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FLORIDA

AGRICULTURAL AND  
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Research Issue

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SEPTEMBER, 1962

*Tallahassee . . . . . Florida*



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FLORIDA AGRICULTURAL  
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UNIVERSITY

TALLAHASSEE, FLORIDA



RESEARCH ISSUE



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RESEARCH ISSUE

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The *Research Issue* is the official medium for the publication of research, scholarly criticism, and creative writing of the Faculty, Staff, and Student Body of the Florida Agricultural and Mechanical University. It seeks to promote sound scholarship and contributions to knowledge by publishing works of merit which are developed by members of the University.

All communications should be addressed to Dr. Charles U. Smith, Chairman, Research Committee, Florida A. and M. University, Tallahassee, Florida.

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EDGAR G. EPPS



# PROPOSED PROGRAM FOR THE IMPROVEMENT OF COLLEGE INSTRUCTION

ANNE RICHARDSON GAYLES  
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## INTRODUCTION

With the desire to improve the quality of teaching and learning at Florida Agricultural and Mechanical University, the writer undertook a study<sup>1</sup> to determine teaching effectiveness and to suggest ways to enhance the learning of college students. The central concern of the study was focused upon the upgrading of teaching and learning from the standpoint of student evaluation.

The investigation represented an attempt to identify those processes and conditions which are conducive to producing effective instruction and a high quality of learning. More specifically it was designed to emphasize those administrative and teacher adjustments which may further enhance the learning of students at the University and contribute to a higher quality of liberal learning for the college youth of America.

## PROCEDURE

The research for this study included three major activities, namely:

1. A comprehensive review of recent literature in the area of college teaching.
2. An evaluation of teaching effectiveness at Florida Agricultural and Mechanical University.
3. The proposing of a program for the improvement of instruction and learning at the University.

Sources of data for the study included:

1. A summary of major philosophies about programs to improve college teaching.
2. Research findings concerning the nature, organization and implementation of programs to improve college teaching.
3. Descriptions of programs to improve college teaching submitted by twenty-two institutions of higher learning.
4. Viewpoints concerning programs to improve college teaching gained through interviews with twenty administrative deans of other institutions of higher learning.

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<sup>1</sup>Gayles, Anne Richardson, *Proposed Program for the Improvement of College Instruction at Florida Agricultural and Mechanical University*, Published Ed.D. dissertation, Indiana University, 1961, 254 pp.

5. Suggestions to improve college teaching and learning submitted by administrative deans, department heads, instructors and students of Florida Agricultural and Mechanical University.
6. The findings from the Purdue Instructor Performance Indicator: a forced-choice rating scale which was administered to the undergraduate students at Florida Agricultural and Mechanical University to appraise the effectiveness of college instruction through measuring student opinion of college instructors as teachers. The population for the scale included five hundred students and fifty undergraduate teachers, chosen by random sampling, of the 1960 summer session. The classes of the teachers were also selected by random sampling.

Steps used in carrying this problem to completion were:

1. The data gathered from the literature and the suggestions for improving college teaching submitted by personnel in higher education were organized, tabulated and interpreted. The suggestions from personnel were compiled in terms of frequency and compared with one another and with the findings in the literature. The upper half of the distinct suggestions made by administrative deans, department heads, and instructors at Florida Agricultural and Mechanical University were selected for study. All of the distinct suggestions made by the students at the University were analyzed.
2. The data from the rating scale were tabulated, organized, analyzed, and interpreted in order to find out to what degree, in the opinion of the students, the faculty possessed the traits characteristic of effective college instructors. The scale was the main method of gathering evidence about the effectiveness of teaching at the University. Therefore the data from the rating scale were considered of utmost importance and were instrumental in the interpreting of all other data.
3. A proposed program for the improvement of college teaching and learning at Florida Agricultural and Mechanical University was constructed. The recommendations made were based directly upon the information received from the forced-choice rating scale; the suggestions of administrative deans, department heads, college instructors and college students at Florida Agricultural and Mechanical University; and research findings and philosophical thought.

