
 4 ___ Secondary Methods Workshop
 5 ___ Methods and Materials for Elementary Teaching
 6 ___ Elementary School Music
 7 ___ Modern Math
 8 ___ Basic Art for Teachers
 9 ___ Physical Education for Elementary School
 10 ___ Children's Literature
 11 ___ Audio-Visual Materials



Student Center - Dining Commons

please complete other side

40. How many of the following did (a) you experience while student teaching and (b) which of these would you recommend for inclusion in future student teaching programs? (Check as many as apply in both columns)

You experienced

You recommend

- | | | | | | | |
|------|----|-----|---|-----|----|------|
| (25) | 1 | ___ | Handling discipline problems of class without supervising teacher | ___ | 1 | (38) |
| | 2 | ___ | Developing own daily lesson plans | ___ | 2 | |
| | 3 | ___ | Organizing and teaching a unit of instruction | ___ | 3 | |
| | 4 | ___ | Teaching on a small group (two to ten or less) basis | ___ | 4 | |
| | 5 | ___ | Developing material to enrich lesson you taught | ___ | 5 | |
| | 6 | ___ | Developing own teaching aids for a class presentation | ___ | 6 | |
| | 7 | ___ | Selecting content material of a subject taught | ___ | 7 | |
| | 8 | ___ | Assuming total responsibility for opening activities of classroom | ___ | 8 | |
| | 9 | ___ | Including provisions for individual differences in lesson plans | ___ | 9 | |
| | 10 | ___ | Constructing and administering tests over material you taught | ___ | 10 | |
| | 11 | ___ | Developing a file of activities, pictures, lesson plans or materials | ___ | 11 | |
| | 12 | ___ | Developing in your lesson plan materials for remedial pupils | ___ | 12 | |
| | 13 | ___ | Including in plans an introduction or set that had as its purpose motivating the students | ___ | 13 | |

41. How could the teacher education program at SAC be improved to better prospective teachers for the realities of teaching?

42. How do you think the student teaching experience could be improved?

APPENDIX C

COVER LETTER

SPRING ARBOR COLLEGE

Spring Arbor, Michigan 49283



COVER LETTER

Date

Name

Address

Address

Dear Alumnus:

You have been selected from among the four-year baccalaureate graduates of Spring Arbor College to participate in a follow-up study. Spring Arbor College has graduated nearly six hundred and fifty people between the years 1965 and 1970. It is felt that if all who have been chosen will participate, sufficient information can be gathered to make a valid study which will assist us in providing more effective opportunities for our students.

You will be interested to know that we are currently involved in an in-depth study of the total Spring Arbor College experience. With your help, we feel that the follow-up study will aid in this evaluation, in improving existing programs, and in providing valuable information about our graduates which can be of much assistance to many areas of the college.

The study is being conducted by Mr. John Newby, the college registrar, and the data gathered will be used in a doctoral dissertation for the Ph. D. degree at Michigan State University.

Would you please complete the enclosed questionnaire and return it in the self-addressed envelope by December 15, 1971. We realize that you have many demands on your time and greatly appreciate your participation. We are looking forward to hearing from you soon and trust you are having a profitable year.

Sincerely yours,

Ellwood A. Voller
President

APPENDIX D

FOLLOW-UP LETTER

SPRING ARBOR COLLEGE

Spring Arbor, Michigan 49283



FOLLOW-UP LETTER

December 28, 1971

Dear Alumnus:


About three weeks ago you were invited to participate in an opinion survey designed to aid in the evaluation of the Spring Arbor College experience with emphasis on the preparation of teachers. While many responses have been received, your's is still outstanding.

In order for this study to have validity, a high rate of response is desired. We recognize that you have many demands on your time, but would encourage you to take a few minutes to complete the questionnaire and thus provide a real service to your Alma Mater.

