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A SURVEY OF THE TEACHING SUCCESS OF MONTANA
STATE UNIVERSITY GRADUATES EMPLOYED IN
MONTANA SECONDARY SCHOOLS

by

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B. S., Valley City State Teachers College, 1949

A Professional Paper
Presented in Partial Fulfillment
of the Requirement for the Degree of
Master of Education

Montana State University

June 1950

Approved:


Chairman of Board of Examiners


Dean of Graduate School

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The problem	2
Statement of the problem	2
Importance of the study	3
Definitions of terms used	4
Sources of data	6
Methods of procedure	8
Limitations of the study	13
II. PREVIOUS FOLLOW-UP STUDIES	16
III. SCHOOL ADMINISTRATOR'S RATINGS OF TEACHING	
TRAITS OF 1948 AND 1949 MSU GRADUATES	
EMPLOYED IN MONTANA SECONDARY SCHOOLS	21
School administrator's ratings of teaching	
traits of 1948 MSU graduates	23
Teacher's personality	23
Teacher's scholarship	25
Organization of school work	26
Teaching skill	27
School administrator's ratings of teaching	
traits of 1949 MSU graduates	27
Teacher's personality	33
Teacher's scholarship	39

CHAPTER	PAGE
	111
Organization of school work	39
Teaching skill	40
Check list for teaching efficiency	41
School administrator's comments regarding the graduates and their training	47
A comparison of the predictive and in- service ratings	49
Summary	53
 IV. AN EVALUATION OF TEACHING AND ITS PROBLEMS BY 1948 AND 1949 MONTANA STATE UNIVERSITY GRADUATES EMPLOYED IN MONTANA SECONDARY SCHOOLS	
	58
Teaching job	58
Teaching level	58
Number of teaching fields	60
Teaching load	60
Subject field preparation	63
Teaching combinations	73
Teacher-pupil ratio	76
Extra-curricular activities	76
Salary	79
Living conditions	79
Living quarters	79
Board	79

CHAPTER	PAGE
Community attitude toward teacher's behavior	84
Participation of teachers in community activities	84
Professional organizations	89
Appraisal of professional training	89
Rating of teacher training program at Montana State University	89
Competence in teaching	89
Evaluation of education courses	89
Specific problems encountered by graduates	93
Rating by graduates of cadet teaching in meeting the demands of present positions	93
Specific suggestions by 1948 and 1949 graduates for improving the teacher training program at Montana State University	93
Reaction to teaching	97
Graduate's present reaction to teaching .	97
Future plans of 1948 and 1949 MSU graduates	97
Teaching plans of 1948 and 1949 MSU graduates	101

CHAPTER	PAGE
Summary	101
V. SUMMARY AND CONCLUSIONS	108
Statement of the problem	108
Procedure	109
Limitations	110
Findings	111
Conclusions	115
Recommendations	116
Problems suggested by this study	119
BIBLIOGRAPHY	120
APPENDIX A. Follow-Up Questionnaire on Success of MSU Trained Teachers	124
APPENDIX B. Questionnaire for Beginning Teachers .	133
APPENDIX C. School Administrator's Ratings of 1948 MSU Graduates	138
APPENDIX D. School Administrator's Ratings of 1949 MSU Graduates	143
APPENDIX E. A Comparison of Predictive and In- service Ratings of 1948 MSU Graduates	148
APPENDIX F. A Comparison of Predictive and In- service Ratings of 1949 MSU Graduates	150

LIST OF TABLES

TABLE	PAGE
I. Number and Size of Montana Secondary Schools Employing 1948 and 1949 MSU Graduates, With Size Breakdown of Schools Used in Study	22
II. School Administrator's Ratings (Reduced to Per Cents) of Teaching Traits of 1948 MSU Graduates Employed in Secondary Schools of Montana	28
III. School Administrator's Ratings (Reduced to Per Cents) of Teaching Traits of 1949 MSU Graduates Employed in Secondary Schools of Montana	34
IV. Check List for Teaching Efficiency of 1948 and 1949 MSU Graduates Employed in Montana Secondary Schools	42
V. Errors in Prediction of Teaching Success for 1948 and 1949 MSU Graduates When They are Placed in Three Groups	52
VI. Teaching Levels of 1948 and 1949 MSU Graduates Employed in Montana Secondary Schools	59

TABLE	PAGE
VII. Teaching Fields of 1948 and 1949 MSU Graduates Employed in Montana Secondary Schools	61
VIII. Teaching Load of 1948 and 1949 MSU Graduates Employed in Montana Secondary Schools	62
IX. A Comparison of Teaching Combinations with Academic Training (Majors and Minors) of 1948 MSU Graduates Employed in Montana Secondary Schools, with Size Breakdown of Schools Used in Study	64
X. A Comparison of Teaching Combinations with Academic Training (Majors and Minors) of 1949 MSU Graduates Employed in Montana Secondary Schools, with Size Breakdown of Schools Used in Study	68
XI. Teaching Combinations of 1948 and 1949 MSU Graduates Employed in Montana Secondary Schools	74
XII. Teacher-Pupil Ratio of Montana Secondary Schools Employing 1948 and 1949 MSU Graduates	77

TABLE	PAGE
XIII. Number of Extra-curricular Activities Carried by 1948 and 1949 MSU Graduates Employed in Montana Secondary Schools . . .	77
XIV. Extra-curricular Activities of Graduates . . .	78
XV. Salary Range of 1948 and 1949 MSU Graduates Employed in Montana Secondary Schools	80
XVI. Living Quarters of 1948 and 1949 MSU Graduates	81
XVII. Monthly Cost of Living Quarters of 1948 and 1949 MSU Graduates	82
XVIII. Graduate's Ratings of Living Quarters . . .	83
XIX. Boarding Places of 1948 and 1949 MSU Graduates	83
XX. Monthly Cost of Board of 1948 and 1949 MSU Graduates	85
XXI. Community Attitude Toward Teacher Behavior .	86
XXII. Community Acceptance of Teachers	86
XXIII. Participation of Graduates in Community Activities	87
XXIV. Social Activities Available to 1948 and 1949 MSU Graduates	88
XXV. Professional Organizations Represented Among 1948 and 1949 MSU Graduates	90

TABLE	PAGE
XXVI. Graduate's Ratings of the Teacher-Training Program at Montana State University	90
XXVII. Self Rating of Graduates in Their Teaching Fields	91
XXVIII. An Evaluation of Courses in Education by 1948 and 1949 MSU Graduates Employed in Montana Secondary Schools	92
XXIX. Difficulties Indicated by 1948 and 1949 MSU Graduates Employed in Montana Secondary Schools (Ranked in Descending Order of Frequency of Mention for all Teachers who Returned Questionnaires)	94
XXX. Graduate's Ratings of Cadet Teaching in Meeting the Demands of their Present Teaching Positions	96
XXXI. MSU Graduate's Specific Suggestions for Improving the Teacher-Training Program at Montana State University	98
XXXII. MSU Graduate's Present Reactions to Teaching	100
XXXIII. Future Plans of 1948 and 1949 MSU Graduates	100
XXXIV. Teaching Plans of 1948 and 1949 MSU Graduates	102

LIST OF FIGURES

FIGURE	PAGE
1. Montana Secondary Schools Employing 1948 MSU Graduates	9
2. Montana Secondary Schools Employing 1949 MSU Graduates	10
3. Number of 1948 and 1949 MSU Graduates Employed in Montana Secondary Schools	24

CHAPTER I

INTRODUCTION

Follow-up work of college graduates has become an important and necessary part of the teacher training program.

According to Troyer and Pace:

The follow-up study represents both a culmination of evaluative activity at the pre-service level and a connecting link between pre-service and in-service activities. Its role as the climax of evaluative concern at the pre-service level is clear. Selection, orientation, general education, professional education, and student teaching have as their common objective the preparation of competent teachers. The ultimate test of their combined effect is how teachers behave on the job. The opportunity to apply this test comes when they first go to work. In a sense the evidence which one can obtain from follow-up studies constitutes the proof of the pudding--not only for the pre-service program as a whole but likewise for special aspects of that program. The function of follow-up studies as a connecting link between pre-service and in-service education is suggested by the fact that a follow-up study compels the college to look beyond its own boundaries, to appraise its program in the light of the performance of men and women under conditions which the college does not itself set up. This directs the college to look at the public schools and the larger community. Thus a need for cooperation and understanding between pre-service and in-service personnel is apparent.¹

¹ Maurice E. Troyer and C. Robert Pace, Evaluation In Teacher Education (Washington: American Council On Education, 1944), p. 232.

I. THE PROBLEM

Statement of the problem. The purposes of this study were:

1. To follow-up graduates of Montana State University in their first year of teaching in order to ascertain the degree of success or failure.
2. To examine roughly the degree to which effectiveness in teaching can be predicted.
3. To find out the most common weaknesses exhibited by these graduates in their first teaching positions.
4. To look into the possible causes of such weaknesses. To this end the effects of the following factors were investigated:
 - a. the number of fields included in the teaching load,
 - b. the number of extra-curricular activities included in the teaching load,
 - c. the subject combinations which were taught,
 - d. the teaching in fields in which the student had inadequate training, and
 - e. the status of living conditions: housing, board, community attitude toward teachers, degree of community participation of teachers, and professional organizations available.

5. To recommend methods by which the teacher training program might minimize failures.

Importance of the study. Educators have generally agreed that the teacher is the most important single factor in the success or failure of the school. If that be true, then, the training a prospective teacher receives in college is an important factor in determining the kind of job he does in the field.

Without follow-up work of its graduates the teacher-training institutions would be unable:

1. to fully understand the in-service needs of teachers,

2. to devise a teacher training program consisting of: guidance, education courses, and professional courses that would fit the needs of their trainees,

3. to make a true evaluation of the teacher training program in the light of the needs of the students in the field, and

4. to make improvements in college instruction that would benefit the students after they leave school.

Troyer and Pace believe that:

Follow-up studies provide a fertile meeting ground for pre-service and in-service interests. The ultimate test of any program is the character of its product. In follow-up studies this character is appraised under conditions over which the college has no direct control. This fact makes the appraisal especially significant and

takes it a step beyond student teaching. Unfortunately, the potential contributions of follow-up studies of this sort, beyond collecting some simple census data, have been limited to assembling opinions. While opinions are certainly suggestive and can be stimulating to college faculties, the evidence from opinions is by no means final. Adequate samples of behavior are needed. . . . Observations and tests cannot readily be arranged except in collaboration with public school systems. This is an opportunity, not a handicap. Many school systems have a probationary period for new teachers at the end of which a judgment must be made regarding their status and tenure. The school system and the college could explore ways of using this period to serve two purposes--one just mentioned for the school system and a follow-up appraisal for the college.²

Wightman gives an interesting account of the importance of follow-up work. He says:

Follow-up work is an auxiliary agency for progressively reconstructing the experiences of the beginning teacher. It makes for a clear understanding by the teacher, his employer and the normal school, of the problems confronting the beginner and thereby makes for better teaching. It makes of teacher-training a continuous process, something that is never finished, a cooperative enterprise in which all search for truth is welcome. As such, it deserves a place in the program of every progressive teacher training institution.³

II. DEFINITIONS OF TERMS USED

Field. Field applies to a division or field of organized knowledge such as mathematics, science, English.

Secondary school. Secondary school will be taken to

² Ibid, p. 355

³ Clair S. Wightman, "Follow-up Work: Its Connotations and Denotations," Educational Administration and Supervision, 22:157-160, May, 1936.

include that part of the public school system which follows the elementary school and is comprised of grades seven, eight, nine, ten, eleven, and twelve.

Subject. Subject applies to a subdivision or field of organized knowledge such as algebra I, American history, English I.

Teaching combination. Teaching combination pertains to the subjects or fields, such as language, English, science, physics, etc. in which a teacher is giving instruction during the school term.

Teaching load. Teaching load applies to the time and energy a teacher must expend in carrying out professional duties and responsibilities, usually measured in one or more of the following ways: pupil-teacher ratio, number of classes per day, average class size, total enrollment of classes taught, total clock hours in class, number of extra-curricular activities, and official duties.

Teacher efficiency. Teacher efficiency refers to the degree of success a teacher attains in carrying out his instructional and other duties as specified in his contract and demanded by his position.

III. SOURCES OF DATA

The chief source of data for this study has been questionnaires. Two different kinds of questionnaires were constructed in order to carry out the study.

One questionnaire*, designed for school administrators, was constructed by the writer. Changes and revisions suggested by members of the Education staff at Montana State University were incorporated before the questionnaire was sent out. Parts A, B, C, and D of this check-list questionnaire consisted of twenty-one basic questions classified under the following headings: teacher's personality, teacher's scholarship, organization of school work, and teaching skill. Each of these basic items was to be rated on one of three levels of excellence, these representing roughly: superior, satisfactory, and unsatisfactory achievement. A fourth designation was added to cover instances in which the rater felt himself inadequately informed to evaluate the teacher in question.

Part E, which consisted of eighteen statements, was a check-list for indicating how the teaching effectiveness of each graduate could be increased. Each administrator was asked to place a check mark in the blank space before the statements which seemed to him to be applicable to the

* See Appendix A.

teacher he was rating.

Part F provided the rater with an opportunity to make additional comments regarding the capabilities and limitations of each teacher. Each administrator was also asked to comment on weaknesses which he felt might exist in the Montana State University training program.

A copy of this questionnaire was sent to superintendents or principals of each school in Montana employing a teacher who was a 1948 or 1949 graduate of Montana State University. The purpose of this questionnaire was: (1) to obtain an evaluation of the teaching success of these graduates; (2) to find out the common weaknesses of these graduates; (3) to look into the possible causes of such weaknesses; (4) to obtain some evaluation of the teacher-training program as evidenced by the work of the graduate. A total of 128 questionnaires were sent to school administrators; replies were received from 85 per cent.

The second questionnaire* was designed by the School of Education at Montana State University for its graduates in their first year of teaching. This questionnaire, which had been used at the University for the past three years, had proven to be fairly adequate in obtaining the necessary information regarding the graduates. The questionnaire

* See Appendix B.

consisted of four main sections pertaining to: (1) the teaching job: level, subjects taught, class enrollments, and extra-curricular load; (2) living conditions: housing, board, community attitude toward teachers, degree of community participation of teachers, and professional organizations available to him; (3) appraisal of professional training; (4) reaction to teaching. A total of 128 questionnaires were sent to 1948 and 1949 Montana State University graduates employed in Montana secondary schools; seventy-seven were returned. Of these 36 were from 1948 graduates and 41 from the 1949 group.

In order to give a clearer picture to the reader as to where the 1948 and 1949 Montana State University graduates were teaching in the state, two maps were made--Figure 1 for the 1948 graduates and Figure 2 for the 1949 graduates. Both maps indicate that a majority of the graduates were teaching in the western half of Montana. It was significant to note that in 1948 ten graduates were employed in schools located east of Billings while in 1949 only five graduates were teaching in that area.

IV. METHODS OF PROCEDURE

The data obtained from the questionnaires were tabulated and placed on master tables.* The scores on graduates

* See Appendixes C and D.

of the two years, 1948 and 1949, were left separate for purposes of comparison.

It seemed desirable to divide the scores on the basis of the size of the school in which the graduates were placed, however, the grouping of schools on the basis of the class of districts (first, second and third), and county high schools seemed to be impractical in a study of this kind because of variation in enrollment in the different classes of schools. Augusta, a second class district, had an enrollment of 38 students in High School in 1949-1950 where-as Circle, a third class district, had an enrollment of 137 students in High School during the school year 1949-1950. Similar discrepancy is shown by the fact that Granite County High School at Philipsburg had an enrollment of 65 students during the school year 1949-1950 while Missoula County High School had an enrollment of 1247 students during the school year 1949-1950.

The grouping of schools according to actual enrollment seemed to be a more desirable method of dividing them if size of school were to be used as a basis of comparing teachers. The classification made by Barnes⁴ was used in this study. The largest schools with enrollments over 351 pupils constitute Group I. The schools with enrollments

⁴ Barnes, Antrim Earl Jr., "Educational Offerings In Montana High Schools, 1945-1947." Unpublished Master's thesis, Montana State University, Missoula. 1948. 106 pp.

between 151 to 350 constitute Group II. Group III represents schools with enrollments of 76 to 150. Group IV represents schools with enrollments of 41 to 75. Group V represents schools with enrollments of 6 to 40 pupils.

In order to make comparisons of ratings more meaningful, a second set of tables was constructed (see Chapter III) in which all quantities of ratings were reduced to percentages.

When it came to working out teacher load and comparing subjects taught with fields of training, it became necessary to agree on an organization of the subject matter fields.

Fourteen main fields were used in preparing tables showing these teaching combinations and academic training (majors and minors) of teachers. Subjects under each field were grouped as follows: English included composition, literature, public speaking, journalism, dramatics, debate, oratory, high school paper, and library work; mathematics included algebra, geometry, high school arithmetic, trigonometry, and general mathematics; history and political science included world history, English history, American history, problems of democracy, citizenship, civics, international relations, vocational guidance, and political science; biological science was represented by botany, physiology, bacteriology, zoology, and ecology; physical

science included physics, chemistry, astronomy, geology, and meteorology; economics and sociology were included as one field; music included chorus, orchestra, band, music appreciation, theory, harmony, history of music, glee club; physical education included physical education for boys and girls, track, basketball and football; commerce included commercial arithmetic, business arithmetic, commercial geography, penmanship and spelling, bookkeeping, typewriting, stenography, commercial law, salesmanship, business English, junior business training, and shorthand; industrial arts included woodworking, iron-work, mechanical drawing, drawing and designing, printing, and auto mechanics; Latin and Spanish were kept in separate fields; home economics included cooking and sewing; art was in a separate field.

V. LIMITATIONS OF THE STUDY

This study was purposely limited to a consideration of 1948 and 1949 graduates of Montana State University who were teaching in the Secondary Schools of Montana. Graduates who were teaching out of the state were not considered in this survey because to have done so would have brought too many other variables into the picture, for example: certification requirements, school size, geographical influences, and the like.

In order to make a prediction of the teaching success

or failure of each of the 1948 and 1949 Montana State University graduates, five members of the Education Staff met in conference to determine the ratings. The resulting ratings appeared to have the following limitations:

1. In several instances only one member of the Staff had had an opportunity to observe certain graduates in actual classroom situations.

2. Transcript grades were used in a number of cases to arrive at predictive rating grades and might conceivably give an inaccurate picture of the individuals in question.

3. The lapse of time since the 1948 graduates completed their work might tend to make the predictive ratings less valid now than they would have been at the time of graduation.

Again, the questionnaire always has to be considered as a limiting factor. It is the opinion of the writer, however, that the questionnaires used in this study had a higher degree of validity than the average questionnaire for the following reasons:

1. The excellent return of 85 per cent of questionnaires sent out is an indication of the interest of educators throughout the state in improving teacher-training in Montana.

2. In several instances questionnaires were returned partially unanswered because the school administrators

felt they had inadequate basis for judgment. This would tend to indicate that the administrators did a conscientious job of rating the items they did rate.