### MAJOR FINDINGS

An analysis of the data obtained from the administration of the Purdue Instructor Performance Indicator, the forced-choice rating scale designed primarily as an instrument to provide a quick, economical, reliable, and valid measure of student opinion of college instructors as teachers, revealed the following significant facts:

1. The college instructors ranked very high on two traits characteristic of effective college teachers, namely:



- A. "Puts ideas across logically and orderly" is a trait which 89.6 per cent of the students thought the faculty possessed.
- B. "Lets students ask questions in class" is a trait which 88.2 per cent of the students thought the faculty possessed.
2. The college instructors ranked high on the following traits characteristic of effective college instructors:
  - A. "Keeps class a team, neglects no student" was a trait that 85.6 per cent of the students thought the faculty possessed.
  - B. "Has good discipline" was checked by 84.8 per cent of the students.
  - C. "Stimulates students by raising interesting questions for discussion" was checked by 84.2 per cent of the students.
3. Student ratings indicated that the college instructors are weak in the following traits characteristic of effective college instructors:
  - A. "Good fellowship exists between him and students" was checked by only 46.2 per cent of the students as a trait they thought the faculty possessed.
  - B. "Uses a variety of teaching techniques" was checked by 41.8 per cent of the students.
  - C. "Is loyal to the school and other faculty members" was checked by 39.0 per cent of the students.
  - D. "Treats students as grown ups" was checked by 36.0 per cent of the students.
  - E. "Clear and pleasant voice" was checked by 34.8 per cent of the students.
  - F. "Encourage students by helpful advice or praise on tests" was checked by 30.4 per cent of the students.
  - G. "Willing to help those slow to learn" was checked by only 30.0 per cent of the students as a trait they thought that the faculty possessed.
4. The college instructors ranked very low on the trait "Tries to find loopholes in his teaching and to correct them." Only 71 student ratings, or 14.2 per cent, gave the teachers credit for the trait.

### CONCLUSIONS AND IMPLICATIONS

The more significant conclusions of the study in terms of college teaching at Florida Agricultural and Mechanical University were as follows:

1. College teaching is generally good at Florida Agricultural and Mechanical University.
2. Administrators, teachers and students of the University are interested in a program of evaluation and instructional improvement; they are sensitive to their needs and problems in the area of college teaching and have thought seriously about means of upgrading the quality of learning.



3. An organized program for the improvement of teaching and learning is needed at the University to further enhance the quality of student learning.
4. The evaluation of instruction is a basic factor in instructional improvement.
5. Student evaluations represent an essential aspect of a program to upgrade teaching and learning.

Major conclusions and implications derived from the findings and from the survey of the literature in terms of upgrading teaching and learning in American colleges were as follows:

1. The improvement of college teaching is a major concern of leaders in higher education.
2. An organized program for the improvement of teaching and learning should be instituted in college programs to further enhance the quality of learning.
3. Improvement activities should focus upon improving the quality of learning in terms of the accepted purposes of higher education in America; the sound principles of teaching and learning; and a valid psychology of college youth.
4. Improvement activities should be cooperatively planned and executed by all concerned.
5. College students are interested in improving the quality of instruction and want to participate in programs of instructional improvement; they are capable of helping teachers and administrators identify real weaknesses and strengths in the teaching-learning process; and are well qualified to make genuine and sound suggestions for improving instruction and learning.
6. An active and effective program to improve college teaching and learning should have the active interest, leadership and wholehearted support of the college administrators.
7. Programs to improve instruction should be faculty centered; college instructors are the key persons in any program to improve teaching and learning.
8. Periodic evaluations should be an integral part of a program to improve college instruction; they should be cooperatively planned and executed by administrators, teachers, students, alumni, and employing personnel in agriculture, business, industry, and the professions.
9. There is need for a critical re-examination and clarification of goals of higher education. These goals should be clearly stated in a form that will reflect democratic ideals, sound principles of human nature, teaching and learning; and a sound psychology of college youth.
10. Fundamental purposes must be reviewed, interpreted, and continually clarified in the light of changing conditions.

11. The purposes of a college should be cooperatively developed by administrators, faculty, students, alumni, and lay citizens: these purposes should be clearly formulated and stated in terms of the kind of behavior desired on the part of college students.
12. The purposes of higher learning accepted by a college faculty or by an individual instructor should determine the kind of teaching desired and the use of instructional procedures in the college classroom.
13. More personnel policies and practices, which are conducive to personal and social adjustments on the part of college faculties and students, are needed in higher education.
14. Special programs are needed in higher education to identify the gifted and talented college youth.
15. An admissions program is needed in higher education which will attract and permit only students capable of doing college work.
16. Institutions of higher learning need to develop comprehensive, pure and applied research programs.
17. The general status of critical evaluative research on college teaching is inadequate.
18. Effective programs for the recruiting of more qualified and capable college teachers are needed in higher education.
19. The possibilities of improving college teaching are tremendous.