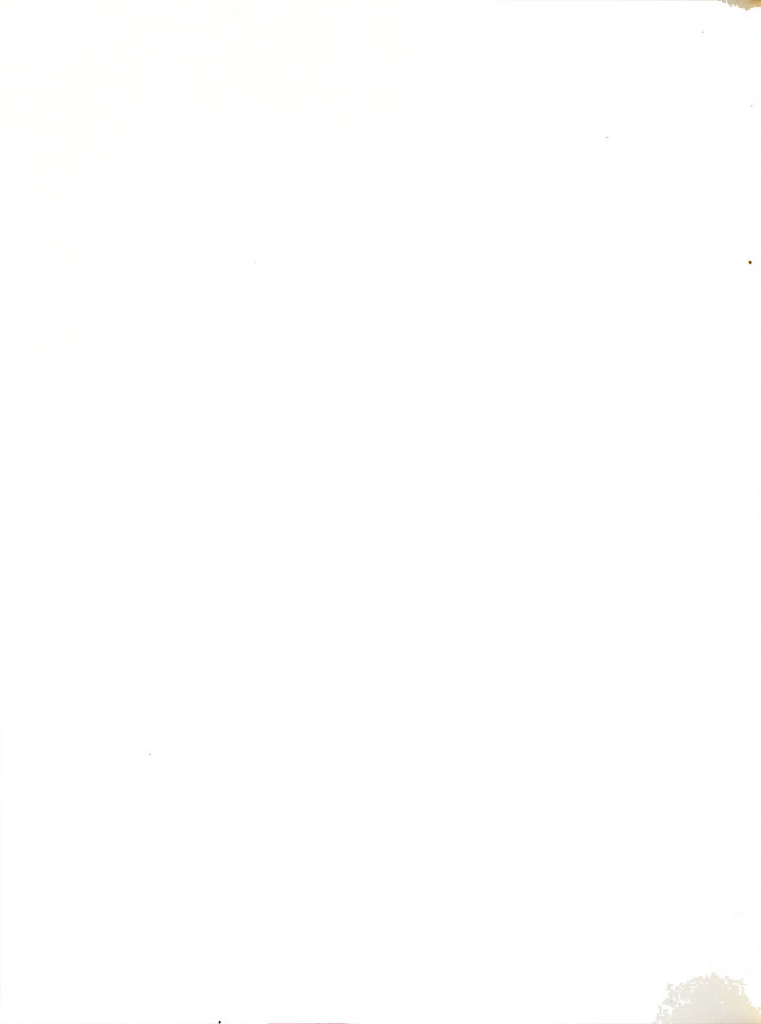
I have taken the liberty of enclosing a second copy of the questionnaire in case your first copy was misplaced. Thank you very much for your cooperation.

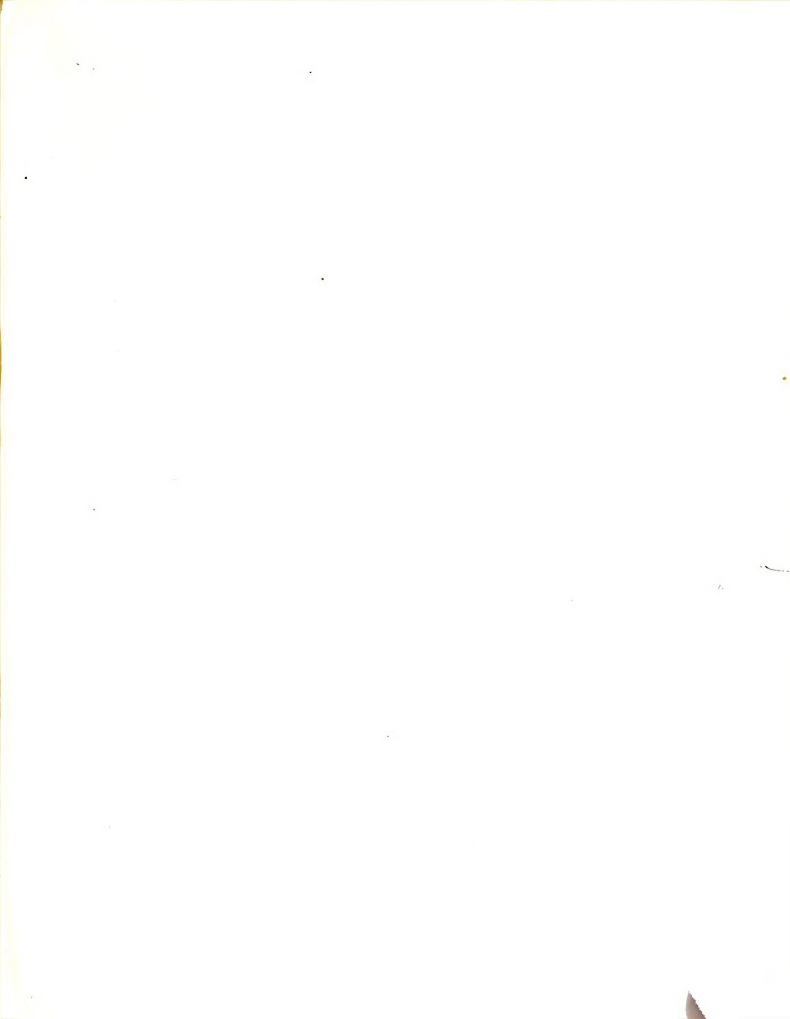
We hope you had an enjoyable Christmas and wish for you a rewarding new year.

Sincerely yours,


Ellwood A. Voller
President

Enclosure





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