3. Graduates discussed at considerable length the various problems they had encountered in their first year of teaching and made many interesting and practical recommendations for improving the teacher-training program. This would seem to indicate that they did a fairly conscientious job of answering the questions.

4. The check-list type of questionnaire used has a definite advantage over the essay type because a large number of specific factors can be sampled without demanding too much of the administrator's time in answering them. Essay responses might have revealed more about the individuals, but check-lists probably gave a better picture of the total group.

It is obvious, of course, that actual observation and interviews at each school would have increased the validity of the data. For reasons involving finances and time, it was impossible for the writer to handle the acquisition of data in this manner.

CHAPTER II

PREVIOUS FOLLOW-UP STUDIES

Follow-up studies have been made in colleges throughout the country. In 1931 Effie G. Bathurst⁵ made an extensive study of graduates of Eastern South Dakota Teachers College. Miss Bathurst obtained the necessary data by visitation, correspondence, and questionnaire studies. She found that more reliable measures were necessary for rating teacher efficiency. She discovered visitation was a helpful means of follow-up assistance. She recommends: (1) improving curriculum study in the follow-up program, (2) obtaining suggestions for improving college courses from superintendents, principals, and teachers in the field, and (3) securing a closer relationship between college and college placement committee.

The Iowa State Teachers College,⁶ through its Placement Bureau, has been carrying on an inservice check program of its graduates for the past twelve years. A limited number of desirable teaching traits were checked by

⁵ Effie G. Bathurst, A Teachers College Follow-Up Service (New York: Bureau of Publications, Teachers College, Columbia University, 1931), 89 pp.

⁶ E. W. Goetch, "Inservice Checkup of Iowa State Teachers College Graduates," School and Society, 69:419-423, June 11, 1949.

supervisors upon the completion of practice teaching. An evaluation of the student teacher was made. After the graduates of the college had had one year of actual teaching experience, a similar rating sheet was checked by the supervisors of the teaching department. The predictive practice-teaching record together with the supervisor's personal evaluation were compared with the actual inservice ratings and evaluations.

The inservice-checkup program⁷ has been very successful at the Iowa State Teachers College. It has enabled the supervisors of the student teaching and the classroom instructors in the education department to be conscious at all times of the kind of teachers desired by school officials. The heads of the various departments in college are informed of the success of the graduates from the standpoint of knowledge of subject matter, presentation, and efficiency in teaching. School officials are aware of the teaching personnel which is likely to become available each year at the Iowa State Teachers College.

For six years a follow-up program of its graduates has been successful at the State Normal School⁸ at Paterson, New Jersey. A field worker was used in the program to

⁷ Goetch, loc. cit.

⁸ Wightman, loc. cit.

observe the graduates in their first year of teaching. Conferences were held between the graduates and the field worker in addition to conferences with principals and superintendents.

Follow-up work was carried on at the Normal School⁹ to determine where changes were needed in the curriculum and the pre-service training program. Better placement and more satisfactory employment were other objectives of follow-up work.

A follow-up study of graduates who had gone into teaching was made at Stanford University.¹⁰ An all-university committee was selected to supervise the investigation. A director was responsible for carrying out the study. The investigation was carried on by the use of three questionnaires, each for a different purpose.

The first and longest questionnaire was designed for Stanford graduates engaged in educational activity. The second questionnaire was sent to the employers or supervisors of Stanford trained teachers. The purpose of it was to obtain judgments regarding the abilities of the persons

⁹ Wightman, loc. cit.

¹⁰ Walter W. Isle, "The Stanford University Follow-up Inquiry" (unpublished dissertation for the Ed. D. degree in the files of Stanford University, 1942), cited by Maurice E. Troyer and C. Robert Pace, op. cit. p. 237.

in question. The third questionnaire was mailed along with the second one to the employers and supervisors of Stanford-trained teachers. The questionnaire contained basic questions requesting suggestions for improving the teacher-training program, teacher information desired, and factors they considered important in the training of their teachers.¹¹

The returns from the questionnaires indicated that the "Stanford-trained teachers are well satisfied with their Stanford experience, and that employers and supervisors are well pleased with Stanford-trained teachers."¹² Many former students believed that practice teaching should be more realistic. They believe that the time devoted to practice teaching should be lengthened. Another recommendation called for improving the services in counseling and guidance. Still another recommendation called for a more complete and continuous program of follow-up service.

The follow-up studies discussed in this chapter indicate that there is general agreement among the schools on the following points:

1. A closer relationship between college and college placement committee should be established.

¹¹ Isle, loc. cit.

¹² Loc. cit.

2. Visitation is a helpful means of follow-up assistance.

3. Follow-up programs can be made more meaningful if a variety of techniques are used in the study. Questionnaires, observation, interviews and conferences with former students in-service will result in a better all-round program.

CHAPTER III

SCHOOL ADMINISTRATOR'S RATINGS OF TEACHING TRAITS OF 1948 AND 1949 MSU GRADUATES EMPLOYED IN MONTANA SECONDARY SCHOOLS

Before considering the school administrator's ratings of the graduates, it seems desirable to indicate the number and size of Montana secondary schools employing 1948 and 1949 Montana State University graduates. Table I shows the number of graduates employed in the various sized Montana secondary schools.

As was indicated earlier in this paper (see page 11 of Chapter I), the schools were divided according to enrollment. The five classifications used are shown at the top of the columns on page 22. It is evident that the graduates for both years seem to be fairly well represented in all the various sized schools.

Figures 1 and 2 (see pages 9 and 10 of Chapter I) show that the graduates are fairly well distributed geographically throughout Montana with the possible exception of the section of the state east of Billings where a relatively small number of graduates have been employed. The small number of 1948 and 1949 Montana State University graduates who were teaching in Eastern Montana might be due to one or both of the following factors: desire on the part of graduates to teach nearer to their homes in the Western part of

TABLE I

NUMBER AND SIZE OF MONTANA SECONDARY SCHOOLS EMPLOYING 1948 AND 1949
MSU GRADUATES, WITH SIZE BREAKDOWN OF SCHOOLS USED IN STUDY

		Schools concerned in this study										Total	
		Enrollment group											
		I	II	III	IV	V							
		1948	1949	1948	1949	1948	1949	1948	1949	1948	1949	1948	1949
Range of Enrollment	351 and over			76	41	6							
		151 to 550		150	75	40							
		1948	1949	1948	1949	1948	1949	1948	1949	1948	1949	1948	1949
Number of teachers per group		8	16	14	7	12	20	11	7	1	6	46	56
Per cent of teachers per group		17.3	28.6	30.4	12.3	26.1	35.7	23.9	12.3	2.2	10.7	99.9	99.6

the state and hesitancy on the part of graduates to teach in a region where the climatic and geographical conditions are very different from what they had previously experienced.

Figure 3 shows there were noticeable increases in the number of 1949 graduates employed in school groups I, III and V and decided decreases in school groups II and IV as compared to the 1948 graduates. There appears, however, to be inadequate evidence present to reach any definite conclusions in regard to shifts or trends of the 1948 and 1949 graduates from larger to smaller schools or vice versa.

I. SCHOOL ADMINISTRATOR'S RATINGS OF TEACHING TRAITS OF 1948 MSU GRADUATES

The questionnaire sent to school administrators* included questions pertaining to teacher's personality, teacher's scholarship, organization of his school work, and his teaching skill.

A breakdown of the school administrator's ratings of the 1948 graduates gives an indication of the common weaknesses and strengths present among graduates in their first teaching positions.

Teacher's Personality. Table II, on pages 28 to 32 inclusive, indicates that nearly 65 per cent of the 1948

* See Appendix A.

Group I	Group II	Group III	Group IV	Group V
Over	151	76	41	6
351	to	to	to	to
students	350	150	75	40
	students		students	students

Number
of
Graduates

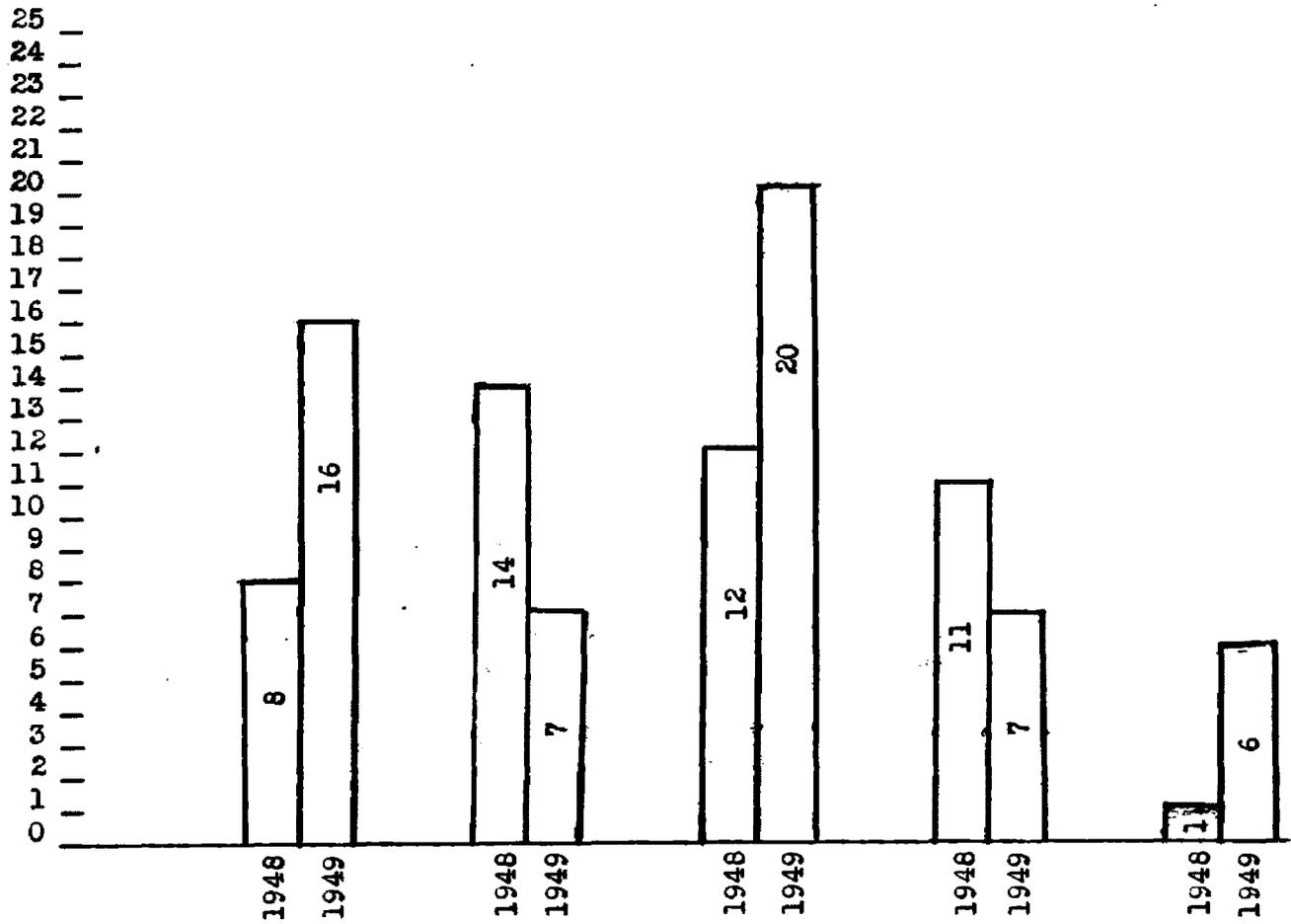


Figure 3

Number of 1948 and 1949 MSU Graduates
Employed in Montana Secondary Schools

graduates were rated superior in teaching traits, such as health and speech and enunciation. There were fewer superior ratings given in general appearance than were given in health and speech and enunciation. Group III was the only school classification in which the largest percentage of the graduates were rated superior in general appearance.

Superior ratings were given to less than fifty per cent of the graduates in teaching traits, such as tact, leadership, self-control, and classroom atmosphere. The fact that the graduates were rated lower in these categories than in some of the others, such as health and speech, may be due to their lack of experience in teaching. Many of these qualities would perhaps be improved with additional experience.

The 1948 graduates were rated superior in over 55 per cent of the cases in teaching traits, such as cooperation, standards of accomplishment, willingness to help, and assumption of responsibilities. This fact would seem to indicate that the graduates, in most cases, were working hard and doing good jobs.

Teacher's Scholarship. Approximately 40 per cent of of the graduates were rated superior in teacher's scholarship. Knowledge of subject is, apparently, not one of the problems involved because over 65 per cent of the graduates were rated superior on that item. Less than 30 per cent were

rated superior in teaching traits such as range of interests and culture and organization of subject matter. These facts indicate that there may be weaknesses in the teacher-training program. Subject matter preparation may have been limited too narrowly for the proper development of broad interests and culture of the student.

The relatively low rating on the teacher's ability to organize his subject matter may be due to inadequate educational background in methods courses, or to the tendency of college instructors to give students little opportunity to plan, or assist in planning their course work.

Organization of School Work. There appear to be no serious discipline problems among the beginning teachers in any of the five school classifications. Over 85 per cent of group II were rated superior in the manner in which they secured discipline.

The fact that over one-half of all graduates were rated superior in management of classroom routine may be misleading. A breakdown of the various groups reveals that there are considerable differences among the five classifications. For example, in group I approximately one-fourth were rated superior, while three-fourths of group II were rated superior. The relatively low ratings in the larger schools might be due to the fact that those administrators

had more time to observe the teachers in the classroom, or that they set a higher premium on that ability.

Teaching Skill. Nearly 70 per cent of the 1948 graduates were rated superior on teaching traits, such as skill in making assignments, skill in arousing interests, and skill in appraising results of teaching. On the other hand, the percentage of graduates who were rated superior in skill in stimulating thinking and independent work was relatively small, only 11.8 per cent having been so rated. It is important to note that not a single individual in group I was rated superior in this category. This relatively low rating might be due to any one or all of the following factors: lack of teaching experience, inadequate knowledge of psychology (motivation, learning, child behavior, etc.), inadequate training in methods courses in college, and a tendency for many college courses to expose the students to a minimum of stimulation to think and a maximum of memorization.

II. SCHOOL ADMINISTRATOR'S RATINGS OF TEACHING TRAITS OF 1949 MSU GRADUATES

The following analysis of the school administrator's ratings of the 1949 Montana State University graduates indicates that there were many similarities between the two groups.

TABLE II

SCHOOL ADMINISTRATOR'S RATINGS (REDUCED TO PER CENTS)
OF TEACHING TRAITS OF 1948 MSU GRADUATES EMPLOYED
IN SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total (51)
	I (11)	II (14)	III (14)	IV (11)	V (1)	
A. Teacher's Personality						
1. Health						
a. Superior	63.6	78.6	71.4	45.5		64.7
b. Satisfactory	36.4	21.4	28.6	45.5	100.0	33.3
c. Unsatisfactory				9.1		2.0
d. Inadequate evidence						
2. Speech and Enunciation						
a. Superior	81.8	85.7	78.6	81.8	100.0	82.4
b. Satisfactory	18.2	14.3	21.4	9.1		15.7
c. Unsatisfactory				9.1		2.0
d. Inadequate evidence						
3. General Appearance						
a. Superior	36.4	42.9	64.3	27.3		43.1
b. Satisfactory	54.5	50.0	28.6	63.6	100.0	49.0
c. Unsatisfactory	9.1	7.1	7.1	9.1		7.8
d. Inadequate evidence						
4. Tact						
a. Superior	45.5	50.0	64.3	36.4		49.0
b. Satisfactory	45.5	35.7	28.6	45.5	100.0	39.2
c. Unsatisfactory	9.1	7.1	7.1	9.1		7.8
d. Inadequate evidence						
5. Leadership						
a. Superior	27.3	64.3	57.1	36.4		47.1
b. Satisfactory	72.7	35.7	35.7	54.5	100.0	49.0
c. Unsatisfactory				9.1		2.0
d. Inadequate evidence			7.1			2.0

TABLE II (continued)

SCHOOL ADMINISTRATOR'S RATINGS (REDUCED TO PER CENTS)
OF TEACHING TRAITS OF 1948 MSU GRADUATES EMPLOYED
IN SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total (51)
	I (11)	II (14)	III (14)	IV (11)	V (1)	
6. Cooperation						
a. Superior	63.6	78.6	42.9	36.4		54.9
b. Satisfactory	36.4	14.3	57.1	45.5	100.0	39.2
c. Unsatisfactory		7.1		9.1		3.9
d. Inadequate evidence				9.1		2.0
7. Self-control						
a. Superior	54.5	64.3	35.7	18.2		43.1
b. Satisfactory	45.5	35.7	64.3	72.7	100.0	54.9
c. Unsatisfactory				9.1		2.0
d. Inadequate evidence						
8. Classroom Atmosphere						
a. Superior	27.3	35.7	50.0	27.3		35.3
b. Satisfactory	54.5	64.3	35.7	63.6		52.9
c. Unsatisfactory	9.1		7.1	9.1		5.9
d. Inadequate evidence	9.1		7.1		100.0	5.9
9. Standards of Accomplishment						
a. Superior	54.5	85.7	78.6	63.6		70.6
b. Satisfactory	9.1	14.3	14.3			9.8
c. Unsatisfactory	27.3		7.1	18.2		11.8
d. Inadequate evidence	9.1			18.2	100.0	7.8
10. Willingness to Help						
a. Superior	72.7	78.6	85.7	36.4	100.0	70.6
b. Satisfactory	27.3	21.4	14.3	54.5		27.5
c. Unsatisfactory				9.1		2.0
d. Inadequate evidence						

TABLE II (continued)

SCHOOL ADMINISTRATOR'S RATINGS (REDUCED TO PER CENTS)
OF TEACHING TRAITS OF 1948 MSU GRADUATES EMPLOYED
IN SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total (51)
	I (11)	II (14)	III (14)	IV (11)	V (1)	
11. Assumption of Responsibilities						
a. Superior	45.5	71.4	57.1	54.5		56.9
b. Satisfactory	54.5	28.6	28.6	27.3	100.0	35.3
c. Unsatisfactory		14.3	18.2			7.8
d. Inadequate evidence						
TOTALS						
a. Superior	52.1	66.9	62.3	42.2	18.2	56.2
b. Satisfactory	41.3	30.5	32.5	43.8	63.8	36.9
c. Unsatisfactory	5.0	1.9	3.9	10.8		4.9
d. Inadequate evidence	1.7	.6	1.3	3.3	18.2	2.0
B. Teacher's Scholarship						
1. Knowledge of Subject						
a. Superior	36.4	92.9	64.3	72.7		66.7
b. Satisfactory	54.5	7.1	28.6	18.2		25.5
c. Unsatisfactory				9.1		2.0
d. Inadequate evidence	9.1		7.1		100.0	5.9
2. Range of Interests and Culture						
a. Superior	27.3	21.4	42.9	18.2		27.5
b. Satisfactory	54.5	78.6	35.7	63.6	100.0	58.8
c. Unsatisfactory	9.1		14.3	9.1		7.8
d. Inadequate evidence	9.1		7.1	9.1		5.9
3. Organization of Subject Matter						
a. Superior	18.2	42.9	35.7	9.1		27.5
b. Satisfactory	72.7	57.1	57.1	81.8	100.0	66.7
c. Unsatisfactory			7.1	9.1		3.9
d. Inadequate evidence	9.1					2.0