### RECOMMENDATIONS

The most significant recommendations for the improving of college teaching and learning at Florida Agricultural and Mechanical University were:

1. A committee on the improvement of college teaching should be organized. This committee should have as its sole responsibility the planning of a program to enhance the means and quality of learning.
2. The membership of the committee on college teaching should be composed of administrative personnel, faculty, and students. The members should represent all academic levels of the University.
3. The committee on the improvement of college teaching should plan faculty meetings to discuss the results of this study, and to devise channels by which the practical and feasible recommendations of the study may be utilized in solving immediate problems.
4. The committee on the improvement of college teaching should plan for an overall instructional self-evaluation of the instructional process wherein students, teachers, administrators and alumni appraise the effectiveness of teaching and learning.
5. On the basis of the results from the instructional self-evaluation, the committee should construct a functional program for the upgrading of teaching and learning. This functional program should be based



- upon the genuine and active interest of instructors, students and administrators.
6. Periodic evaluation should be made of the program for the improvement of instruction from the standpoint of process and product.
  7. The program for the improvement of instruction should emphasize:
    - A. Orientation activities for new teachers
    - B. Democratic supervisory activities
    - C. In-service education activities

Major recommendations pertaining to the improving of college teaching and learning in American higher education were:

1. College administrators should work on a continuing basis with graduate school personnel to plan functional programs for the preparing of college teachers.
2. College administrators should put forth more efforts in the direction of attracting, recruiting, and selecting qualified college instructors. It is suggested that the administrators elicit the cooperation of personnel in the graduate schools to help them identify superior candidates for college teaching; seek the cooperation of present faculty in locating and employing desirable candidates; and explore the possibility of utilizing the services of capable alumni.
3. Personnel in higher education should strive to maintain and improve the liberal education to which the colleges are committed, as it is only through the experiences of a liberal education that they may contribute to perpetuating and improving the democratic society.

#### RECOMMENDATIONS FOR FURTHER RESEARCH

The findings of this study seem to indicate a need for Florida Agricultural and Mechanical University to make the following studies:

1. Studies should be initiated to determine whether the faculty at Florida Agricultural and Mechanical University accepted the judgement of the students as valid and whether the faculty considered the student ratings of themselves as helpful.
2. This study should be repeated within two or three years to measure the extent of self-improvement resulting from the first study or merely to verify the original student judgement.
3. Periodic studies of teaching effectiveness should be conducted. These studies should include ratings by colleagues, alumni, administrators, students, and self-ratings of teachers.
4. Research needs to be conducted to determine what professional in-service experiences are desired and needed by the faculty, so that they may be instituted to up-grade present teaching and learning.



5. Action research studies need to be carried on by the college instructors to identify a variety of instructional methods, devices, techniques and materials; and to design ways of effective utilization of these processes and materials.

Based on the findings of this study, the following recommendations for further research in the area of college teaching were made:

1. Research should be conducted in an effort to establish more precise statements of the purposes of higher education in a democracy.
2. Additional studies are suggested to determine what is good college teaching and to identify essential conditions for effective teaching and learning.
3. An attempt should be made to gain insight into the factors influencing student judgement by studying the following variables: the student's grade in the course, sex of the student, year in college, size of class, and whether or not the course was required.
4. Research should be conducted to determine effective approaches to evaluating the services of faculty members. There is need for further development of a variety of rating scales and score cards to furnish a means of reducing subjective judgement to more objective form.
5. Further research should be conducted in an effort to develop a recruitment program which will insure good faculty appointment.
6. Continuous investigations should be carried on to explore further the various possibilities for cooperating with graduate school personnel in the devising of sound and functional pre-service education programs for prospective college teachers.
7. More studies are needed in the area of possible approaches to the identifying of the talented and gifted college youth.
8. Further research is needed to identify effective instructional procedures, methods, devices and materials.

## COORDINATION OF ACADEMIC COUNSELING

J. D. BECK

*Professor of Education*

Like many other institutions of higher learning, Florida Agricultural and Mechanical University is, presently, experiencing conditions of change. Some of the more compelling changes are: (1) The change from the semester to a trimester system of operation,\* (2) Raised general admission and retention standards; (3) Additional standards for admission and retention in certain programs, in keeping with requirements of accrediting agencies, such as The Council for the Accreditation of Teacher Education, The National League of Nursing, and similar organizations; (4) The Sophomore Comprehensive Examination; (5) The prospective "Basic" or General Education Curriculum; (6) Adjusting to a state-wide system of junior colleges; and (7) an anticipated increase in enrollment.

It is reasonable to assume that these conditions are accepted in the interest of greater service to the community and state and for the promotion of academic excellence in the institution. The changes, notwithstanding, are not without their known "side-effects" and possible consequences. Such changes, therefore, imply and, in fact, demand, that the institution organize and develop certain specialized services—special curricula, modes of teaching, special student personnel services, etc.—to insure the realization of its general aim. Of the services mentioned above, and others which might be suggested here, perhaps one of the most pressing is the need for a program which will systematically assist each student to examine, evaluate, and choose realistic personal goals, in terms of curricular offerings, and follow each student through toward the realization of his goals. Such a service is possible, only, through a well-conceived, organized, and coordinated university-wide program of academic counseling.

If, however, coordination is to become a pervasive reality and not simply a matter of esoteric educational jargon associated with a faculty committee, or an individual, a great deal of understanding and appreciation must be developed of the rationale underlying the concept as well as certain insights into operational aspects of the function.

It is, therefore, the purpose of this paper to present some brief facts which are believed pertinent in increasing understanding of the administration

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\*Unlike the semester system which operates on the traditional nine-month basis from September to June, the trimester system operates on a year round basis with the 1st, 2nd and 3rd trimesters running September through December, January through April and May through mid-August, respectively. Under this system, a student can earn as many credits from September through April as he could earn from September to June under a semester system.



and coordination of academic counseling in a comprehensive program of student personnel services.\*

The issues involved in the concepts of academic counseling and the coordination of such services are certainly deserving of much more detailed examination than is feasible in the few pages of this paper. The writer, therefore, makes no pretense of exhaustiveness.

In considering the subject, "Coordination of Academic Counseling," it seems that the following assumptions might provide a useful context:

1. The guidance function is unitary; there are *no* separate kinds of guidance. Labels such as "Vocational Guidance," "Educational Guidance," "Moral Guidance," etc. are helpful only to the extent that they indicate that certain aspects of the individual's problem fall primarily in such areas—all are phases of a continuous, unitary process.<sup>1</sup>
2. The faculty member is indispensable in the counseling process and there are specific methods, philosophically sound and decidedly practical, which can be utilized in the in-service training of faculty members in their assignments to counseling.<sup>2</sup>

These assumptions, when integrated and considered as a basic frame of reference, suggest that the student personnel point of view, with its accompanying helping-attitudes and implications, must be consciously actualized on the faculty level and such attitudes and implications must, in turn, be related in an organized fashion to the working of others in the total student personnel effort.

This means that the faculty advisor,† must not only develop a sensitivity to student needs relative to intellectual aspects, but must also be alert for the needs of students in other areas of development. In order to make his contribution, then the faculty advisor must function individually within the limitations of his academic role and in combination with others within the large scheme of a comprehensive program.

If the faculty advisor is to work effectively, individually and in combina-

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\*Student personnel services are concerned with the following functions: Selection for admission; Registration; Counseling; Health Service; Housing and food service; Student activities; Financial aid; Placement; Discipline; Special Clinics—remedial reading, study habits; Special Services—student orientation, veterans advisory services, foreign student program, marriage counseling, and religious activities and counseling. —Daniel D. Feder and others, *The Administrator of Student Personnel Programs in American Colleges and Universities*, The American Council on Education Studies, page 1.

†"Faculty Advisor" or "Academic Counselor" (terms used interchangeably) refers to the regular faculty member of the teaching faculty who assumes responsibility as an academic advisor to students.

<sup>1</sup>Edger G. Johnson, et. al., *The Role of Teachers in Guidance*, Prentice-Hall, Inc., Englewood, New Jersey, 1959, pp. 8-9.

<sup>2</sup>Melvne D. Hardee, *Faculty in College Counseling*, McGraw-Hill Book Co., New York, 1959, Preface viii.



tion with other aspects of the counseling program, his functions must be coordinated. Why is this important? Donald J. Shank stated:

“Coordination is necessary if each service is to make its maximum contribution, if overlapping is to be avoided, and if decisions affecting the student are to be made after consultation with all individuals able to make a contribution. Coordination is also necessary to avoid a feeling of competition between the various services.<sup>3</sup>

What, then, specifically, is the purpose and nature of coordination? Coordination involves unification of information, decision, and action—upward, downward, and crosswise.<sup>4</sup>