TABLE II (continued)

SCHOOL ADMINISTRATOR'S RATINGS (REDUCED TO PER CENTS)
OF TEACHING TRAITS OF 1948 MSU GRADUATES EMPLOYED
IN SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total (51)
	I (11)	II (14)	III (14)	IV (11)	V (1)	
TOTALS						
a. Superior	27.3	52.4	47.6	33.3		40.6
b. Satisfactory	60.6	47.6	40.5	54.5	66.7	50.3
c. Unsatisfactory	3.0		7.1	9.1		4.6
d. Inadequate evidence	9.1		4.7	3.0	33.3	4.6
C. Organization of School Work						
1. Discipline (kind)						
a. Superior	63.6	57.1	57.1	45.5		54.9
b. Satisfactory	36.4	35.7	42.9	36.4		37.3
c. Unsatisfactory		7.1		18.2	100.0	7.8
d. Inadequate evidence						
2. Discipline (how)						
a. Superior	81.8	85.7	78.6	54.5		74.5
b. Satisfactory			14.3	9.1		5.9
c. Unsatisfactory		7.1		27.3	100.0	9.8
d. Inadequate evidence	18.2	7.1	7.1	9.1		9.8
3. Management of Classroom Routine						
a. Superior	27.3	71.4	57.1	45.5		51.0
b. Satisfactory	72.7	28.6	42.9	45.5	100.0	47.1
c. Unsatisfactory				9.1		2.0
d. Inadequate evidence						
TOTALS						
a. Superior	57.6	71.4	64.3	48.5		60.1
b. Satisfactory	36.4	21.4	33.4	30.3	33.3	30.1
c. Unsatisfactory		4.7		18.2	66.7	6.5
d. Inadequate evidence	6.1	2.4	2.4	3.0		3.3

TABLE II (continued)

SCHOOL ADMINISTRATOR'S RATINGS (REDUCED TO PER CENTS)
OF TEACHING TRAITS OF 1948 MSU GRADUATES EMPLOYED
IN SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total (51)
	I (11)	II (14)	III (14)	IV (11)	V (1)	
D. Teaching Skill						
1. Skill in Making Assignments						
a. Superior	81.8	85.7	64.3	63.6		72.5
b. Satisfactory	9.1		21.4	27.3		13.7
c. Unsatisfactory						
d. Inadequate evidence	9.1	14.3	14.3	9.1	100.0	13.7
2. Skill in Arousing Interests						
a. Superior	54.5	71.4	71.4	36.4		68.8
b. Satisfactory	36.4	21.4	28.6	54.5	100.0	35.3
c. Unsatisfactory				9.1		3.9
d. Inadequate evidence	9.1	7.1				2.0
3. Skill in Stimulating Thinking and Independent Work						
a. Superior		14.3	21.4	9.1		11.8
b. Satisfactory	81.8	78.6	71.4	81.8		76.5
c. Unsatisfactory	18.2		7.1	9.1	100.0	9.8
d. Inadequate evidence		7.1				2.0
4. Skill in Appraising Results of Teaching						
a. Superior	63.6	92.9	85.7	72.7		78.4
b. Satisfactory				18.2		3.9
c. Unsatisfactory		7.1	7.1	9.1		5.9
d. Inadequate evidence	36.4		7.1		100.0	11.8
TOTALS						
a. Superior	50.0	66.1	60.7	45.5		55.4
b. Satisfactory	31.8	25.0	30.4	45.5	25.0	32.3
c. Unsatisfactory	4.6	1.8	3.6	6.8	25.0	4.9
d. Inadequate evidence	13.7	7.1	5.4	2.3	50.0	7.4

Teacher's Personality. According to Table III, the 1949 graduates were rated extremely high in categories, such as health and speech and enunciation. In general appearance, fewer graduates were rated superior than in a number of the categories.

There was a tendency on the part of school administrators to rate a smaller percentage of graduates as superior in teaching traits, such as tact, leadership, self-control, and classroom atmosphere. This situation may be due to the fact, as was indicated in Section I of this chapter, that the graduates were doing their first teaching and did not possess these qualities to the degree in which they are usually found in teachers with more experience.

Over 55 per cent of the 1949 graduates were rated superior in teaching traits, such as cooperation, standards of accomplishment, willingness to help, and assumption of responsibilities. This parallels the report on this item for the 1948 graduates.

It should be noted that the 1949 graduates were rated somewhat higher than the 1948 graduates on items, such as health, cooperation, standards of accomplishment, and willingness to help. On the other hand, the 1948 graduates were rated higher in teaching traits, such as speech and enunciation, general appearance, leadership, and self-control. It is doubtful, however, that any great significance can be

TABLE III

SCHOOL ADMINISTRATOR'S RATINGS (REDUCED TO PER CENTS)
OF TEACHING TRAITS OF 1949 MSU GRADUATES EMPLOYED
IN SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total (56)
	I (16)	II (7)	III (20)	IV (7)	V (6)	
A. Teacher's Personality						
1. Health						
a. Superior	87.5	85.7	75.0	85.7	66.7	80.4
b. Satisfactory	12.5	14.3	20.0	14.3	33.3	17.9
c. Unsatisfactory						
d. Inadequate evidence			5.0			1.8
2. Speech and Enunciation						
a. Superior	75.0	85.7	55.0	85.7	100.0	73.2
b. Satisfactory	25.0		35.0	14.3		21.4
c. Unsatisfactory			10.0			3.6
d. Inadequate evidence		14.3				1.8
3. General Appearance						
a. Superior	56.3	42.9	20.0	42.9	16.7	35.7
b. Satisfactory	43.8	57.1	75.0	28.6	83.3	58.9
c. Unsatisfactory			5.0	14.3		3.6
d. Inadequate evidence				14.3		1.8
4. Tact						
a. Superior	75.0	28.6	50.0	28.6	50.0	51.8
b. Satisfactory	25.0	57.1	40.0	42.9	50.0	39.3
c. Unsatisfactory			10.0	28.6		7.1
d. Inadequate evidence		14.3				1.8
5. Leadership						
a. Superior	43.8	14.3	30.0		50.0	30.4
b. Satisfactory	43.8	57.1	50.0	100.0	50.0	55.4
c. Unsatisfactory	6.3	14.3	15.0			8.9
d. Inadequate evidence	6.3	14.3	5.0			5.4

TABLE III (continued)

SCHOOL ADMINISTRATOR'S RATINGS (REDUCED TO PER CENTS)
OF TEACHING TRAITS OF 1949 MSU GRADUATES EMPLOYED
IN SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total (56)
	I (16)	II (7)	III (20)	IV (7)	V (6)	
6. Cooperation						
a. Superior	93.8	42.9	50.0	71.5	50.0	64.3
b. Satisfactory		57.1	45.0	28.6	50.0	32.1
c. Unsatisfactory						
d. Inadequate evidence	6.3		5.0			3.6
7. Self-control						
a. Superior	37.5	14.3	35.0	42.9	33.3	33.9
b. Satisfactory	56.3	42.9	45.0	42.9	50.0	48.2
c. Unsatisfactory		14.3	20.0			8.9
d. Inadequate evidence	6.3	28.6		14.3	16.7	8.9
8. Classroom Atmosphere						
a. Superior	37.5	28.6	20.0	42.9	50.0	32.1
b. Satisfactory	50.0	42.9	50.0	42.9	50.0	48.2
c. Unsatisfactory		14.3	15.0	14.3		8.9
d. Inadequate evidence	12.5	14.3	15.0			10.7
9. Standards of Accomplishment						
a. Superior	81.3	57.1	75.0	71.5	83.3	75.0
b. Satisfactory	6.3		20.0	14.3		10.7
c. Unsatisfactory		14.3		14.3		5.4
d. Inadequate evidence	12.5	28.6	5.0		16.7	8.9
10. Willingness to Help						
a. Superior	100.0	57.1	60.0	85.7	100.0	78.6
b. Satisfactory		28.6	40.0	14.3		19.6
c. Unsatisfactory		14.3				1.8
d. Inadequate evidence						

TABLE III (continued)

SCHOOL ADMINISTRATOR'S RATINGS (REDUCED TO PER CENT)
OF TEACHING TRAITS OF 1949 MSU GRADUATES EMPLOYED
IN SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total (56)
	I (16)	II (7)	III (20)	IV (7)	V (6)	
11. Assumption of Responsibilities						
a. Superior	75.0	42.9	50.0	57.1	66.7	58.9
b. Satisfactory	25.0	42.9	40.0	14.3	16.7	30.4
c. Unsatisfactory			10.0	28.6		7.1
d. Inadequate evidence		14.3			16.7	3.6
TOTALS						
a. Superior	69.2	45.5	47.3	55.8	60.6	55.8
b. Satisfactory	26.2	36.4	41.8	32.5	34.8	34.7
c. Unsatisfactory	.6	5.2	8.7	7.8		4.9
d. Inadequate evidence	4.0	13.0	2.3	3.9	4.6	4.6
B. Teacher's Scholarship						
1. Knowledge of Subject						
a. Superior	87.5	57.1	80.0	100.0	50.0	78.6
b. Satisfactory	12.5		15.0		33.3	12.5
c. Unsatisfactory						
d. Inadequate evidence		42.9	5.0		16.7	8.9
2. Range of Interests and Culture						
a. Superior	12.5	28.6	15.0	42.9	16.7	19.6
b. Satisfactory	81.3	57.1	65.0	57.1	50.0	66.1
c. Unsatisfactory			5.0			1.8
d. Inadequate evidence	6.3	14.3	15.0		33.3	12.5
3. Organization of Subject Matter						
a. Superior	31.3		35.0	28.6	16.7	26.8
b. Satisfactory	62.5	85.7	55.0	71.5	83.3	66.1
c. Unsatisfactory			5.0			1.8
d. Inadequate evidence	6.3	14.3	5.0			5.4

TABLE III (continued)

SCHOOL ADMINISTRATOR'S RATINGS (REDUCED TO PER CENTS)
OF TEACHING TRAITS OF 1949 MSU GRADUATES EMPLOYED
IN SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total (56)
	I (16)	II (7)	III (20)	IV (7)	V (6)	
TOTALS						
a. Superior	43.8	28.6	43.3	57.2	27.8	41.7
b. Satisfactory	52.1	47.6	45.0	42.8	55.5	48.2
c. Unsatisfactory			3.3			1.2
d. Inadequate evidence	4.2	23.8	8.3		16.7	8.9
C. Organization of School Work						
1. Discipline (kind)						
a. Superior	87.5	14.3	45.0	42.9	50.0	53.6
b. Satisfactory	6.3	57.1	45.0	57.1	50.0	37.5
c. Unsatisfactory	6.3	14.3	10.0			7.1
d. Inadequate evidence		14.3				1.8
2. Discipline (how)						
a. Superior	81.3	71.5	65.0	42.9	100.0	71.4
b. Satisfactory			15.0	42.9		10.7
c. Unsatisfactory	6.3	28.6				5.4
d. Inadequate evidence	12.5		20.0	14.3		12.5
3. Management of Classroom Routine						
a. Superior	50.0	28.6	55.0	57.1	16.7	46.4
b. Satisfactory	37.5	57.1	30.0	42.9	83.3	42.9
c. Unsatisfactory			5.0			1.8
d. Inadequate evidence	12.5	14.3	10.0			8.9
TOTALS						
a. Superior	72.9	38.1	55.0	47.6	55.6	57.1
b. Satisfactory	14.6	38.1	30.0	47.6	44.4	30.4
c. Unsatisfactory	4.2	14.3	5.0			4.8
d. Inadequate evidence	8.3	9.5	10.0	4.8		7.7

TABLE III (continued)

SCHOOL ADMINISTRATOR'S RATINGS (REDUCED TO PER CENT)
OF TEACHING TRAITS OF 1949 MSU GRADUATES EMPLOYED
IN SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total (56)
	I (16)	II (7)	III (20)	IV (7)	V (6)	
D. Teaching Skill						
1. Skill in Making Assignments						
a. Superior	68.7	71.5	55.0	57.1	83.3	64.3
b. Satisfactory	12.5		15.0	42.9		14.3
c. Unsatisfactory			5.0			1.8
d. Inadequate evidence	18.8	28.6	25.0		16.7	19.6
2. Skill in Arousing Interest						
a. Superior	68.7	42.9	50.0	42.9	83.3	57.1
b. Satisfactory	12.5	28.6	30.0	57.1		25.0
c. Unsatisfactory		14.3				1.8
d. Inadequate evidence	18.8	14.3	20.0		16.7	16.1
3. Skill in Stimulating Thinking and Independent Work						
a. Superior			25.0	14.3	33.3	14.3
b. Satisfactory	93.8	71.5	45.0	71.5	66.7	67.9
c. Unsatisfactory		14.3	15.0	14.3		8.9
d. Inadequate evidence	6.3	14.3	15.0			8.9
4. Skill in Appraising Results of Teaching						
a. Superior	68.7	85.7	70.0	71.5	83.3	73.2
b. Satisfactory			20.0	14.3		8.9
c. Unsatisfactory				14.3		1.8
d. Inadequate evidence	31.3	14.3	10.0		16.7	16.1
TOTALS						
a. Superior	51.6	50.0	50.0	46.4	70.8	52.2
b. Satisfactory	29.7	25.0	27.5	46.4	16.7	29.0
c. Unsatisfactory		7.2	5.0	7.2		3.6
d. Inadequate evidence	18.8	17.9	17.5		12.5	15.2

attached to these variations.

Teacher's Scholarship. The graduates, in the majority of cases, were rated superior less frequently in scholarship than was true of the ratings given in teacher's personality. There appears to be no problem as far as knowledge of subject is concerned because nearly 80 per cent of them were rated superior. In teaching traits, such as range of interests and culture, and organization of subject matter, there was a considerable decrease in the number of superior ratings given to graduates. The low ratings in these teaching traits seem to indicate that there is a possibility that weaknesses may exist in the training program. There appear to be no significant differences in rating graduates among the five school classifications.

The 1949 graduates were rated higher in knowledge of subject matter, while the 1948 graduates were rated higher in range of interests and culture and organization of subject matter. Again, the differences are not sufficient to warrant any clear conclusion as to superiority of one group over the other.

Organization of School Work. In general, the graduates appear to have no serious disciplinary problems. Individuals who were teaching in groups II, III and IV, particularly in group II, experienced some trouble with

discipline. Administrators seemed to feel the teachers approached discipline from the right way, though they did not secure as good results as they might with more experience. The fact that over 85 per cent of graduates in group I were rated superior in the kind of discipline maintained seems highly significant. It should be noted, however, that the very large schools have a tradition of good discipline which the beginning teacher is fortunate to inherit.

There was one significant point regarding the management of classroom routine. Less than 30 per cent of the graduates included in groups II and V were rated superior, whereas the total average of all groups was 46.4 per cent. Lack of teaching experience was perhaps a factor in the relatively low ratings given to all the graduates, but to account for the extremely low ratings given to the graduates in groups II and V is difficult, if not impossible.

It should be noted that the 1949 graduates were rated slightly lower than the 1948 graduates in the three items in organization of subject matter.

Teaching Skill. Over 55 per cent of the graduates were rated superior in teaching traits, such as skill in making assignments, skill in arousing interests, and skill in appraising results of teaching.

The ratings given to graduates in their skill in

stimulating thinking and independent work were significant. Nearly 70 per cent of the graduates were rated only satisfactory, while less than 15 per cent were rated superior. Not a single individual in groups I and II were rated superior. There are probably a number of factors to be considered before judgment can be made. Factors, such as lack of teaching experience, inadequate understanding of psychology (motivation, learning, etc.) may have some bearing on the problem. The kind of teacher-training the graduates received may not have been adequate to provide the background necessary to bring out stimulating thinking and independent work on the part of the students.

It should be noted that the 1949 graduates were rated slightly lower than the 1948 graduates in three of the four teaching traits rated under teaching skill. The 1949 graduates were rated a little higher than the 1948 graduates in skill in stimulating thinking and independent work.

Check List for Teaching Efficiency. The check list for teaching efficiency was included as Part E of the questionnaire* that was sent to each school administrator. The check list consisted of eighteen statements regarding the ways in which teaching effectiveness of each graduate could be increased. Administrators were requested to include any

* See Appendix A.

other statements which they felt were important in rating each teacher.

Generally speaking, a relatively small number of school administrators checked items regarding the teaching efficiency.

Table IV shows that about one-fifth of the school administrators who returned questionnaires believed that the effectiveness of the teachers in question would be increased if they had a better understanding of children. A greater emphasis on psychology in the teacher-training program might help to alleviate this problem.

A fairly large number of raters indicated that teaching effectiveness would be increased if the teachers had a greater interest in the following things: community activities, assumption of the leadership in extra-curricular activities, in their own professional organizations, and in their teaching. Probably, a greater emphasis on this aspect of the teacher's responsibilities should be made while the prospective teacher is taking his pre-service training.

A number of school administrators pointed out that teaching effectiveness would be increased if the teachers would accept the school's limitations, and the living conditions of the community. A greater amount of practice teaching in the smaller communities might go a long way toward correcting this situation.

TABLE IV

CHECK LIST FOR TEACHING EFFICIENCY OF 1948 AND 1949
MSU GRADUATES EMPLOYED IN MONTANA SECONDARY SCHOOLS

	Frequency		Total
	1948	1949	
The effectiveness of this teacher would be increased if he (or she):			
1. had a better understanding of children.	8	12	20
2. would take more part in community activities	12	7	19
3. had more interest in assuming the leadership of extra-curricular activities.	10	7	17
4. took a greater interest in his (or her) own professional organization.	9	7	16
5. had a greater interest in teaching.	6	7	13
6. would spend more time on school work and less time on other interests.	9	1	10
7. would accept the school's limitations.	5	3	8
8. would accept the living conditions of the community	6	1	7
9. had more initiative in carrying out required work.	3	4	7
10. was a member of a church in the community.	3	4	7
11. would conform to social standards of the community.	5	1	6
12. would take suggestions in good spirit.	2	3	5
13. remained in the community more often on week ends.	2	3	5
14. was of the same religious faith as the majority of the people in the community.		3	3

TABLE IV (continued)

CHECK LIST FOR TEACHING EFFICIENCY OF 1948 AND 1949
MSU GRADUATES EMPLOYED IN MONTANA SECONDARY SCHOOLS

	Frequency		Total
	1948	1949	
15. had a more harmonious family life.	2	1	3
16. had a better credit rating.	2		2
or (<u>others which you may suggest</u>)			
17. had more teaching experience.	2	3	5
18. had a better understanding of grammar.	2	1	3
19. would follow the friendly constructive criticism of his administrator.	1	1	2
20. would refrain from fraternization with high school girls.	1		1
21. would get more sleep.	1	1	2
22. were more receptive to suggestions.	1		1
23. were not so easily influenced by others with low standards.	1		1
24. didn't talk so much	1		1
25. would assume responsibility without having to be told specifically to take care of every minor detail.	1		1
26. did more planning.	1		1
27. would not allow herself to become interested in one of her pupils.	1		1
28. had graduate work in his major fields.	1		1

TABLE IV (continued)

CHECK LIST FOR TEACHING EFFICIENCY OF 1948 AND 1949
MSU GRADUATES EMPLOYED IN MONTANA SECONDARY SCHOOLS

	Frequency		Total
	1948	1949	
29. were teaching in a specialized training field.	1		1
30. were teaching in a more cultured community.	1		1
31. would realize that she has responsibility to carry out contract.	1		1
32. grow up and not pine for home.	1		1
33. was less impetuous.	1		1
34. was less careless of details.	1		1
35. had more courses in education and practice teaching.	1		1
36. set for himself a somewhat lighter load as he has no family ties here he works all the time.		1	1
37. would refrain from trying to do it all the first year.		1	1
38. would worry less--is overly concerned about "making good."		1	1
39. was more tactful.		1	1
40. didn't grade so high.		1	1
41. had a broader coverage of 7-8 grade subjects.		1	1
42. was less afraid of outside criticism.		1	1
43. were able to teach more than P. E. in a small school.		1	1

TABLE IV (continued)

CHECK LIST FOR TEACHING EFFICIENCY OF 1948 AND 1949
MSU GRADUATES EMPLOYED IN MONTANA SECONDARY SCHOOLS

	Frequency		Total
	1948	1949	
44. would be more enthusiastic.	1	1	1
45. would speak with modulation.	1	1	1
46. would keep room neat.	1	1	1

There were many other items checked, but they were indicated less frequently.