The purpose of this unification is to keep intact “the central design,” the operating relationships.<sup>5</sup>

Hardee stated:

“Certain relationships are built in order to facilitate this operation. The central design is that pattern envisioned by the institutional planners for accomplishing this wholeness of operation.<sup>6</sup>

Described as a theory of guidance administration, coordination is a process in which the interaction of relationships takes place. For such behavior to occur requires the bringing together in collaboration of two or more relative autonomous people for the attainment of a goal which neither can reach alone. Such behavior is goal-directed, interactive, and highly cognitive. It is an enabling process which covers the whole act of carrying into effect (action) rationally conceived means to the realization of defined organizational goals.<sup>7</sup>

Coordination is related to and affected by both the function and the organization within a program.

Coordinative effectiveness, however, is more related to function than to organization. Organization is important to the extent that it facilitates needed relationships.

Coordination, if effective, should (1) provide and maintain a spirit of unity or “oneness;” (2) build understanding among professional staff with professional counselors; (3) decreases or eliminates duplication of effort among the various offices in the institution, and (4) facilitates communication between individuals and groups working together on common tasks within the total institutional setting as well as the community.<sup>8</sup>

<sup>3</sup>Donald J. Shank, et. al., *The Teacher as Counselor*, ACE Studies, Ser. 6, No. 10, Washington, D. C., October, 1948, p. 35.

<sup>4</sup>Henry E. Niles, “Principles or Factors in Organization,” *The Faculty in College Counseling*, ed. Melvne D. Hardee, p. 90.

<sup>5</sup>Luther Gulick, “Notes on the Theory of Organization,” *The Faculty in College Counseling*, ed. Melvne D. Hardee, p. 151.

<sup>6</sup>Hardee, *Op. Cit.*, p. 151.

<sup>7</sup>Dorothy J. Dobrashin, “A Process Theory of Guidance Administration,” *Counselor Education and Supervision*, Vol. 1, NR 2, Winter, 1961, p. 91.

<sup>8</sup>Hardee, *Op. Cit.*, p. 151.

Like other aspects of specialized counseling, the coordination of academic advisement is facilitated when certain necessary conditions exist:

1. When the philosophy basic to counseling is analyzed and discussed by those who counsel.
2. When specific functions and responsibilities are defined and the duties of each officer are understood by the other officer.
3. When the functions and responsibilities as defined are accepted by each and regarded as important and worthwhile.
4. When individuals who counsel are given opportunity to participate in policy formation.
5. When there is an accounting made of the resources of counseling and the findings are made known to all who counsel.
6. When a means of communication of ideas among persons responsible for counseling is provided, and when these channels of information are used.
7. When there is a mutual deliberation on problems of individual students by those who counsel.
8. When there is a systematic evaluation of the counseling opportunities offered to students.<sup>9</sup>

While effective coordination reflects a spirit of unity based upon mutual respect, shared philosophy and reciprocal expectations within a maximum degree of permissiveness, implied, also, is the necessity for and the existence of an organizational scheme.

How and by what authority then, are faculty advisory programs organized and executed?

Because the administrative practice and authority used in the organization and execution of a particular program of faculty advisement is affected by the local situation in terms of institution philosophy, competence of personnel, and budgetary support, there is no "the" way of organizing and executing such programs. This has been clearly shown by Hardee.<sup>10</sup> Specific examples are: (1) Administration by a single individual, either in the student personnel area or the academic dean; (2) Administration by several individuals within an area; (3) Administration by a board, a committee, or a council; (4) Administration by a counseling center; and (5) Administration by an individual aided by a committee. The following are brief descriptions of five different practices mentioned here which might be utilized in the administration and coordination of academic counseling.

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<sup>9</sup>Hardee, *Ibid.*, pp. 151-52.

<sup>10</sup>Hardee, *Ibid.*, p. 45.



#### *Administration by an Individual in the Student Personnel Area or in Academic Area*

In such an arrangement, the coordinating authority for the faculty counseling program may be the Dean of Students, an Academic Dean or any qualified person in either of the two areas. Assume, for example, that the faculty counseling program was administered by the Dean of Students.

In such a case, the Dean of Student Welfare would not only have direct line of authority and responsibility for the counseling system involving the specialized student personnel workers, but also have direct and individual responsibility for organizing, executing, and coordinating the work of the faculty advisors.

#### *Administration by Two or More Individuals Working in Conjunction*

In this type of organization, the responsibility for the administration of academic counseling rests with two or more individuals working in conjunction; one being in the area of student welfare and the other in the academic area. An example would be the Dean of Students and the Dean of Instruction working in conjunction.