School Administrator's Comments Regarding the Graduates and Their Training. Part F of the questionnaire* that was sent to each school administrator provided the rater with an opportunity to make additional comments regarding the capabilities and limitations of each teacher. Each administrator was also requested to comment on weaknesses which he felt might exist in the Montana State University teacher education program.

A relatively small number of school administrators made comments. Each of the following paragraphs (quoted verbatim) was the comment of a single individual:

University courses should acquaint the beginning teacher with the high school curriculum, Course of Study and leading basic textbooks--in other words, more knowledge of the "tools" of her "trade." They need more specific training in techniques of teaching and a better program of practice teaching.

I do think that our specialized training generally tends to make teaching candidates limited in versatility, and thereby limits their usefulness in the small high school. I think I could write a book on that subject.

If I were dean of a school of education I would insist on making it unmistakably clear that the schools want good coaches who value other activities highly and since in most schools in Montana they must teach academic subjects, that they realize the seriousness of carelessness in teaching and try to "get by" by producing winning teams alone. This is my most serious

* See Appendix A.

objection to athletes later becoming coaches. All educators value the academic work above athletics.

This teacher is well prepared. She is thorough in her work. Is pleasant and cooperative. For a beginning teacher she is excellent.

Music personnel from Montana State University seem to feel that it is the tail that wags the dog. Otherwise, all comments would be on the individual basis, rather than on preparation afforded by Montana State University.

He is doing very well in his first year of teaching. He seems to be well qualified for his work and is well liked.

It is my observation that too many teachers today expect pupils to be punctual, industrious, obedient to regulations, etc. and complain or bring pupils to the administrator for discipline when they themselves do not set the example in their work. In short they have too many of the same shortcomings that they deplore in the pupils. (Tough on the administrator.)

Suggest longer training period.

From our observation this teacher has been very well prepared for his assignments.

The present practice teaching period is definitely not long enough, particularly if the teacher is to be in the elementary field.

He is well trained in his work.

This teacher should have a strong minor. He needs more work with small children. His ideas are based on college and college activity.

I have been quite impressed with this teacher. Her training for a university graduate, in methods of teaching is a pleasant surprise. May I congratulate you. Place your emphasis on methods and the student will take care of the subject by himself.

The school administrators who made comments indicated that the teacher-training program at Montana State

University might be improved in the following ways:

1. More emphasis should be placed on methods courses.
2. A longer period of practice teaching is desirable.
3. Teaching candidates should be trained in more than the presently required two fields.¹³

III. A COMPARISON OF THE PREDICTIVE AND INSERVICE RATINGS

In order to make possible a comparison of the predictive teaching ratings with actual inservice ratings* of 1948 and 1949 Montana State University graduates, five members of the Education Staff met in conference to arrive at a rating of each graduate. The members of the Staff had not seen the inservice ratings prior to the time they made the predictive ratings. The standard deviation, which is that distance above and below the mean that in a normal distribution includes 68.26 per cent of the scores, was the measure of variability used by the faculty members. The graduates were rated roughly as follows: 16 per cent were rated in the top group, 68 per cent were in the middle group, and 16 per cent were rated in the low group.

The writer did not include an item in the school administrator's questionnaire requesting a composite rating on each graduate. In order to determine a composite rating

* See Appendixes E and F.

¹³ University of Montana Bulletin, State University Series, Number 426, July, 1949, p. 71, Catalog for 1949-51.

for each graduate it was necessary for the writer to average the ratings of the twenty-one teaching traits listed in the questionnaire. The ratings were given the following values: top--3 points, middle--2 points, and low--1 point. Thus the rating of each graduate was reduced to a kind of grade-point index. The standard deviation of variability was used to determine the distribution of scores. The graduates were rated roughly as follows: 16 per cent were rated in the top group, 68 per cent were in the middle group, and 16 per cent were rated in the low group.

A coefficient of correlation of .59 was found to exist between the predictive teaching record and the actual inservice teaching record of the 1948 and 1949 Montana State University graduates.

The question might be raised as to whether this is a high or low correlation. According to Walker¹⁴ the Strayer-Englehardt Rating Card and the Michigan Rating Card, which are general surveys of the traits and skills commonly associated with teaching success, had coefficients of correlation of .66 and .65, respectively. The criterion used was formed from three components, namely (1) a composite of two measures of gain in pupil achievement, (2) a composite of seven rating scales, and (3) a composite of nine measures

¹⁴ Walker, Helen M., The Measurement of Teaching Efficiency, New York: The MacMillan Company, 1938. p. 134.

commonly associated with teaching success.

This would seem to indicate that a coefficient of correlation of .59 is fairly high as compared with similar studies.

Perhaps a better way to show the degree of relationship is to indicate the errors in prediction when the teachers are placed in three groups.

Table V indicates that 67.3 per cent of the predictions made by the Education Staff of the 1948 graduates were correct, 14.3 per cent were misplaced one group too high, 16.3 per cent were misplaced one group too low, 2.0 per cent were misplaced two groups too high, and none were misplaced two groups too low.

The errors in prediction of the 1949 graduates were very similar to those of the 1948 graduates. Over 61 per cent of the predictions made by the Education Staff were correct, 23.1 per cent were misplaced one group too high, 15.4 per cent were misplaced one group too low, and none were misplaced two groups either too high or too low.

It should be noted that the Education Staff's predictive ratings of the graduates were correct in ~~nearly~~ 65 per cent of the cases. This seems to add further evidence that the prediction of teaching success can be made with a fairly high degree of accuracy.

TABLE V

ERRORS IN PREDICTION OF TEACHING SUCCESS FOR
1948 AND 1949 MSU GRADUATES WHEN THEY ARE
PLACED IN THREE GROUPS

Prediction	Number		Per cent	
	1948	1949	1948	1949
Prediction correct	33	32	67.3	61.5
Prediction one group too high	7	12	14.3	23.1
Prediction one group too low	8	8	16.3	15.4
Prediction two groups too high	1	0	2.0	
Prediction two groups too low	0	0		

IV. SUMMARY

As indicated in Chapter I (see page 11), the schools employing 1948 and 1949 graduates were divided into five classifications on the basis of enrollment. There were noticeable increases in the number of 1949 graduates employed in school groups I, III, and V and decided decreases in school groups II and IV as compared to the 1948 graduates.

There appears to be insufficient evidence available to support any definite conclusions in regard to shifts or trends of the 1948 and 1949 graduates from larger to smaller schools or vice versa.

In light of the data presented in the foregoing pages, the following conclusions seem warranted:

1. School Administrator's Ratings of Graduates.

a. Teacher's Personality.

(1) In general, the 1948 and 1949 graduates were rated fairly high in personality traits, with the exception of tact, leadership, self-control, and classroom atmosphere.

b. Teacher's Scholarship.

(1) There appear to be deficiencies among the graduates in the organization of subject matter and the presentation of it to the class, and range of interests and

culture. This may be due to:

- (a) weaknesses in the training program,
- (b) lack of practical methods courses,
- (c) too much emphasis on specialization in only one or two subject fields.

c. Organization of School Work.

- (1) Generally speaking, the majority of the graduates were rated high in discipline, but were rated considerably lower in management of classroom routine. Additional experience should help to alleviate this problem.

d. Teaching Skill.

- (1) There appear to be no significant problems regarding the skill in making assignments, skill in arousing interests, and skill in appraising results of teaching.
- (2) The very small percentage of graduates who were rated superior in stimulating thinking and independent work is very significant. This particular quality is probably one of the most important of all the teaching traits necessary for success

in the teaching profession. There is probably no "cut and dried" solution to this problem. Improvement of the teacher training program by adopting better methods courses may help. A greater responsibility rests upon the individual teacher who must improve teaching techniques in order to make the subjects more interesting and more meaningful to the students.

d. Check List for Teaching Efficiency.

(1) The fact that one-fifth of the school administrators who returned questionnaires indicated that the effectiveness of the teachers in question would be increased if they had a better understanding of children was significant. Perhaps a greater emphasis on psychology in the teacher-training program would help to solve this problem.

e. School Administrator's Comments Regarding the Graduates and Their Training.

(1) The school administrators who made comments indicated that the teacher-training program at Montana State University

might be improved in the following ways:

- (a) more emphasis should be placed on methods courses,
- (b) a longer period of practice teaching is needed,
- (c) teaching candidates should be trained in more than the presently required two fields.

2. A Comparison of the Predictive and Inservice Ratings.

- a. The coefficient of correlation of .59 that was found to exist between the predictive teaching record and the actual inservice teaching record of the 1948 and 1949 Montana State University graduates compares favorably with the Strayer-Englehardt Rating Card and the Michigan Rating Card, which had coefficients of correlation of .66 and .65, respectively.
- b. The fact that the errors in prediction of teaching success, which were made by the Education Staff of the 1948 and 1949 graduates, were correct in almost 65 per cent of the cases seems to add additional support

that the prediction of teaching success can
be made with a fairly high degree of accuracy.

CHAPTER IV

AN EVALUATION OF TEACHING AND ITS PROBLEMS BY 1948 AND 1949 MONTANA STATE UNIVERSITY GRADUATES EMPLOYED IN MONTANA SECONDARY SCHOOLS

The data used in this chapter were obtained from questionnaires* sent to 1948 and 1949 Montana State University graduates employed in Montana secondary schools. A total of 128 questionnaires were sent out; 77 were returned by the graduates.

The questionnaire sought from the graduates information concerning the teaching job, the living conditions, an appraisal of their professional training, and their reaction to teaching. Summary of the replies will be taken up under each of the main headings.

I. TEACHING JOB

Teaching level. Table VI indicates that nearly three-fifths of the graduates who answered the questionnaire were teaching in the high school only; one-fifth were teaching in high and junior high school; one-tenth were teaching in high school, junior high, and elementary; one-tenth were teaching in junior high and elementary. No graduate was teaching strictly on the elementary level. The fact that no teachers are trained at Montana State University in elementary work

* See Appendix B.

TABLE VI
TEACHING LEVELS OF 1948 AND 1949 MSU GRADUATES
EMPLOYED IN MONTANA SECONDARY SCHOOLS

Teaching level	1948	1949	Total
1. Elementary			
2. Junior High & Elementary	3	0	3
3. Junior High	2	2	4
4. High School, Junior High, and Elementary	0	7	7
5. High School and Junior High	3	12	15
6. High School	23	20	43

below the seventh grade undoubtedly accounts for this situation.

Number of teaching fields. According to Table VII the 1948 graduates were teaching, on the average, in 2.1 fields, while the 1949 graduates were teaching in 2.2 fields.

The fact that 2.1 fields were the average number of teaching fields of all the graduates might be misleading. For example, there were ten graduates who were teaching in four or more fields and twenty-two graduates who were teaching in three or more fields.

This seems to indicate that a prospective teacher should be trained in at least three fields in order to meet the needs of Montana secondary schools.

Teaching load. Table VIII on page 62 shows that the average teaching load of the 1948 graduates was 5.2 classes per day, while the 1949 graduates taught 4.7 classes daily. The average for both years was 4.9 classes per day.

These facts seem to indicate that the graduates were carrying an average teaching load. It should be noted, however, that some of the graduates were carrying teaching loads that varied from one to ten classes per day. For example, there were eleven graduates who were teaching seven or more subjects per day, and twenty-three who were teaching six or more subjects per day.

TABLE VII.
TEACHING FIELDS OF 1948 AND 1949 MSU GRADUATES
EMPLOYED IN MONTANA SECONDARY SCHOOLS

Number of Teaching Fields	1948 (38)	1949 (39)	Total (77)
Five	2	0	2
Four	3	5	8
Three	5	7	12
Two	16	16	32
One	12	11	23
Total (average)	2.1	2.2	2.1

TABLE VIII
TEACHING LOAD OF 1948 AND 1949 MSU GRADUATES
EMPLOYED IN MONTANA SECONDARY SCHOOLS

Number of Subjects Taught per day	1948	1949	Total
10	2	0	2
9	1	0	1
8	0	2	2
7	2	4	6
6	9	3	12
5	6	13	19
4	13	12	25
3	2	6	8
2	1	0	1
1	0	1*	1
Average	5.2	4.7	4.9

* Employed part time.

Subject field preparation. The returns of the questionnaires sent to 1948 and 1949 Montana State University graduates indicated that there was a large number of graduates teaching in fields in which they had inadequate preparation.

Tables IX and X on pages 64 and 68 show that over one-half of the 1948 graduates employed in group I schools were teaching in at least one field in which they had neither a major nor a minor, while one-fourth of the 1949 graduates who were teaching in the large schools were teaching in fields in which they had inadequate training.

In group II slightly less than one-half of the 1948 graduates had inadequate training in at least one field, while two-thirds of the 1949 graduates were teaching in at least one field that did not correspond to their majors and minors.

It was interesting to note that three-eighths of the 1948 graduates employed in group III schools were teaching in fields in which they were not prepared, while one-half of the 1949 graduates were in a similar situation.

In group IV schools four out of five 1948 graduates were teaching in fields in which they had inadequate academic training, while four out of six 1949 graduates were teaching in fields in which they had insufficient training.

In group V schools two out of three of the 1948

TABLE IX

A COMPARISON OF TEACHING COMBINATIONS WITH ACADEMIC TRAINING (MAJORS AND MINORS) OF 1948 MSU GRADUATES EMPLOYED IN MONTANA SECONDARY SCHOOLS, WITH SIZE BREAKDOWN OF SCHOOLS USED IN STUDY

	Teaching Fields	Academic Training	
		Major	Minors
Group I (Over 351 students)			
Case no. 1	Home Economics	Home Economics	Physical Science
Case no. 2	Hist. & Pol. Sci.	Hist. & Pol. Sci.	Spanish
Case no. 3	Hist. & Pol. Sci. <u>Music</u>	Music	Hist. & Pol. Sci.
Case no. 4	Phys. Ed. <u>Hist. & Pol. Sci.</u>	Phys. Ed.	French
Case no. 5	<u>English</u> Phys. Ed.	Phys. Ed.	Econ. & Soc.
Case no. 6	Mathematics <u>English</u> <u>Biol. Sci.</u>	Hist. & Pol. Sci.	Hist. & Pol. Sci. Mathematics English
Case no. 7	Hist. & Pol. Sci. <u>English</u> <u>Phys. Ed.</u>	Hist. & Pol. Sci.	Mathematics
Group II (151-350 students)			
Case no. 1	Hist. & Pol. Sci.	Hist. & Pol. Sci.	Econ. & Soc.
Case no. 2	Hist. & Pol. Sci.	Hist. & Pol. Sci.	

_____ Underlined teaching fields indicate those fields in which graduates have neither majors nor minors.

TABLE IX (continued)

A COMPARISON OF TEACHING COMBINATIONS WITH ACADEMIC TRAINING (MAJORS AND MINORS) OF 1948 MSU GRADUATES EMPLOYED IN MONTANA SECONDARY SCHOOLS, WITH SIZE BREAKDOWN OF SCHOOLS USED IN STUDY

	Teaching Fields	Academic Training	
		Major	Minors
Case no. 3	<u>Spanish</u>	English	Hist. & Pol. Sci.
Case no. 4	<u>Music</u> <u>Mathematics</u>	Phys. Ed.	Hist. & Pol. Sci.
Case no. 5	Hist. & Pol. Sci.	Phys. Ed.	Hist. & Pol. Sci.
Case no. 6	Music	Music	Physical Science Mathematics
Case no. 7	Phys. Ed. <u>Mathematics</u>	Phys. Ed.	Hist. & Pol. Sci.
Case no. 8	English	Econ. & Soc.	English
Case no. 9	English <u>Spanish</u>	French	English
Group III (76-150 students)			
Case no. 1	English	English	Spanish
Case no. 2	<u>Hist. & Pol. Sci.</u> <u>Commerce</u>	Econ. & Soc.	Mathematics
Case no. 3	Hist. & Pol. Sci. <u>Commerce</u> English	Hist. & Pol. Sci.	English
Case no. 4	English	English	Hist. & Pol. Sci.