These college officials act to provide leadership and direction of offices and individuals operating under their line of authority, and also serve as co-chairmen in the coordinating relationship with faculty advisors. This pattern of organization facilitates communication between professional personnel workers, faculty advisors, curriculum committee members and other faculty members and educational workers.

#### *Administration by Board, Committee, or Council*

In this type of practice, the responsibility for organizing, executing and coordinating the work of faculty members who counsel students is vested in a committee composed of faculty, administrators, and representatives from all offices on the campus which do personnel work. The committee is a policy-forming group and is generally appointed by the president of the college.

This kind of administrative pattern lends itself to coordination within a framework of decentralized control. A committee so constituted does much to insure an effective "bridge" of understanding, support, and active participation between those teachers assigned specific counseling responsibilities and other vital areas in the institution.

#### *Administration by a Counseling Center*

In this type of practice the responsibility of the administration and coordination of academic counseling is carried out by a counseling center with its functions being directly responsible to the president of the college.



*Administration by an Individual Working in Conjunction with a Committee*

Here again, the coordinating authority may be the Dean of Students, Dean of a School, or some other qualified person. The coordinator is assisted by a committee on advising made up of one faculty member from each academic area of the college and permanent members from various areas of the Student Welfare Program.

The Coordinator of Advising, works directly with a committee on advising; these persons are called "Coordinating Advisors." These coordinating advisors take responsibility for working with faculty advisors in their respective divisions or departments in the operation of the advising system and assist the Coordinator of Advising in its improvement. They are in a position also to secure information from the faculty advisors in their departments or divisions concerning procedural difficulties, and to work with the Coordinator in arriving at workable solutions. The coordinating advisors assist in planning programs for in-service training designed to increase the effectiveness of advising students. They also assist the Coordinator in the selection of faculty advisors and the appraisal of their performances. This organizational pattern lends itself to the coordination of faculty counseling in multi-purpose and large institutions within a framework that is centrally organized, but is functionally decentralized.

These five organizational patterns for organizing, executing, and coordinating the work of faculty members who counsel students, illustrate with some degree of clarity that if the faculty member is to make a contribution to student counseling, the central design in which he operates must be envisioned and planned for accomplishing this wholeness of operation. Each of the patterns described, though different, might in a significant way promote conditions necessary for effective coordination.

In order to promote and maintain a functional program of faculty counseling, the methods and techniques for keeping intact the operating relationships must be carefully conceived, judiciously applied, and systematically evaluated, both in terms of operation and effect on student behavior. Essential to the effectiveness of such an advisory system is a capable coordinating authority who is sensitive, highly flexible, and whose overall function seems to be:

1. That of an architect and engineer—must use the powerful tool of time and learning to coordinate with broad vision the work of many specialists.
2. That of an observer—spends many hours studying the general aspects of the program as well as its detailed, specific workings.
3. That of an appraiser and critic—must be able to observe harmony as well as weaknesses.
4. That of an expert in human relations—must demonstrate an understanding of persons—their needs, motives, and personal goals.

5. That of a strategist or ethical promoter—through study and experience, decides when to push an issue concerning a program innovation, how to push, whom to enlist to help, and when to accede.
6. That of an interdisciplinary faculty member—operates most effectively as a member of all faculties.<sup>11</sup>

What are some approaches which have been found useful in “breathing the breath of life” into an organized faculty advisement program so that conditions essential to effective coordination, might become alive and vibrant? Several methods of approach have been found effective:

1. The case conference activity which brings together a number of teachers, counselors, and administrators to consider a student’s problem.
2. Informal conferences between the administrator of the problem of counseling, the faculty counselor, the student counselor, the non-counseling faculty member, and others.
3. Seminars and workshops proceeding under the direction of the person charged with directing or coordinating the counseling program.

Also, the coordination of academic advisement in a decentralized program may be effected through a system of central records—cooperative relationship which provides for reciprocal activities in building and maintaining a central record system and in using records to facilitate effective communication among those who counsel.<sup>12</sup>

Finally, in establishing a plan through which the faculty members’ special contribution can be made for the total guidance of the student, the guiding principle must be: Coordination is not a system of authority; it is, rather, a method of cooperation.

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<sup>11</sup>Hardee, *Ibid.*, pp. 151-52.

<sup>12</sup>Hardee, *Ibid.*, p. 149.