TABLE IX (continued)

A COMPARISON OF TEACHING COMBINATIONS WITH ACADEMIC TRAINING (MAJORS AND MINORS) OF 1968 MSU GRADUATES EMPLOYED IN MONTANA SECONDARY SCHOOLS, WITH SIZE BREAKDOWN OF SCHOOLS USED IN STUDY

	Teaching Fields	Academic Training	
		Major	Minors
Case no. 5	Hist. & Pol. Sci. Phys. Ed.	Phys. Ed.	Hist. & Pol. Sci.
Case no. 6	<u>Commerce</u> Hist. & Pol. Sci. Phys. Ed.	Phys. Ed.	Hist. & Pol. Sci.
Case no. 7	Music	Music	English
Case no. 8	Home Economics	Econ. & Soc.	Home Economics Physical Science
Case no. 9	<u>Hist. & Pol. Sci.</u> <u>Biol. Sci.</u> <u>English</u>	Phys. Ed.	Mathematics
Group IV (41-75 students)			
Case no. 1	Biol. Sci. Phys. Ed.	Phys. Ed.	Biol. Sci.
Case no. 2	<u>Commerce</u> <u>English</u> <u>Phys. Ed.</u>	Commerce	Spanish
Case no. 3	English Biol. Sci. <u>Latin</u>	Biol. Sci.	English
Case no. 4	<u>English</u> <u>Music</u>	Music	Spanish Education

TABLE IX (continued)

A COMPARISON OF TEACHING COMBINATIONS WITH ACADEMIC
TRAINING (MAJORS AND MINORS) OF 1948 MSU GRADUATES
EMPLOYED IN MONTANA SECONDARY SCHOOLS, WITH SIZE
BREAKDOWN OF SCHOOLS USED IN STUDY

	Teaching Fields	Academic Training	
		Major	Minors
Case no. 5	<u>English</u> Hist. & Pol. Sci. <u>Phys. Ed.</u> Spanish <u>Econ. & Soc.</u>	Spanish	Hist. & Pol. Sci.
Group V (6-40 students)			
Case no. 1	<u>English</u> <u>Physical Science</u> Spanish Hist. & Pol. Sci. <u>Mathematics</u>	French	Spanish German Hist. & Pol. Sci.
Case no. 2	English Hist. & Pol. Sci. Phys. Ed.		English Hist. & Pol. Sci. Phys. Ed.
Case no. 3*	<u>English</u> <u>Hist. & Pol. Sci.</u> <u>Biol. Sci.</u>	Econ. & Soc.	Commerce

* Rural School

TABLE X

A COMPARISON OF TEACHING COMBINATIONS WITH ACADEMIC TRAINING (MAJORS AND MINORS) OF 1949 MSU GRADUATES EMPLOYED IN MONTANA SECONDARY SCHOOLS, WITH SIZE BREAKDOWN OF SCHOOLS USED IN STUDY

	Teaching Fields	Academic Training	
		Major	Minors
Group I (over 351 students)			
Case no. 1	Commerce	Commerce	Econ. & Soc.
Case no. 2	English Hist. & Pol. Sci.	English	Hist. & Pol. Sci.
Case no. 3	Phys. Ed. Hist. & Pol. Sci.	Phys. Ed. Hist. & Pol. Sci.	
Case no. 4	Music	Music	Econ. & Soc.
Case no. 5	Hist. & Pol. Sci.	Hist. & Pol. Sci.	
Case no. 6	Music	Music	Mathematics
Case no. 7	<u>Biol. Sci.</u> <u>Mathematics</u>	Biol. Sci.	Physical Science
Case no. 8	<u>English</u> <u>Mathematics</u>	Sociology & Soc. Ad.	Spanish
Group II (151-350 students)			
Case no.1	<u>English</u> Hist. & Pol. Sci. <u>Physical Science</u>	Sociology & Soc. Ad.	Hist. & Pol. Sci. Spanish

_____ Underlined teaching fields indicate those fields in which graduates have neither majors nor minors.

TABLE X (continued)

A COMPARISON OF TEACHING COMBINATIONS WITH ACADEMIC TRAINING (MAJORS AND MINORS) OF 1949 MSU GRADUATES EMPLOYED IN MONTANA SECONDARY SCHOOLS, WITH SIZE BREAKDOWN OF SCHOOLS USED IN STUDY

	Teaching Fields	Academic Training	
		Major	Minors
Case no. 2	<u>Hist. & Pol. Sci.</u> Phys. Ed.	Phys. Ed.	Spanish
Case no. 3	English	Hist. & Pol. Sci.	English
Case no. 4	<u>Hist. & Pol. Sci.</u> Mathematics	Econ. & Soc.	Mathematics
Case no. 5	Music	Music	Spanish
Case no. 6	<u>Mathematics</u> Hist. & Pol. Sci.	Hist. & Pol. Sci.	Spanish Econ. & Soc.
Group III (76-150 students)			
Case no. 1	English	English	
Case no. 2	Physical Science Home Economics	Home Economics	Physical Science
Case no. 3	Home Economics <u>Physical Science</u> <u>Phys. Ed.</u>	Home Economics	English
Case no. 4	Music	Music	Spanish
Case no. 5	English	English	Sociology
Case no. 6	Mathematics	Mathematics	Physical Science

TABLE X (continued)

**A COMPARISON OF TEACHING COMBINATIONS WITH ACADEMIC
TRAINING (MAJORS AND MINORS) OF 1949 MSU GRADUATES
EMPLOYED IN MONTANA SECONDARY SCHOOLS, WITH SIZE
BREAKDOWN OF SCHOOLS USED IN STUDY**

	Teaching Fields	Academic Training	
		Major	Minors
Case no. 7	<u>Hist. & Pol. Sci.</u> Mathematics <u>Phys. Ed.</u>	Econ. & Soc.	Mathematics
Case no. 8	Music <u>Phys. Ed.</u>	Music	Commerce
Case no. 9	Music Econ. & Soc. <u>Hist. & Pol. Sci.</u>	Music	Econ. & Soc.
Case no. 10	Home Economics <u>Spanish</u>	Home Economics	Physical Science
Case no. 11	Phys. Ed. Hist. & Pol. Sci. <u>Art</u> <u>Commerce</u>	Phys. Ed.	Hist. & Pol. Sci.
Case no. 12	Commerce <u>English</u>	Sociology	Commerce Physical Science
Case no. 13	Music English	Music	English
Case no. 14	Biol. Sci. <u>Hist. & Pol. Sci.</u> Phys. Ed. <u>Industrial Arts</u>	Phys. Ed.	Biol. Sci.

TABLE X (continued)

A COMPARISON OF TEACHING COMBINATIONS WITH ACADEMIC TRAINING (MAJORS AND MINORS) OF 1949 MSU GRADUATES EMPLOYED IN MONTANA SECONDARY SCHOOLS, WITH SIZE BREAKDOWN OF SCHOOLS USED IN STUDY

	Teaching Fields	Academic Training	
		Major	Minors
Group IV (41-75 students)			
Case no. 1	Commerce Art	Commerce	Art
Case no. 2	Hist. & Pol. Sci. <u>Latin</u> <u>English</u> <u>Phys. Ed.</u>	Spanish	Hist. & Pol. Sci.
Case no. 3	English	English	Hist. & Pol. Sci.
Case no. 4	Econ. & Soc. <u>Commerce</u> <u>Phys. Ed.</u> <u>Industrial Arts</u>	Phys. Ed.	Econ. & Soc.
Case no. 5	<u>Biol. Sci.</u> Home Economics <u>Phys. Ed.</u> <u>Music</u>	Home Economics	Physical Science
Case no. 6	Music <u>Physical Science</u>	Music	Econ. & Soc.
Group V (6-40 students)			
Case no. 1	Commerce Home Economics	Commerce	Home Economics

TABLE X (continued)

A COMPARISON OF TEACHING COMBINATIONS WITH ACADEMIC TRAINING (MAJORS AND MINORS) OF 1949 MSU GRADUATES EMPLOYED IN MONTANA SECONDARY SCHOOLS, WITH SIZE BREAKDOWN OF SCHOOLS USED IN STUDY

	Teaching Fields	Academic Training	
		Major	Minors
Case no. 2	<u>Mathematics</u> <u>Phys. Ed.</u>	Hist. & Pol. Sci.	Phys. Ed.
Case no. 3	Physical Science Hist. & Pol. Sci. <u>Mathematics</u>	Hist. & Pol. Sci.	Physical Science
Case no. 4	English Hist. & Pol. Sci. <u>Phys. Ed.</u>	English	Hist. & Pol. Sci.
Case no. 5	<u>Commerce</u> Hist. & Pol. Sci.	Econ. & Soc.	Hist. & Pol. Sci.
Case no. 6	Home Economics	Home Economics	Physical Science
Case no. 7	Physical Science Mathematics <u>Phys. Ed.</u>	Physical Science	Mathematics

graduates were teaching out of their trained fields, while five out of seven 1949 graduates were in a similar situation.

It was apparent that slightly over one-half of all the 1948 and 1949 Montana State University graduates included in this survey were teaching in at least one field in which they had neither a major nor a minor preparation.

Teaching combinations. Table XI indicates the teaching combinations of 1948 and 1949 Montana State University graduates employed in Montana secondary schools.

The table should be read in the following manner: seven teachers taught nothing but English; two teachers taught a combination of English with mathematics; six teachers taught a combination of English with history and political science; one teacher taught a combination of English with biological science; two teachers taught a combination of English with physical science; one teacher taught a combination of English with economics and sociology; two teachers taught a combination of English with music; three teachers taught a combination of English with commerce; two teachers taught a combination of English with Latin; three teachers taught a combination of English with Spanish. The rest of the table can be read in a similar manner.

Needless to say, the showing of more than two subject

TABLE XI
TEACHING COMBINATIONS OF 1948 AND 1949 MSU GRADUATES
EMPLOYED IN MONTANA SECONDARY SCHOOLS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
English	7	2	6	1	2	1	2	3	5	0	0	3	0	0
Mathematics	2	1	4	1	1	0	1	3	0	0	1	0	0	0
Hist. & Pol. Sci.	6	4	5	1	1	2	1	1	0	1	0	1	0	0
Biol. Sci.	1	1	0	2	0	0	1	1	0	1	0	0	1	0
Phys. Sci.	2	1	3	2	0	0	1	2	0	1	0	1	2	0
Econ. & Soc.	1	0	2	0	0	0	1	2	1	1	0	0	0	0
Music	2	1	1	1	1	1	6	2	0	0	0	0	1	0
Phys. Ed.	3	5	9	1	1	2	2	0	4	1	1	0	2	1
Commerce	5	0	5	0	0	1	0	4	1	1	0	0	1	2
Industrial Arts	0	0	1	1	1	1	0	1	1	0	0	0	0	0
Latin	0	2	1	1	0	0	0	1	0	0	0	0	0	0
Spanish	3	1	2	0	1	0	1	1	0	0	0	0	1	0
Home Economics	0	0	0	1	2	0	1	2	1	0	0	1	3	0
Art	0	0	1	0	0	0	0	1	2	0	0	0	0	0

fields in the combinations indicated on Table XI, page 74, becomes something of a problem. Actually, teaching combinations of three fields such as English, history and political science, and economics and sociology would be shown by the following combinations: English with history and political science; English with economics and sociology; history and political science with English; history and political science with economics and sociology; economics and sociology with English; and economics and sociology with history and political science.

It should be noted that English, history and political science, and music were the subject fields mentioned most frequently by graduates who were teaching in one field.

Teaching combinations indicated most frequently were: English with history and political science; history and political science with mathematics; history and political science with physical education; history and political science with commerce; and commerce with physical education.

In general, the teaching combinations of the 1948 and 1949 graduates did not show very definite patterns. As a matter of fact, there were so many different and peculiar teaching combinations that it would be highly improbable, if not impossible, for a graduate to have the training necessary for some of the combinations.

Teacher-pupil ratio. Table XII shows that the teacher-pupil ratio for the 1948 graduates was 17.4, while for the 1949 group it was 17.0. These figures were somewhat higher than those for the state of Montana for the school year 1948-1949. The Montana Education Directory¹⁵ gave the information necessary to compute the teacher-pupil ratio. The teacher-pupil ratio of 14.9 was determined by dividing 21,310, the number of students enrolled in Montana high schools for the 1948-1949 school year, by 1,432, the number of high school teachers employed in Montana high schools for the same year.

Extra-curricular activities. Table XIII indicates that approximately one-half of the 1948 graduates carried two or three extra-curricular activities in addition to their regular teaching load. A similar situation existed among the 1949 graduates.

Table XIV on page 78 shows that the five most frequently mentioned extra-curricular activities were: class adviser, basketball coaching, school paper, music and dramatics.

The average enrollment in the extra-curricular activities supervised by 1948 graduates was 38.4, while it was 37.5 for the 1949 graduates.

¹⁵ State Department of Public Instruction, Montana Educational Directory 1949-1950: Helena, Montana, page 28.

TABLE XII

TEACHER-PUPIL RATIO OF MONTANA SECONDARY SCHOOLS
EMPLOYING 1948 AND 1949 MSU GRADUATES

	1948	1949
Teacher-pupil ratio	17.4	17.0

TABLE XIII

NUMBER OF EXTRA-CURRICULAR ACTIVITIES OF 1948 AND 1949
GRADUATES EMPLOYED IN MONTANA SECONDARY SCHOOLS

	Number of Activities						
	0	1	2	3	4	5	6
1948	2	7	9	6	7	2	6
1949	3	8	8	10	4	3	2

TABLE XIV
EXTRA-CURRICULAR ACTIVITIES OF GRADUATES

Extra-curricular Activities	Frequency		Total	Enrollment		Total (Av.)
	1948	1949		1948	1949	
Class Adviser	13	13	26	38	17	28
Basketball Coaching	9	6	15	26	15	22
School Paper	6	9	15	15	18	17
Music	8	5	13	13	59	31
Dramatics	6	5	11	19	39	26
Annual Adviser	7	3	10	10	11	10
Football Coaching	6	4	10	35	27	32
Physical Education	5	4	9	51	22	38
Pep Club	4	4	8	36	51	44
School Dances	6	1	7	--	--	--
Track	5	1	6	16	15	16
Library	3	2	5	--	--	--
Future Homemakers of America	2	3	5	33	30	31
Baseball Coaching	3	0	3	20	0	20
Twirlers	1	2	3	25	49	41
Boy Scouts	1	1	2	20	34	27
Lettermen's Club	0	2	2	0	14	14
Volleyball (girls)	0	2	2	0	12	12
Photography	1	1	2	36	4	20
Softball Coaching	1	0	1	30	0	30
Guidance Program	1	0	1	200	0	200
Cafeteria Supervisor	0	1	1	0	1000	1000
Student Welfare Committee	0	1	1	0	8	8
Tennis Coaching	0	1	1	0	--	--
Hobby Club	0	1	1	0	26	26
Girl Scouts	0	1	1	0	12	12
Ski Club	0	1	1	0	20	20
Tumbling	0	1	1	0	20	20
Girls' Athletic Association	0	1	1	0	40	40
Student Council Adviser	0	1	1	0	5	5

Salary. Table XV indicates that the average salary for a beginning teacher was approximately 2800 dollars per year. There were slight variations between 1948 and 1949. For example, in 1948 the salary range was from 2000 dollars to 3450 dollars, whereas in 1949 the range was from 2300 dollars to 3300 dollars per year. The majority of the graduates teaching home economics, physical education, and music received salaries of 3000 dollars or more per year.

II. LIVING CONDITIONS

Living quarters. Table XVI on page 81 shows that over 83 per cent of the graduates were living in private homes or in apartments.

The cost of living quarters, as shown in Table XVII on page 82, varied from 13 dollars to 130 dollars per month. The average cost was approximately 40 dollars per month.

Table XVIII on page 83 indicates that 40 per cent of the graduates rated their living conditions as exceptionally good, 40 per cent as satisfactory, and 20 per cent as unsatisfactory.

Board. The data presented in Table XIX, page 83, show that nearly 50 per cent of the graduates ate their meals at home, while the other 50 per cent ate in cafes and private homes.

TABLE XV
 SALARY RANGE OF 1948 AND 1949 MSU GRADUATES
 EMPLOYED IN MONTANA SECONDARY SCHOOLS

Salary Range	1948	1949	Total
3401 - 3500	1		1
3301 - 3400			
3201 - 3300	1	3	4
3101 - 3200	3	3	6
3001 - 3100	4	2	6
2901 - 3000	3	9	12
2801 - 2900	2	6	8
2701 - 2800	8	4	12
2601 - 2700	4	4	8
2501 - 2600	4	2	6
2401 - 2500	2		2
2301 - 2400	2	2	4
2201 - 2300			
2101 - 2200			
2001 - 2100			
1901 - 2000	1		1

TABLE XVI
LIVING QUARTERS OF 1948 AND 1949 MSU GRADUATES

Quarters	Frequency of mention		Total
	1948	1949	
Apartment	15	16	31
Private home	14	16	30
Rented house	2	1	3
Rooming house	1	1	2
Hotel	0	2	2
Motel	0	1	1
Veterans housing unit	1	0	1
Home	0	1	1
Trailer house	0	1	1
Teacherage	0	1	1

TABLE XVII
 MONTHLY COST OF LIVING QUARTERS
 OF 1948 AND 1949 MSU GRADUATES

Dollars	Frequency of mention		Total
	1948	1949	
121 - 130	1	1	2
111 - 120	0	1	1
101 - 110	0	0	0
91 - 100	1	0	1
81 - 90	0	1	1
71 - 80	3	1	4
61 - 70	2	1	3
51 - 60	2	4	6
41 - 50	9	5	14
31 - 40	3	10	13
21 - 30	6	7	13
11 - 20	8	5	13

TABLE XVIII
GRADUATE'S RATINGS OF LIVING QUARTERS

	Frequency of mention		Total
	1948	1949	
Exceptionally good	15	16	31
Satisfactory	14	16	30
Unsatisfactory	6	9	15

TABLE XIX
BOARDING PLACES OF 1948 AND 1949 MSU GRADUATES

Boarding Places	Frequency of mention		Total
	1948	1949	
Home	18	19	37
Private Home	9	10	19
Cafe	8	8	16
School	0	1	1

The cost of board, as shown in Table XX on page 85, varied among the graduates. The cost range was from 15 dollars per month to 130 dollars per month. It is quite obvious that the individual who spent only 15 dollars per month for board must have gone home on week ends. The average cost for board was approximately 55 dollars per month.

Community attitude toward teacher's behavior. Table XXI on page 86 points to the fact that over 60 per cent of the communities had a liberal attitude toward teacher behavior, 16 per cent were strict, and 25 per cent were indifferent.

Participation of teachers in community activities. Table XXII, page 86, brings out the fact that one-half of the communities welcomed teacher participation in the community, while slightly less than one-half stated that teachers were allowed to shift for themselves.

Table XXIII on page 87 indicates that a relatively small percentage of all the teachers took an active part in community activities.

The data presented in Table XXIV, page 88, show that the number of social activities were limited in the smaller towns. The three activities mentioned most frequently were: community concerts, lodges, and bridge clubs.

TABLE XX
MONTHLY COST OF BOARD OF 1948 AND 1949 MSU GRADUATES

Dollars	Frequency of mention		Total
	1948	1949	
121 - 130	1	1	2
111 - 120			
101 - 110			
91 - 100		2	2
81 - 90	3	3	6
71 - 80	4	2	6
61 - 70	6	1	7
51 - 60	2	11	13
41 - 50	3	2	5
31 - 40	6	5	11
21 - 30	7	3	10
11 - 20	1	4	5

TABLE XXI
COMMUNITY ATTITUDE TOWARD TEACHER BEHAVIOR

Attitude	Frequency of mention		Total
	1948	1949	
Strict	4	6	10
Liberal	17	24	41
Indifferent	9	8	17

TABLE XXII
COMMUNITY ACCEPTANCE OF TEACHERS

Acceptance	Frequency of mention		Total
	1948	1949	
Community welcomes participation	18	18	36
Teachers are shut out of community activities	0	3	3
Community lets teachers shift for themselves	15	18	33

TABLE XXIII
PARTICIPATION OF GRADUATES IN COMMUNITY ACTIVITIES

Activity	Extent you participate					
	Often		Occasionally		Seldom	
	1948	1949	1948	1949	1948	1949
Church	13	12	8	19	8	5
Lodges	7	5	4	4	8	8
Parent-Teacher Association	4	3	0	0	0	0
Hobby Club	3	1	3	3	4	5
Service Clubs	1	3	7	6	6	6
Women's Clubs	1	1	7	6	3	5
Teacher's Activities	0	0	0	2	0	0
Ski Club	0	1	0	1	0	0
Music Groups	0	0	0	1	0	1
School Activities	0	1	0	0	0	0
Independent Sports	0	0	0	1	0	0

TABLE XXIV
 SOCIAL ACTIVITIES AVAILABLE TO
 1948 AND 1949 MSU GRADUATES

Social Activities	Frequency of mention		Total
	1948	1949	
Lodges	16	14	30
Bridges Clubs	13	13	26
Community Concerts	14	12	26
Hobby Clubs	8	7	15
Study Clubs	4	5	9
Dancing Clubs	3	5	8
Movies	0	4	4
Bowling	2	0	2
Orchestra	0	1	1
Chorus	0	1	1
Skating	0	1	1

Professional organizations. Table XXV points to the fact that an overwhelming majority of the graduates were members of M. E. A. and N. E. A.. A relatively small number of graduates belonged to the American Federation of Teachers. Such professional organizations as the National Council of Teachers of English and Montana Music Educators Association were mentioned quite frequently.