## OPERATIONAL PROFICIENCY OF SECRETARIES IN SELECTED OCCUPATIONS IN FLORIDA

BESSIE E. HARRIS

*Executive Secretary, College of Arts and Sciences*

This study is an attempt to determine the operational proficiency of secretaries in selected occupations in Florida. It is generally agreed that a proficient secretary is an important asset to the modern executive. Therefore, the purposes of this study are: 1) to create an awareness of the services which are rendered by properly trained secretaries; 2) to indicate the relative strengths and weaknesses of the individual secretary; and 3) to identify specific needs that may be met through an in-service training program.

In order to determine the operational proficiency of secretaries, a scale was designed to evaluate the secretary in important aspects of her role as the employer's assistant. Periodically, business magazines publish rating scales which can be self-administered by the individual secretary. It was believed by the writer, however, that the employer would give a more accurate appraisal of the secretary's operational proficiency than the secretary's self-rating.

The selected occupational areas were commerce, education, law and medicine. Using the rating scale, a bi-racial group of fifty-four executives evaluated their secretaries. The number of responses by areas were as follows: forty-six from educational institutions, four from law, three from medicine, one from a commercial enterprise. The sample covered urban and rural areas of north, south and west Florida.

Although it was recognized that an efficient secretary possesses all of these competencies and skills in differing degrees, these areas were set up in keeping with the second and third purposes of this study as previously stated.

The rating system was as follows: 4—if she performs the particular task almost always; 3—if she does it frequently; 2—if she does it occasionally; and 1—if the task is rarely performed.

Since the ratings of the first group were very high, a second group was rated to determine the extent of variation. For purposes of comparison, the findings will be given for the first group as Group X and for the second group as Group Y. While Group X is a mixed group of secretaries, Group Y consists only of educational secretaries.

Under the category of *training*, the scoring did not follow a logical pattern. Although Group X was composed predominantly of college students or college graduates, a high school graduate earned the highest average score; even though Group Y was predominantly college graduates, the business school graduates scored the highest average. This could imply that a good high school and/or business school training is adequate. Further investigation might

TABLE I  
COMPARATIVE ANALYSIS OF  
THE SECRETARIES ACCORDING TO AGE, TRAINING,  
PRESENT JOB EXPERIENCE AND LENGTH OF CAREER

CATEGORIES	Av. Group in		Av. Group in	
	No.	Group X	No.	Group Y
<b>TRAINING:</b>				
College Graduate	10	3.5	17	3.2
Business School Graduate	7	3.5	2	3.4
College Student	6	2.7	6	3.2
Business School Student	3	3.3		
Other	1	3.7		
<b>AGES</b>				
Over 40	7	3.7	2	3.3
30-40	13	3.2	9	3.4
20-30	6	3.5	14	3.1
<b>LENGTH OF EXPERIENCE AS SECRETARY:</b>				
Less than five years	5	3.2	6	2.8
Five to ten years	13	3.6	14	3.5
Over ten years	9	3.4	6	3.7
<b>LENGTH OF SERVICE WITH THE PRESENT EMPLOYER:</b>				
Less than five years	15	3.5	14	3.3
Five to ten years	10	3.4	6	3.4
Over ten years	1	3.6	5	3.0

reveal that successful secretaries who have only a high school or business school training might possess innate qualities and abilities which in others a collegiate experience must develop. Several other assumptions might be made, also: 1) The college training program might not be intensive enough in the preparation of secretaries as compared with business schools. 2) College trained persons may think of secretarial work as merely a stepping-stone to some other field of endeavor, therefore they would not be as highly motivated as business school graduates.

The comparative analysis of Groups X and Y according to age did not reveal an increase in competence with physical maturity. However, with Group Y, it was shown that competence did increase with job maturity. Normally, it would be expected that physical and on-the-job maturity would yield increased competence. Does this discrepancy, then stem from inconsistent evaluation of the secretary by the executive?



TABLE II  
SUMMARY OF THE FINDINGS

AREAS	AVERAGE SCORE	
	Group X	Group Y
	H. P. S*—4.0	
Organization of Work	3.1	3.3
Clerical Abilities and Habits	3.7	3.4
Filing and Finding	3.4	2.8
Housekeeping	3.4	3.3
Handling the Mail	3.1	3.0
Communication Responsibilities	3.6	3.4
Her Know How	3.4	3.3
The Human Relations Element	3.7	3.5
While the Boss Is Away	3.6	3.4

\*H. P. S.—Highest Possible Score

Group Y scored consistently lower than Group X in all areas except "Organization of Work." The majority of the secretaries in Group Y were college graduates, and a greater number in Group X than in Group Y were business school graduates. Further investigation might reveal that a college degree is not the prime requisite for a successful secretarial career. Theoretically, however, college training should greatly enhance the rate of progress and the quality of development from a regular secretarial position to an executive secretary or an administrative assistant.