III. APPRAISAL OF PROFESSIONAL TRAINING

Rating of teacher training program at Montana State University. It is clear, as shown by Table XXVI, that a majority of 1948 and 1949 Montana State University graduates rated their teacher training programs as adequate. It is significant to note that approximately one-fourth of the graduates rated the program superior, while only one-sixth rated it inadequate.

Competence in teaching. The data presented in Table XXVII, page 91, show that a relatively small number of graduates felt insecure in the fields they were teaching--the teaching fields most frequently mentioned being English and physical education.

Evaluation of education courses. It was interesting to note in Table XXVIII on page 92 the large number of graduates who rated observation and teaching as exceedingly

TABLE XXV
PROFESSIONAL ORGANIZATIONS REPRESENTED
AMONG 1948 AND 1949 MSU GRADUATES

Professional Organization	Frequency of mention		Total
	1948	1949	
Montana Education Association	33	33	66
National Education Association	31	30	61
Montana Music Educator's Association	3	3	6
American Federation of Teachers	2	3	5
National Council of Teachers of English	1	3	4
Other professional organizations	8	8	16

TABLE XXVI
GRADUATE'S RATINGS OF THE TEACHER TRAINING
PROGRAM AT MONTANA STATE UNIVERSITY

Rating	Frequency of mention		Total
	1948	1949	
Excellent	10	9	19
Adequate	21	24	45
Inadequate	5	7	12
Very poor	0	0	0

TABLE XXVII
SELF-RATING OF GRADUATES IN THEIR TEACHING FIELDS

Teaching field	Feel very secure		Evaluation Reasonably secure		Insecure	
	1948	1949	1948	1949	1948	1949
English	4	2	10	7	1	3
Physical Education	6	5	2	1	0	3
Hist. & Pol. Science	6	2	9	12	0	1
Economics & Sociology	2	1	2	2	1	0
Physical Science	1	1	2	4	1	1
Mathematics	3	3	1	3	0	2
Biological Science	2	0	0	3	0	0
Commerce	1	2	3	3	0	1
Latin	0	0	0	1	1	0
Spanish	2	0	3	0	0	1
Home Economics	0	2	2	4	0	0
Music	0	3	5	5	1	1
Art	0	2	0	0	0	0
Industrial Arts	0	0	0	1	0	0

TABLE XXVIII

AN EVALUATION OF COURSES IN EDUCATION BY 1948 AND 1949
MSU GRADUATES EMPLOYED IN MONTANA SECONDARY SCHOOLS

Course	Exceedingly helpful		Helpful		Little help	
	1948	1949	1948	1949	1948	1949
25a. Educ. Psych.	4	3	19	18	12	17
25b. Prin. of Sec. Educ.	8	3	17	12	8	18
25c. Sec. Sch. Tchg. Proc.	12	6	16	22	3	7
26a. Obs. & Teaching	29	31	2	5	2	1
140. Educ. & Voc. Guid.	4	5	10	4	4	5
150. Educ. Administration	4	2	5	1	1	0
152. Educ. Meas.	5	6	3	6	1	1
158. Educ. Soc.	2	3	5	2	3	5
166. Hist. of Educ.	2	0	0	0	2	5

helpful. Courses, such as educational psychology, principles of secondary education, and secondary school teaching procedures were rated as exceedingly helpful by a considerably smaller number of graduates. Other courses listed on the table were probably of no special significance because of the relatively small sampling.

Specific problems encountered by graduates. Table XXIX shows that the problem encountered most frequently by the largest number of graduates was discipline. A total of 27 graduates so indicated. Other problems frequently mentioned were: schedule, instructional techniques, lack of instructional supplies, extra-curricular problems, teacher adjustment to community life.

Rating by graduates of cadet teaching in meeting the demands of present positions. Table XXX, page 96, indicates that nearly three-fourths of all the graduates believed that cadet teaching had been exceedingly helpful in meeting the demands of their present positions. Only six out of the entire seventy beginning teachers reported that it had been of little or no help.

Specific suggestions by 1948 and 1949 graduates for improving the teacher training program at Montana State University. Many excellent suggestions were made by the

TABLE XXIX

DIFFICULTIES INDICATED BY 1948 AND 1949 MSU GRADUATES
EMPLOYED IN MONTANA SECONDARY SCHOOLS (RANKED IN
DESCENDING ORDER OF FREQUENCY OF MENTION FOR
ALL TEACHERS WHO RETURNED QUESTIONNAIRES)

Item	Frequency		Total
	1948	1949	
1. Discipline problems	12	15	27
2. The schedule	5	10	15
3. Instructional techniques	7	7	14
4. Lack of instructional supplies	5	3	8
5. Extra-curricular problems	6	1	7
6. Teacher adjustment to community life	3	4	7
7. Teacher-school administrator problems	3	3	6
8. Individual differences	2	4	6
9. Lack of pupil response	0	6	6
10. School plant deficiencies	3	2	5
11. Inadequate preparation in previous year or years	3	2	5
12. Teacher-teacher problems	2	2	4
13. Housing	0	4	4
14. Lack of community interest	2	1	3
15. Keeping pupils busy	1	2	3
16. Financial problems	0	3	3

TABLE XXIX (continued)

DIFFICULTIES INDICATED BY 1948 AND 1949 MSU GRADUATES
EMPLOYED IN MONTANA SECONDARY SCHOOLS (RANKED IN
DESCENDING ORDER OF FREQUENCY OF MENTION FOR
ALL TEACHERS WHO RETURNED QUESTIONNAIRES)

Item	Frequency		Total
	1948	1949	
17. Teaching in a field other than your major or minor	0	3	3
18. Reading problems	1	1	2
19. Teacher-pupil problems	0	2	2
20. Grading problems	1	0	1
21. Lack of command of subject matter by teacher	1	0	1
22. Lack of facilities	1	0	1
23. Lack of library facilities	1	0	1
24. Inadequate knowledge of professional organizations	0	1	1
25. Developing desirable relationships among pupils	0	1	1
26. Obstacles within school to introducing progressive concepts	0	1	1

TABLE XXX
GRADUATE'S RATINGS OF CADET TEACHING IN MEETING THE
DEMANDS OF THEIR PRESENT TEACHING POSITIONS

	Frequency of mention		Total
	1948	1949	
Exceedingly helpful	27	24	51
Of some help	5	8	13
Of little help	2	3	5
Of no help	1		1

graduates for improving the teacher training program at Montana State University. According to Table XXXI, thirty-two graduates believed that more practice teaching was desirable; twenty-nine graduates indicated that the program should dispense with much theory and spend more time on practical problems such as discipline, records, grading, and planning. Other important suggestions mentioned frequently were: (1) provide more teaching in practical situations, (2) put more emphasis on methods courses, (3) point educational psychology more at the high school child, (4) provide more training in elementary work, and (5) supply more concrete training in subject fields and extra-curricular duties.

IV. REACTION TO TEACHING

Graduate's present reaction to teaching. Analysis of the data in Table XXXII, page 100, reveals that 68 per cent of the graduates liked teaching very much, 25 per cent were pretty well satisfied, 3 per cent tolerated it, and 4 per cent disliked it.

Future plans of 1948 and 1949 MSU graduates. Table XXXIII on page 100 shows that sixty-one graduates planned to remain in the teaching profession, two indicated that they would drop out of teaching, and fifteen were uncertain at

TABLE XXXI

MSU GRADUATE'S SPECIFIC SUGGESTIONS FOR IMPROVING THE
TEACHER-TRAINING PROGRAM AT MONTANA STATE UNIVERSITY

Suggestions	Frequency		
	1948	1949	Total
1. More practice teaching	14	18	32
2. Dispense with much theory and spend more time on practical problems such as discipline, records, grading, planning, etc.	18	11	29
3. Have cadet teachers do teaching in more practical situations	5	3	8
4. More emphasis on methods courses	2	4	6
5. Educational Psychology should be pointed more at the high school child (child psychology in education rather than pure theory)	2	3	5
6. More training in elementary work	2	2	4
7. More concrete training in subject fields and in extra-curricular duties	3	1	4
8. More training in administration work	2	0	2
9. More basic training in grammar	1	1	2
10. Educ. 25a and 25b might be combined with other courses and taken off the requirement list	0	2	2
11. Offer a much better guidance course	0	2	2
12. More training in how to develop teacher-parent relationships, as through P. T. A.	1	0	1
13. Less emphasis on education courses	1	0	1

TABLE XXXI (continued)

MSU GRADUATE'S SPECIFIC SUGGESTIONS FOR IMPROVING THE
TEACHER-TRAINING PROGRAM AT MONTANA STATE UNIVERSITY

Suggestions	Frequency		
	1948	1949	Total
14. More credits should be required for a minor	1	0	1
15. Less emphasis on specialization	1	0	1
16. Closer contact between School of Education and teaching field department	0	1	1
17. If possible, encourage two teaching minors instead of one, one of which should be English	0	1	1
18. A course on adolescent behavior and reasons for same	0	1	1
19. More emphasis on how to teach remedial work	0	1	1
20. A course in speech or public speaking should be required	0	1	1
21. Cut out dull, useless education courses	0	1	1
22. Stop giving undergraduate majors in education or allow 30 hours of education in graduate school in addition to 40 hours undergraduate work	0	1	1
23. Require cadet work in both high school and grade school	0	1	1
24. Have more field trips	0	1	1
25. Have smaller classes	0	1	1

TABLE XXXII
MSU GRADUATE'S PRESENT REACTIONS TO TEACHING

Reaction to teaching	Frequency of mention		Total
	1948	1949	
Like it very much	28	24	52
Am pretty well satisfied	5	15	20
Just tolerate it	1	1	2
Dislike it	2	2	3

TABLE XXXIII
FUTURE PLANS OF 1948 AND 1949 MSU GRADUATES

	Frequency of mention		Total
	1948	1949	
I shall continue in this work	32	29	61
I plan to drop out of teaching	1	1	2
I am uncertain at present	4	11	15

present.

Teaching plans of 1948 and 1949 MSU graduates. The data presented in Table XXXIV show that thirty-eight graduates planned to teach in the same location, thirteen proposed to teach somewhere else, fourteen expected to do advanced work, and two planned to go into other work.

V. SUMMARY

The following generalizations present in brief form the basic conclusions which may be drawn from the questionnaires submitted to Montana State University beginning Teachers.

1. Teaching Job.

- a. Generally speaking, the majority of the 1948 and 1949 graduates were teaching at the high school level.
- b. Over one-half of all the 1948 and 1949 graduates were teaching in at least one field in which they had neither a major nor a minor.
- c. On the average, each graduate carried two or three extra-curricular activities in addition to his regular teaching load.

2. Living Conditions.

- a. A majority of graduates were satisfied with

TABLE XXXIV
TEACHING PLANS OF 1948 AND 1949 MSU GRADUATES

	Frequency of mention		Total
	1948	1949	
Will teach again in this location	22	16	38
Plan to teach somewhere else	4	9	13
Expect to do advanced work	8	6	14
Plan to go into other work	1	1	2

- their living quarters.
- b. The average cost for board was approximately 55 dollars per month.
 - c. Over three-fifths of the communities had a liberal attitude toward teacher behavior, one-sixth were strict, and one-fourth had an indifferent attitude.
 - d. Graduates indicated that approximately one-half of the communities welcomed teacher participation, while slightly less than one-half allowed teachers to shift for themselves.
 - e. A relatively small percentage of the graduates took an active part in community activities. The number of social activities available would tend to be somewhat limited in the smaller towns.
 - f. A majority of graduates belonged to the M. E. A. and N. E. A.. A very small percentage of the teachers belonged to other professional organizations.

3. Appraisal of Professional Training.

- a. A majority of the 1948 and 1949 Montana State University graduates rated the teacher-training program as adequate.

- b. A very small percentage of graduates stated that they felt insecure in the fields they were teaching.
- c. A majority of the graduates rated their education courses as exceedingly helpful or helpful.
- d. Specific problems encountered by graduates most frequently were discipline, schedule, instructional techniques, lack of instructional supplies, extra-curricular problems, and teacher adjustment to community life.
- e. Nearly three-fourths of all the graduates stated that cadet teaching had been exceedingly helpful in meeting the demands of their present positions.
- f. Specific suggestions made by the graduates for improving the teacher-training program at Montana State University were as follows:
 - (1) have more practice teaching,
 - (2) have more time allotted to practical problems such as discipline, records, grading, and planning,
 - (3) have more emphasis on methods courses,
 - (4) have educational psychology pointed more at the high school child,

- (5) have more training in elementary work, and
- (6) have more concrete training in subject fields and extra-curricular duties.

4. Reaction to teaching.

- a. Nearly seven-tenths of all the graduates indicated that they liked teaching very much.
- b. Over three-fourths of all the graduates stated that they planned to remain in the teaching profession.

Relationship between the school administrator's ratings and the graduate's ratings. Although the two kinds of questionnaires used in this study were considerably different in context, the fact remains that there were definite relationships between the two ratings. For example, the school administrators indicated that the most common weaknesses exhibited by the graduates in their first teaching positions were: (1) lacked an understanding of children, (2) failed to take part in community activities, (3) lacked initiative in assuming leadership of extra-curricular activities, (4) lacked interest in professional organizations, and (5) lacked interest in teaching. On the other hand, the graduates designated specific problems they had encountered in teaching. These problems were: (1) discipline, (2) schedule, (3) instructional techniques,

(4) lack of instructional supplies, (5) extra-curricular problems, and (6) teacher adjustment to community life. The fact that many administrator's viewpoints regarding teaching weaknesses of graduates corresponds closely with specific problems encountered by graduates in their work seems to indicate that there is a definite relationship between the two ratings.

The school administrators and graduates had similar views regarding methods of improving the teacher-training program at Montana State University. They both seemed to agree that the following improvements were needed:

- a. The practice teaching time should be lengthened.
- b. Cadet teachers should do their practice teaching in more practical situations.
- c. Better methods courses should be introduced.
- d. Dispense with much theory and spend more time on practical problems such as discipline, records, grading, planning, etc.
- e. Teaching candidates should be required to train in at least three fields.
- f. Point educational psychology more at the high school child.

A detailed study of whether teaching failures, as cited by school administrators, were caused because of extremely heavy teaching loads, heavy non-teaching loads,

difficult and peculiar teaching combinations, or poor living conditions, would be informative and desirable.

CHAPTER V

SUMMARY AND CONCLUSIONS

Statement of the problem. The purposes of this study, as stated in Chapter I, were:

1. To follow-up graduates of Montana State University in their first year of teaching in order to ascertain the degree of success or failure.

2. To examine roughly the degree to which effectiveness in teaching can be predicted.

3. To find out the most common weaknesses exhibited by these graduates in their first teaching positions.

4. To look into the possible causes of such weaknesses. To this end the effects of the following factors were investigated:

- a. the number of fields included in the teaching load,
- b. the number of extra-curricular activities included in the teaching load,
- c. the subject combinations which were taught,
- d. the teaching in fields in which the student had inadequate training, and
- e. the status of living conditions: housing, board, community attitude toward teacher, degree of community participation of teachers,

and professional organizations available.

5. To recommend methods by which the teacher training program might minimize failures.

Procedure. The data obtained from questionnaires were tabulated and placed on master tables. The scores on graduates of the two years, 1948 and 1949, were left separate for purposes of comparison.

It seemed desirable to divide the scores on the basis of the size of the school in which the graduates were placed, however, the grouping of schools on the basis of the class districts (first, second, and third) and county high schools seemed impractical in a study of this kind because of variation in enrollment in the different classes of schools.

The grouping of schools according to actual enrollment seemed to be a better method of dividing them if size of school were to be used as a basis of comparing. Five classifications were used in this study.

In order to make comparisons of ratings more meaningful, a second set of tables was constructed (see Chapter III) in which all quantities of ratings were reduced to percentages.

When it came to working out teacher load and comparing subjects taught with fields of training, it became necessary to agree on an organization of subject matter fields.

Fourteen main fields were used in preparing tables showing these teaching combinations and academic training (majors and minors) of teachers.

Limitations. The study was purposely limited to a consideration of 1948 and 1949 graduates of Montana State University who were teaching in the secondary schools of Montana. Graduates who were teaching out of the state were not considered in this survey because to have done so would have brought too many other variables into the picture, for example: certification requirements, school size, geographical influence and the like.

The questionnaire method of securing data always has to be considered as a limiting factor because of the different interpretations of questions by the raters and the difficulty in obtaining an adequate sampling of returns.

The methods used by the five members of the Education Staff in determining the predictive teaching ratings of the 1948 and 1949 Montana State University graduates had certain limitations.

It is obvious, of course, that actual observation and interviews at each school would have increased the validity of the data. For reasons involving finances and time, it was impossible for the writer to handle the acquisition of data in this manner.

Findings.

1. The school administrator's ratings for the 1948 and 1949 graduates revealed the following information:
 - a. Nearly seven-tenths of the graduates were rated superior in personality qualities, such as health, speech and enunciation, standards of accomplishment, and willingness to help. The graduates were also rated high in cooperation and assumption of responsibilities. In general appearance graduates were rated superior less frequently than was true of some of the other categories. In teaching traits, such as tact, leadership, self-control, and classroom atmosphere, there was a considerable decrease in the number of superior ratings given to graduates.
 - b. In teacher's scholarship there appeared to be no problems as far as knowledge of subject matter was concerned. The difficulty seemed to be in the organization of subject matter and its presentation to the class. There appeared to be deficiencies in the range of interests and culture of graduates.
 - c. In organization of school work the high ratings given to the graduates in discipline

were significant. Over one-half were rated superior in the kind of discipline maintained, while over seven-tenths were rated superior in the manner in which they achieved discipline. Graduates were rated superior in management of classroom routine less often than was true of some of the other categories.

- d. There appeared to be no significant problems in teaching skills, such as skill in making assignments, skill in arousing interests, and skill in appraising results in teaching. Graduates were rated superior in fewer cases in skill in stimulating thinking and independent work.

2. A coefficient of correlation of .59 was found to exist between the predictive teaching record and the actual in-service teaching record.

The errors in prediction of teaching success is perhaps a better method of showing the relationship between predictive and inservice ratings.

The predictions made by the Education Staff of the 1948 graduates were correct in 67.3 per cent of the cases, 14.3 per cent were misplaced one group too high, 16.3 per cent were misplaced one group too low, and 2.0 per cent were misplaced two groups too high.

The errors in prediction of teaching success of the 1949 graduates were similar to those of the 1948 graduates. The predictions made by the Education Staff of the 1949 graduates were correct in 61.5 per cent of the cases, 23.1 per cent were misplaced one group too high, and 15.4 per cent were misplaced one group too low.

3. The most common weaknesses noted by the administrators of the graduates in their first teaching positions were:

- a. lacked an understanding of children,
- b. failed to take part in community activities,
- c. lacked initiative in assuming the leadership of extra-curricular activities,
- d. lacked interest in professional organizations,
- e. lacked interest in teaching, and
- f. spent too much time on interests other than teaching.

4. Possible causes of teaching weaknesses, as indicated on the graduate's own questionnaires, might be any or all of the following:

- a. An average of the teaching loads of all the graduates indicated that they were teaching in 2.1 fields, though certification requires but two fields.
- b. In addition to his teaching load, each

graduate had 2.6 extra-curricular activities to supervise--an obviously heavy non-teaching load.

- c. Over one-half of all the 1948 and 1949 Montana State University graduates included in the survey were teaching in at least one field in which they had neither a major nor a minor.
- d. The ratings of living conditions by the graduates divulged the following information:
 - (1) eighty per cent of the graduates had either exceptionally good or satisfactory living quarters, while 20 per cent rated their living quarters as unsatisfactory; (2) the average cost for board for each graduate was approximately 55 dollars per month; (3) three-fifths of the communities had a liberal attitude toward teacher behavior, one-sixth had a strict attitude, and one-fourth had an attitude of indifference; (4) one-half of the communities welcomed teacher participation in the community, while slightly less than one-half allowed teachers to shift for themselves; and (5) the graduates, in a majority of cases, were members of the M. E. A. and N. E. A., while a relatively small number of

the total group belonged to other professional organizations.

This seems to indicate that living condition factors were not pronounced causes of teaching weaknesses.

The writer made no attempt to connect teaching weaknesses or failures with causes of failure in teaching because to have done so would have entailed too broad a study. Actually, a study of teaching weaknesses and their possible causes would in itself provide adequate material for a professional paper.

Conclusions. The following conclusions are offered on the basis of the data presented previously:

1. In general, a majority of the graduates appeared to be doing very satisfactory jobs in their first teaching positions.
2. Effectiveness in teaching can be predicted with a fairly high degree of accuracy.
3. The fact that the largest number of school

administrators rated the lack of understanding of children the most common weakness exhibited by the graduates would seem to indicate that the teacher-training program should place a greater emphasis on psychology (motivation, learning, child behavior, etc.).

4. The fact that the graduates were teaching in 2.1 fields seems to indicate that prospective teachers should be trained in at least three fields.

5. Inasmuch as a large number of prospective teachers will be asked to supervise extra-curricular activities, it would seem desirable that teacher-training programs place a greater emphasis on the importance of extra-curricular activities in their curriculum.

6. There appeared to be no definite patterns of subject combinations, with the possible exception of history and political science combinations with physical education, commerce or English.

7. The fact that over one-half of the graduates were teaching in at least one field in which they had neither a major nor a minor was rather startling. Greater versatility and less specialization in subject fields seems desirable.

8. In general, the graduates appeared to be pretty well satisfied with their teaching positions.

Recommendations. In light of the problems encountered by the writer in writing this paper and the data

presented by school administrators and graduates the following recommendations appear warranted:

1. Follow-up work of college graduates has become a valuable and necessary part of the teacher training program. Follow-up work is valuable for the following reasons: (1) it provides a connecting link between pre-service and in-service education; (2) it supplies the teacher-training institutions with a better understanding of in-service needs of teachers; (3) it enables teacher-training institutions to make a true evaluation of the training program in the light of the needs of the students in the field; (4) it provides teacher-training institutions with the knowledge of knowing how and where to make improvements in college instruction that would benefit the students after they leave school. For these reasons the writer recommends that the follow-up program at Montana State University be improved and expanded.

2. Improvement of the two questionnaires used in this study can be made in the following ways:

- a. The twenty-one basic questions included in the questionnaires that were sent to school administrators should be rated on five levels of excellence instead of three levels.
- b. An item should be included in the school administrator's questionnaire requesting a

composite rating on each graduate.

- c. The teaching qualities included in the questionnaire sent to school administrators should correspond to the teaching qualities used by the Education Staff in making their predictive teaching ratings.
- d. The questionnaire sent to the graduates can be improved by changing many of the essay-type questions to check-list type of questions. This will facilitate the tabulating of returns and will eliminate many of the problems that arise due to various interpretations given to essay questions.

3. Methods of improving the teacher-training program at Montana State University are:

- a. The practice teaching time should be lengthened.
- b. Cadet teachers should be encouraged to do more of their practice teaching in the smaller schools because a large percentage of graduates, as shown in Chapter III, will be employed in that type of school in their first teaching positions.

Problems suggested by this study. It is the opinion of the writer that additional research is needed in the following problems:

1. A Follow-up Study of all Montana State University Graduates (preferably every year).
2. A Study of Follow-up Services of Other Teacher-Training Institutions in the United States.
3. A Study of the Teaching Combinations of Montana High School Teachers.
4. A Detailed Study of Teaching Weaknesses and Their Possible Causes of Montana State University Beginning Teachers.

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APPENDIX

MONTANA STATE UNIVERSITY
School of EducationMissoula, Montana
November 23, 1949

Dear

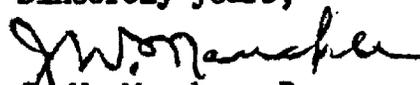
For several years we have made it a practice to "follow-up" our graduates by asking each one during his first year of teaching, to give us the following information:

- (1) a description of his teaching job: level, subjects taught, class enrollments, and extra-curricular load
- (2) a description of the living conditions which he found: housing, board, community attitude toward teachers, degree of community participation of teachers, and professional organizations available to him
- (3) an appraisal by the beginning teacher of his own professional training in the light of the demands made on him
- (4) his reaction to teaching as a profession.

We have felt for some time that we should also "follow" each graduate by asking his administrator to rate his first year's teaching. This, it appears to us, will serve two purposes: (1) it will give us an opportunity to compare the teacher's effectiveness on the job with our appraisal of his chances of success in teaching as revealed by his work here in the School of Education; and, growing out of this, (2) it will provide us with some clues as to how the teacher training program may be made more effective.

To this end, we have authorized Mr. Clifford Anderson, a graduate student in the School of Education, to collect data regarding the teaching success of graduates who started teaching in September 1948 or September 1949. We will greatly appreciate your cooperation if you can find the time to assist in this study by filling in, and mailing back, the enclosed questionnaire.

Sincerely yours,


J. W. Maucker, Dean
School of Education

Montana State University
Missoula, Montana
November 23, 1949

Dear

The enclosed questionnaire is for the purpose of ascertaining and analyzing the causes of the teaching success or failure of University graduates in their first year of teaching.

In your school is _____ who graduated from Montana State University in _____. We should like to know how _____ is getting along, and wonder if you would be willing to fill out the enclosed questionnaire about _____ work. All information received will be considered confidential.

At first glance, the questionnaire may appear to be voluminous. Actually, except for part F, only checks are necessary to indicate your ratings. Note that in parts A, B, C and D that each item is divided into three main categories in order of descending excellence with a fourth category added to cover instances in which the information is not available. We have tried to include only questions that are pertinent to this survey.

When you have completed the questionnaire, will you please mail it back to us in the enclosed self-addressed envelope. The data should be submitted not later than December 16, 1949.

Your cooperation will be greatly appreciated.

Sincerely yours,

Clifford A. Anderson
Graduate Student

MONTANA STATE UNIVERSITY
School of Education

FOLLOW-UP QUESTIONNAIRE ON SUCCESS OF MSU TRAINED TEACHERS

Name _____ School _____ School Yr. 19__ 19__

Directions: Place a check mark (✓) in the blank space before the statement which seems to you most appropriate for the teacher you are rating.

A. Teacher's Personality

1. Health

- _____ a. Has never been absent from school due to illness; is physically and mentally alert; looks the picture of health.
- _____ b. Seldom misses school due to illness; appears to be in good health.
- _____ c. Is frequently absent from school due to illness; appears to be under a definite strain.
- _____ d. Inadequate basis for judgment.

2. Speech and Enunciation

- _____ a. Speaks very clearly and distinctly.
- _____ b. Words sometimes indistinct and hard to hear.
- _____ c. Words frequently indistinct; often impossible to hear.
- _____ d. Inadequate basis for judgment.

3. General Appearance

- _____ a. Is unusually attractive in appearance; provokes admiration.
- _____ b. General appearance makes a satisfactory impression.
- _____ c. Is less attractive in appearance than teachers usually are.
- _____ d. Inadequate basis for judgment.

4. Tact

- _____ a. Is wisely responsive to feelings of others; offers suggestions and criticisms tactfully; is highly and universally respected as fair and impartial.

- _____ b. Treats others with ordinary civility and respect; usually "gets along" with people; is apparently accepted as fair.
- _____ c. Tends to be insensitive to feelings of others; occasionally "rubs the wrong way."
- _____ d. Inadequate basis for judgment.

5. Leadership

- _____ a. Pupils seem very eager to follow his suggestions and directions.
- _____ b. Pupils are ordinarily responsive to his suggestions.
- _____ c. Pupils tend not to respond readily; they seem not to take him seriously.
- _____ d. Inadequate basis for judgment.

6. Cooperation

- _____ a. Can work with others for attainment of a common end; volunteers services when they are needed; fits in where most needed.
- _____ b. Cooperates with fellow teachers and school officials reasonably well.
- _____ c. Has independent and indifferent attitude toward fellow teachers.
- _____ d. Inadequate basis for judgment.

7. Self-control

- _____ a. Calmly controls emergencies with marked skill and ingenuity; quickly forms an effective plan.
- _____ b. Copes fairly adequately with emergencies.
- _____ c. Decides slowly on what to do in emergencies; is uncertain of his decisions.
- _____ d. Inadequate basis for judgment.

8. Classroom Atmosphere

- _____ a. Enlivens classroom atmosphere with sparkling wit; enjoys a good joke even at his own expense.
- _____ b. Classroom atmosphere is neither especially dull or lively; however, one does feel "at home."
- _____ c. Is a little reserved and matter-of-fact in conducting work; classroom atmosphere is a bit strained.
- _____ d. Inadequate basis for judgment.

9. Standards of Accomplishment

- a. Does his best in whatever he undertakes; is motivated chiefly by satisfaction of superior achievement.
- b. Shows tendency to perform on a high plane if sufficiently motivated by promise of reward or recognition.
- c. Accomplishment as a rule is only "fair" for his abilities; is but little motivated by high ideals of attainment.
- d. Inadequate basis for judgment.

10. Willingness to Help

- a. Instructor exceptionally friendly; always willing to help all students.
- b. Instructor moderately friendly, usually willing to help students.
- c. Instructor aloof or sarcastic and preoccupied; unwilling to help slow students.
- d. Inadequate basis for judgment.

11. Assumption of Responsibilities

- a. Is markedly consistent and prompt in discharging all obligations.
- b. Carries out responsibilities reasonably well.
- c. Is somewhat inclined to slight his responsibilities; tends to procrastinate.
- d. Inadequate basis for judgment.

B. Teacher's Scholarship

1. Knowledge of Subject

- a. Knowledge of subject broad, accurate, up-to-date.
- b. Knowledge of subject somewhat limited and at times not up-to-date.
- c. Knowledge of subject seriously deficient and frequently inaccurate and out-of-date.
- d. Inadequate basis for judgment.

2. Range of Interests and Culture

- _____ a. Instructor has very broad interests and culture; frequently relates course to other fields and to present-day problems.
- _____ b. Instructor has fair breadth of interests and culture; occasionally relates subject to other fields and to present-day problems.
- _____ c. Instructor is narrow in his interests and culture; seldom relates subject to other fields or to present-day problems.
- _____ d. Inadequate basis for judgment.

3. Organization of Subject Matter

- _____ a. Courses exceptionally well organized.
- _____ b. Courses satisfactorily organized; subject matter fairly well suited to objectives.
- _____ c. Organization very poor; subject matter frequently unrelated to objectives.
- _____ d. Inadequate basis for judgment.

C. Organization of School Work

1. Discipline (kind)

- _____ a. Maintains good discipline.
- _____ b. Maintains reasonably good discipline; seldom has a serious disciplinary problem.
- _____ c. Tends to be lax in discipline; has very little control over the students; is unable to cope with disciplinary problems.
- _____ d. Inadequate basis for judgment.

2. Discipline (how)

- _____ a. Maintains discipline by providing a program of character education in the classroom based on activities and experiences that develop in the individual habits of self-control based on reason rather than on force and on rules from without.
- _____ b. Instructor maintains discipline largely through fear, rules, penalties and punishments; tends to repress the interests, personalities, and enthusiasms of pupils.

- c. Instructor attempts to maintain discipline by being a "good Joe" to everyone; children take advantage of the situation and, consequently, the instructor resorts to sarcasm and nagging in an attempt to restore order.
- d. Inadequate basis for judgment.

3. Management of classroom routine

- a. Maintains an efficient classroom routine in which the pupils can cooperate for the sake of their own development (distributing and collecting supplies, recording attendance, etc.); starts classes promptly, keeping pupils busy through the period and stopping on schedule time; keeps a good balance between pupil and teacher participation.
- b. Routine procedures appear to be reasonably well organized; usually seeks to conserve pupil initiative; ordinarily provides continuous activity; tends to dominate the teacher-pupil relationship in class discussion.
- c. Organization of classroom routine is very poor; unnecessary confusion is present; pupils receive little practice in accepting individual and group responsibility for tasks.
- d. Inadequate basis for judgment.

D. Teaching Skill

1. Skill in making assignments

- a. Clear, reasonable, and coordinated with the class work.
- b. Occasionally indefinite and unrelated to class work.
- c. Confused, often made late, with no relation to work of course.
- d. Inadequate basis for judgment.

2. Skill in arousing interests

- a. Interest among students usually high.
- b. Students seem only mildly interested.
- c. Majority of students inattentive most of the time.
- d. Inadequate basis for judgment.

3. Skill in stimulating thinking and independent work

- a. Students inspired to do much sound and independent thinking; stimulated to do much independent work outside of class.
- b. Students inspired to do some independent thinking; stimulated to do some independent work outside of class.
- c. Students do little thinking and only enough work outside of class to "get by".
- d. Inadequate basis for judgment.

4. Skill in appraising results of teaching

- a. Fair and impartial; grades based on several evidences of achievement.
- b. Partial at times; grades based on a few evidences of achievement.
- c. Frequently shows partiality; grades based on very limited evidences of achievement.
- d. Inadequate basis for judgment.

E. Check list for teaching efficiency

Place a check mark (✓) in the blank space before the statements which seem to you to be applicable to the teacher you are rating.

The effectiveness of this teacher would be increased if he (or she):

- a. had a better understanding of children.
- b. remained in the community more often on week ends.
- c. had a greater interest in teaching.
- d. took a greater interest in his (or her) own professional organisations.
- e. would take suggestions in good spirits.
- f. would accept the living conditions of the community.
- g. would accept the school's limitations.
- h. would take more part in community activities.
- i. would conform to social standards of the community.

- ___ j. would spend more time on school work and less time on other interests.
- ___ k. had more interest in assuming the leadership of extra-curricular activities.
- ___ l. had more initiative in carrying out required work.
- ___ m. had a more harmonious family life.
- ___ n. had a better credit rating.
- ___ o. would refrain from allowing political and economic views to "color" his (or her) teaching.
- ___ p. was of the same religious faith as the majority of the people in the community.
- ___ q. was a member of a church in the community.
- ___ r. would refrain from allowing religious beliefs to creep into his teaching.

or (others which you may suggest)

- ___ s. _____
- ___ t. _____
- ___ u. _____
- ___ v. _____
- ___ w. _____
- ___ x. _____
- ___ y. _____
- ___ z. _____

F. Please feel free to make any further comments you wish regarding this teacher or his (or her) training. You may want to comment on weaknesses which you feel exist in the training program.

MONTANA STATE UNIVERSITY
Missoula

May 11, 1949

Dear

Last year you worked with us at Montana State University, and now that you have completed your first year of teaching, we are exceedingly interested in getting both information and reactions from you. We are interested in knowing what kind of a job you are holding and how well you like it. The facts about your teaching experience will also be helpful to prospective teachers with whom we are working. Finally, we believe that you can render the School of Education a real service by appraising your teacher-education program in the light of your experience during the past school year. If we know where you consider the weaknesses in your teacher-training program to be, we can make adjustments to strengthen those areas.

For these reasons we are sending you this questionnaire, and are urging you to fill it in frankly and honestly. When you have completed it, will you please mail it back to us in the enclosed self-addressed envelope.

We want you to know that we are sincerely interested in your progress in the profession of teaching. To that end, we hope that you will feel free, at any time, to write in telling us of your successes or your problems. If there is any way in which we can help you, do not hesitate to call on us at any time.

Let us express our appreciation in advance for your taking the time and energy necessary to do this job for us.

Sincerely yours,

J. W. Maucker
Dean
School of EducationLinus J. Carleton
Assistant-Professor
School of EducationJWM
LJC:rrw
enc

MONTANA STATE UNIVERSITY
MISSOULA

School of Education

February 1, 1950

Dear

It has been our custom each spring to send a questionnaire to each of the graduates of Montana State University who is doing his first teaching. This questionnaire seeks certain information which will be of interest and value: (1) to teacher-trainees now attending MSU, and (2) to those of us on the education staff. As staff members, we are particularly interested in getting suggestions from you as to how the teacher education program at the University can be made more effective. To that end we will pay particular attention to parts III and IV of the questionnaire. Students now in training for teaching will be very much interested in parts I and II.

We urge you to sit down at your earliest convenience, complete the questionnaire, and return the same to us in the enclosed self-addressed envelope. We will appreciate accuracy, frankness, and promptness. The latter is especially important because we want to bring the summary of what you folks say about your job and your living conditions to the winter quarter (1950) cadets.

You will be interested to know, too, that a graduate student, Mr. Clifford Anderson, will use your questionnaires (anonymity guaranteed to you!) as a basis for a summary on teaching conditions and reactions to teaching of our 1949 graduates. He will also be attempting to measure the teaching success of said graduates.

May we urge, in closing, that you feel free to express yourselves at length on page 4 of the questionnaire.

Needless to say, this letter carries with it our sincere interest in you and the work you are doing. Furthermore, we want it to convey to you our invitation to write us on the slightest provocation. We will be more than glad to hear from you and to render any assistance we can. Answering your letters will be a pleasure to any of us.

Best wishes,

School of Education
By Linus J. Carleton
Assistant Professor of Education

LJC:gp

QUESTIONNAIRE FOR BEGINNING TEACHERS

Name: _____ School: _____ School Year 19__ - 19__

PART I--YOUR TEACHING JOB

A-On what level are you teaching? 1-Elementary? _____ What grades? _____
 2-Junior High? _____
 3-High School? _____

B-What subjects do you teach and what is the enrollment in each class or section?

1-First Semester		2-Second semester	
a-Subjects taught	Size of class	a-Subjects taught	Size of class
(1) _____	_____	(1) _____	_____
(2) _____	_____	(2) _____	_____
(3) _____	_____	(3) _____	_____
(4) _____	_____	(4) _____	_____
(5) _____	_____	(5) _____	_____
(6) _____	_____	(6) _____	_____

C-What extra-curricular activities do you supervise? Approximate number of pupils enrolled in each?

(1) _____	_____
(2) _____	_____
(3) _____	_____
(4) _____	_____
(5) _____	_____

D-What is your present salary(if you care to list it)? \$ _____ per year

PART II--LIVING CONDITIONS

A-Where do you live? Hotel? _____ Motel? _____ Private Home? _____ Apartment? _____
 Rooming house? _____ Or? _____

B-Approximately what does it cost you per month? \$ _____

C-Where do you eat? Cafe? _____ Private home? _____ Apartment? _____ Or? _____

D-Approximately how much does your board cost you per month? \$ _____

E-In general how do you rate your living quarters? (1) exceptionally good _____
 (2) Satisfactory _____
 (3) Unsatisfactory _____

F-What seems to be the general attitude of the community toward teacher behavior?
 (1) Strict _____
 (2) Liberal _____
 (3) Indifferent _____

G-How are the teachers accepted in the community?
 (1) Community welcomes participation? _____
 (2) Teachers are shut out of community activities? _____
 (3) Community lets teachers shift for themselves? _____

H-To what extent do you participate in community activities?

Activity	Extent you participate		
	Often	Occasionally	Seldom
(1) Church	_____	_____	_____
(2) Lodges	_____	_____	_____
(3) Hobby Clubs	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

I-What social activities are available to you?

- (1) Community Concerts _____
- (2) Hobby Clubs _____
- (3) Study Clubs _____
- (4) Lodges _____
- (5) Bridge Clubs _____
- (6) _____
- (7) _____
- (8) _____
- (9) _____
- (10) _____

J-To what professional organizations do you belong? (1) A. F. T. _____
 (2) M. E. A. _____
 (3) N. E. A. _____

Others?(name them): _____

PART III--APPRAISAL OF YOUR PROFESSIONAL TRAINING

a-On the basis of this year's experience, how do you rate your teacher training program at Montana State University?

- (1) Excellent _____
- (2) Adequate _____
- (3) Inadequate _____
- (4) Very poor _____

B-With regard to your teacher training program, was your preparation in the teaching fields such as to give you a feeling of competence as you taught?

Teaching Fields (List those you are teaching)	Evaluation		
	Feel very secure	Reasonably secure	Insecure
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

C-List the education courses you took at MSU and evaluate each.

Course	Evaluation		
	Exceedingly helpful	Helpful	Little help
(1) _____	_____	_____	_____
(2) _____	_____	_____	_____
(3) _____	_____	_____	_____
(4) _____	_____	_____	_____
(5) _____	_____	_____	_____
(6) _____	_____	_____	_____
(7) _____	_____	_____	_____
(8) _____	_____	_____	_____
(9) _____	_____	_____	_____
(10) _____	_____	_____	_____

APPENDIX C

MASTER TABLE

RATING AND EVALUATION BY SCHOOL ADMINISTRATORS
OF 1948 MSU GRADUATES EMPLOYED IN
SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total
	I	II	III	IV	V	
A. Teacher's Personality						
1. Health						
a. Superior	7	11	10	5		33
b. Satisfactory	4	3	4	5	1	17
c. Unsatisfactory				1		1
d. Inadequate evidence						
2. Speech and Enunciation						
a. Superior	9	12	11	9	1	42
b. Satisfactory	2	2	3	1		8
c. Unsatisfactory				1		1
d. Inadequate evidence						
3. General Appearance						
a. Superior	4	6	9	3		22
b. Satisfactory	6	7	4	7	1	25
c. Unsatisfactory	1	1	1	1		4
d. Inadequate evidence						
4. Tact						
a. Superior	5	7	9	4		25
b. Satisfactory	5	5	4	5	1	20
c. Unsatisfactory	1	1	1	1		4
d. Inadequate evidence		1		1		2
5. Leadership						
a. Superior	3	9	8	4		24
b. Satisfactory	8	5	5	6	1	25
c. Unsatisfactory				1		1
d. Inadequate evidence			1			1

MASTER TABLE (continued)
 RATING AND EVALUATION BY SCHOOL ADMINISTRATORS
 OF 1948 MSU GRADUATES EMPLOYED IN
 SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total
	I	II	III	IV	V	
6. Cooperation						
a. Superior	7	11	6	4		28
b. Satisfactory	4	2	8	5	1	20
c. Unsatisfactory		1		1		2
d. Inadequate evidence				1		1
7. Self-control						
a. Superior	6	9	5	2		22
b. Satisfactory	5	5	9	8	1	28
c. Unsatisfactory				1		1
d. Inadequate evidence						
8. Classroom Atmosphere						
a. Superior	3	5	7	3		18
b. Satisfactory	6	9	5	7		27
c. Unsatisfactory	1		1	1		3
d. Inadequate evidence	1		1		1	3
9. Standards of Accomplishment						
a. Superior	6	12	11	7		36
b. Satisfactory	1	2	2			5
c. Unsatisfactory	3		1	2		6
d. Inadequate evidence	1			2	1	4
10. Willingness to Help						
a. Superior	8	11	12	4	1	36
b. Satisfactory	3	3	2	6		14
c. Unsatisfactory				1		1
d. Inadequate evidence						

MASTER TABLE (continued)

RATING AND EVALUATION BY SCHOOL ADMINISTRATORS
OF 1948 MSU GRADUATES EMPLOYED IN
SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total
	I	II	III	IV	V	
11. Assumption of Responsibilities						
a. Superior	5	10	8	6	1	29
b. Satisfactory	6	4	4	3	1	18
c. Unsatisfactory			2	2		4
d. Inadequate evidence						
Totals	a. 63	103	96	51	2	315
	b. 50	47	50	53	7	207
	c. 6	3	6	13		28
	d. 2	1	2	4	2	11
B. Teacher's Scholarship						
1. Knowledge of Subject						
a. Superior	4	13	9	8		34
b. Satisfactory	6	1	4	2		13
c. Unsatisfactory				1		1
d. Inadequate evidence	1		1		1	3
2. Range of Interests and Culture						
a. Superior	3	3	6	2		14
b. Satisfactory	6	11	5	7	1	30
c. Unsatisfactory	1		2	1		4
d. Inadequate evidence	1		1	1		3
3. Organization of Subject Matter						
a. Superior	2	6	5	1		14
b. Satisfactory	8	8	8	9	1	34
c. Unsatisfactory			1	1		2
d. Inadequate evidence	1					1

MASTER TABLE (continued)

RATING AND EVALUATION BY SCHOOL ADMINISTRATORS
OF 1948 MSU GRADUATES EMPLOYED IN
SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total	
	I	II	III	IV	V		
Totals	a.	9	22	20	11	0	62
	b.	20	20	17	18	2	77
	c.	1	0	3	3	0	7
	d.	3	0	2	1	1	7
U. Organization of School Work							
1. Discipline (kind)							
a. Superior		7	8	8	5		28
b. Satisfactory		4	5	6	4		19
c. Unsatisfactory			1		2	1	4
d. Inadequate evidence							
2. Discipline (how)							
a. Superior		9	12	11	6		38
b. Satisfactory				2	1		3
c. Unsatisfactory			1		3	1	5
d. Inadequate evidence		2	1	1	1		5
3. Management of class-room routine							
a. Superior		3	10	8	5		26
b. Satisfactory		8	4	6	5	1	24
c. Unsatisfactory					1		1
d. Inadequate evidence							
Totals	a.	19	30	27	16	0	92
	b.	12	9	14	10	1	46
	c.	0	2	0	6	2	10
	d.	2	1	1	1		5

MASTER TABLE (continued)

RATING AND EVALUATION BY SCHOOL ADMINISTRATORS
OF 1948 MSU GRADUATES EMPLOYED IN
SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total
	I	II	III	IV	V	
D. Teaching Skill						
1. Skill in making assignments						
a. Superior	9	12	9	7		37
b. Satisfactory	1		3	3		7
c. Unsatisfactory						
d. Inadequate evidence	1	2	2	1	1	7
2. Skill in arousing interests						
a. Superior	6	10	10	4		30
b. Satisfactory	4	3	4	6	1	18
c. Unsatisfactory		1		1		2
d. Inadequate evidence	1					1
3. Skill in stimulating thinking and independent work						
a. Superior		2	3	1		6
b. Satisfactory	9	11	10	9		39
c. Unsatisfactory	2		1	1	1	5
d. Inadequate evidence		1				1
4. Skill in appraising results of teaching						
a. Superior	7	13	12	8		40
b. Satisfactory				2		2
c. Unsatisfactory		1	1	1		3
d. Inadequate evidence	4		1		1	6
Totals						
a.	22	37	34	20	0	113
b.	14	14	17	20	1	66
c.	2	2	2	3	1	10
d.	6	3	3	1	2	15

APPENDIX D

MASTER TABLE

RATING AND EVALUATION BY SCHOOL ADMINISTRATORS
OF 1949 MSU GRADUATES EMPLOYED IN
SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total
	I	II	III	IV	V	
A. Teacher's Personality						
1. Health						
a. Superior	14	6	15	6	4	45
b. Satisfactory	2	1	4	1	2	10
c. Unsatisfactory						
d. Inadequate evidence			1			1
2. Speech and Enunciation						
a. Superior	12	6	11	6	6	41
b. Satisfactory	4		7	1		12
c. Unsatisfactory			2			2
d. Inadequate evidence		1				1
3. General Appearance						
a. Superior	9	3	4	3	1	20
b. Satisfactory	7	4	15	2	5	33
c. Unsatisfactory			1	1		2
d. Inadequate evidence				1		1
4. Tact						
a. Superior	12	2	10	2	3	29
b. Satisfactory	4	4	8	3	3	22
c. Unsatisfactory			2	2		4
d. Inadequate evidence		1				1
5. Leadership						
a. Superior	7	1	6		3	17
b. Satisfactory	7	4	10	7	3	31
c. Unsatisfactory	1	1	3			5
d. Inadequate evidence	1	1	1			3

MASTER TABLE (continued)

RATING AND EVALUATION BY SCHOOL ADMINISTRATORS
OF 1949 MSU GRADUATES EMPLOYED IN
SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total
	I	II	III	IV	V	
6. Cooperation						
a. Superior	15	3	10	5	3	36
b. Satisfactory		4	9	2	3	18
c. Unsatisfactory						
d. Inadequate evidence	1		1			2
7. Self-control						
a. Superior	6	1	7	3	2	19
b. Satisfactory	9	3	9	3	3	27
c. Unsatisfactory		1	4			5
d. Inadequate evidence	1	2		1	1	5
8. Classroom Atmosphere						
a. Superior	6	2	4	3	3	18
b. Satisfactory	8	3	10	3	3	27
c. Unsatisfactory		1	3	1		5
d. Inadequate evidence	2	1	3			6
9. Standards of Accomplishment						
a. Superior	13	4	15	5	5	42
b. Satisfactory	1		4	1		6
c. Unsatisfactory		1	1	1		3
d. Inadequate evidence	2	2			1	5
10. Willingness to Help						
a. Superior	16	4	12	6	6	44
b. Satisfactory		2	8	1		11
c. Unsatisfactory						
d. Inadequate evidence		1				1

MASTER TABLE (continued)
 RATING AND EVALUATION BY SCHOOL ADMINISTRATORS
 OF 1949 GRADUATES EMPLOYED IN
 SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total
	I	II	III	IV	V	
11. Assumption of Responsibilities						
a. Superior	12	3	10	4	4	33
b. Satisfactory	4	3	8	1	1	17
c. Unsatisfactory			2	2		4
d. Inadequate evidence		1			1	2
Totals	a. 122	35	104	43	40	344
	b. 46	28	92	25	23	214
	c. 1	4	18	7	0	30
	d. 7	7	10	6	2	28
B. Teacher's Scholarship						
1. Knowledge of subject						
a. Superior	14	4	16	7	3	44
b. Satisfactory	2		3		2	7
c. Unsatisfactory						
d. Inadequate evidence		3	1		1	5
2. Range of Interests and Culture						
a. Superior	2	2	3	3	1	11
b. Satisfactory	13	4	13	4	3	37
c. Unsatisfactory			1			1
d. Inadequate evidence	1	1	3		2	7
3. Organization of Subject Matter						
a. Superior	5		7	2	1	15
b. Satisfactory	10	6	11	5	5	37
c. Unsatisfactory			1			1
d. Inadequate evidence	1	1	1			3

MASTER TABLE (continued)

RATING AND EVALUATION BY SCHOOL ADMINISTRATORS
OF 1949 MSU GRADUATES EMPLOYED IN
SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total	
	I	II	III	IV	V		
Totals	a.	21	6	26	12	5	70
	b.	25	10	27	9	10	81
	c.	0	0	2	0	0	2
	d.	2	5	5	0	3	15
C. Organization of School Work							
1. Discipline (kind)							
a. Superior		14	1	9	3	3	30
b. Satisfactory		1	4	9	4	3	21
c. Unsatisfactory		1	1	2			4
d. Inadequate evidence			1				1
2. Discipline (how)							
a. Superior		13	5	13	3	6	40
b. Satisfactory			3	3			6
c. Unsatisfactory		1	2				3
d. Inadequate evidence		2		4	1		7
3. Management of Classroom routine							
a. Superior		8	2	11	4	1	26
b. Satisfactory		6	4	6	3	5	24
c. Unsatisfactory				1			1
d. Inadequate evidence		2	1	2			5
Totals	a.	35	8	33	10	10	96
	b.	7	8	18	10	8	51
	c.	2	3	3	0	0	8
	d.	4	2	6	1	0	13

MASTER TABLE (continued)

RATING AND EVALUATION BY SCHOOL ADMINISTRATORS
OF 1949 MSU GRADUATES EMPLOYED IN
SECONDARY SCHOOLS OF MONTANA

Teaching traits	School classification					Total
	I	II	III	IV	V	
D. Teaching Skill						
1. Skill in making assignments						
a. Superior	11	5	11	4	5	36
b. Satisfactory	2		3	3		8
c. Unsatisfactory			1			1
d. Inadequate evidence	3	2	5		1	11
2. Skill in arousing interests						
a. Superior	11	3	10	3	5	32
b. Satisfactory	2	2	6	4		14
c. Unsatisfactory		1				1
d. Inadequate evidence	3	1	4		1	9
3. Skill in stimulating thinking and independent work						
a. Superior			5	1	2	8
b. Satisfactory	15	5	9	5	4	38
c. Unsatisfactory		1	3	1		5
d. Inadequate evidence	1	1	3			5
4. Skill in appraising results of teaching						
a. Superior	11	6	14	5	5	41
b. Satisfactory			4	1		5
c. Unsatisfactory				1		1
d. Inadequate evidence	5	1	2		1	9
Totals						
a.	33	14	40	13	17	117
b.	19	7	22	13	4	65
c.		2	4	2	0	8
d.	12	5	14	0	3	34

APPENDIX E

A COMPARISON OF THE PREDICTIVE TEACHING RATINGS WITH
ACTUAL INSERVICE RATINGS OF 1948 MSU GRADUATES
EMPLOYED IN THE SECONDARY SCHOOLS OF MONTANA

No.	Predictive Teaching Ratings	Actual Inservice Ratings
1	Middle	Middle
2	Middle	Top
3	Middle	Middle
4	Middle	Top
5	Middle	Middle
6	Middle	Middle
7	Middle	Middle
8	Middle	Middle
9	Middle	Middle
10	Middle	Middle
11	Middle	Middle
12	Middle	Low
13	Middle	Middle
14	Middle	Middle
15	Middle	Middle
16	Middle	Middle
17	Middle	Middle
18	Middle	Middle
19	Middle	Top
20	Middle	Middle
21	Middle	Middle
22	Middle	Low
23	Middle	Middle
24	Middle	Middle
25	Middle	Middle
26	Middle	Middle
27	Middle	Middle
28	Middle	Top
29	Middle	Middle
30	Middle	Middle
31	Middle	Middle
32	Middle	Middle
33	Top	Middle
34	Top	Middle
35	Top	Middle
36	Top	Middle

A COMPARISON OF THE PREDICTIVE TEACHING RATINGS WITH
ACTUAL INSERVICE RATINGS OF 1948 MSU GRADUATES
EMPLOYED IN THE SECONDARY SCHOOLS OF MONTANA

No.	Predictive Teaching Ratings	Actual Inservice Ratings
37	Top	Top
38	Top	Top
39	Top	Top
40	Top	Low
41	Top	Middle
42	Low	Low
43	Low	Middle
44	Low	Middle
45	Low	Middle
46	Low	Low
47	Low	Middle
48	Low	Low
49	Low	Low

APPENDIX F

A COMPARISON OF THE PREDICTIVE TEACHING RATINGS WITH
 ACTUAL INSERVICE RATINGS OF 1949 MSU GRADUATES
 EMPLOYED IN THE SECONDARY SCHOOLS OF MONTANA

No.	Predictive Teaching Ratings	Actual Inservice Ratings
1	Middle	Low
2	Low	Low
3	Middle	Middle
4	Middle	Middle
5	Top	Middle
6	Middle	Middle
7	Middle	Middle
8	Middle	Middle
9	Top	Middle
10	Middle	Middle
11	Middle	Middle
12	Low	Middle
13	Low	Middle
14	Middle	Middle
15	Middle	Low
16	Top	Top
17	Middle	Middle
18	Top	Top
19	Middle	Middle
20	Middle	Middle
21	Middle	Top
22	Middle	Low
23	Top	Middle
24	Middle	Top
25	Top	Top
26	Middle	Middle
27	Middle	Middle
28	Middle	Middle
29	Top	Top
30	Middle	Middle
31	Middle	Middle
32	Middle	Middle
33	Middle	Middle
34	Middle	Middle
35	Middle	Middle
36	Middle	Low

A COMPARISON OF THE PREDICTIVE TEACHING RATINGS WITH
 ACTUAL INSERVICE RATINGS OF 1949 MSU GRADUATES
 EMPLOYED IN THE SECONDARY SCHOOLS OF MONTANA

No.	Predictive Teaching Ratings	Actual Inservice Ratings
37	Middle	Top
38	Middle	Middle
39	Middle	Low
40	Middle	Middle
41	Middle	Middle
42	Middle	Low
43	Low	Middle
44	Top	Middle
45	Top	Middle
46	Top	Middle
47	Low	Middle
48	Middle	Middle
49	Middle	Middle
50	Middle	Middle
51	Middle	Top
52	Middle	Middle