Under the section, *Organization of Work*, Group X adjusted their work schedules to varied office tempos with greater ease than Group Y. They were more discrete in observing rest periods or coffee breaks. And they were more cautious about leaving the office unattended as well as the wise use of the slack periods. Group Y had a higher rating in arriving at the office before the employer, but scored low on completing each day's transactions before leaving at the end of the day.

With respect to *Clerical Abilities and Habits*, Groups X and Y were equally skillful in handling requests and special instructions. However, Group X showed more initiative by answering routine correspondence.

Group Y scored lower in all categories under *Filing and Finding* than Group X.

Group X excelled in the category of *Housekeeping*. Both groups found it necessary to keep the office machines in good working condition. However, Group Y found it not necessary to perform little services such as filling pens, keeping ash trays clean, etc.

In many of the items of the section, *Handling the Mail*, Group Y was the weakest. However, both groups were prompt in dispatching the mail. Both groups scored low in aiding the dictator by underscoring important parts of letters and making marginal notations.

Throughout the entire section, *Communication Responsibilities*, Group X captured first place in every category except the first one, answering the telephone with the "voice with a smile."

Under the category, *Her Know How*, both groups were equally as tactful in handling callers. Group Y showed less initiative in trying new ways of simplifying and speeding up the work. In comparison, Group X shows less evidence of self-improvement in the skills in which they are weakest. Group Y shows little interest in professional organizations.

A slight margin distinguishes the respect extended by her co-workers in both groups and the strict observance of keeping office transactions in strict confidence.

Group X excelled in the category *While the Boss is Away*. Group Y were less efficient in making "on the spot" decisions and on keeping a daily diary of important transactions in his absence.

#### SOME REACTIONS

At the bottom of the rating scale, space was left for comments by employers. The respondents reacted as follows to the scale or certain items of the scale:

"As an executive secretary, she needs to accept more responsibilities for decision making."

"She doesn't open the mail."

"Not her job to see that all machines are kept in good working condition."

"Not her business to underline important parts of letters and make marginal notations that will aid in dictation."

"She hasn't time to scan tables of content of books and magazines and indicate articles of particular interest to the executive."

"My present secretary is one of the two best I've ever had."

"As office manager and bookkeeper, it is difficult for her to leave unfinished work in such order that someone else could carry it on if she fails to report to work the next day."

In response to item 3 under *Communication Responsibilities* only one respondent made this comment or assumed this attitude about telephone calls:

"To me all telephone calls are important either to me or to the caller." This observation was made:

"I know some employers who would consider underlining important parts of letters and making marginal notations that will aid in dictation; anticipating what information, notations, verifications, etc. needed by the employer and attach them to the incoming letter



and scanning the tables of content for articles that may be of particular interest *officious and undesirable.*"

From the reactions given by several of the respondents, it is obvious that the true meaning of a secretary, "keeper of the secret,"<sup>1</sup> has no significance. "Handling the Mail" is a duty which should not be denied a secretary. A trained secretary knows that mail of a personal nature, even if not marked PERSONAL, should be opened only by the addressee. A secretary, if she chooses, could do more damage from what she hears and sees in the run of a day than from what she remembers reading in a letter. A secretary is a confidant,<sup>2</sup> and her honesty and integrity should be beyond question.

There are techniques which simplify the tremendous task of communication and leave more time available for important transactions which only the executive can handle. A good secretary desires to use these techniques, for they also facilitate her duties.

The only way that a secretary can prove that she is professional is to perform in a professional manner. Schools, organizations, the U. S. Government, and trained personnel in the field of business spend countless hours seeking ways to facilitate business transactions. The efficient business enterprises put them into practice.

#### CONCLUSIONS

It may be concluded from this study: 1) that the services rendered by an efficient secretary are diversified; 2) that with a few exceptions—three, who received a perfect score, and two, who rated very poorly—the group reflected above average performance, efficiency and stability; 3) that the exceptionally high ratings overshadow the old adage, "a good secretary is hard to find;" 4) that the inconsistencies in ratings might be the results of partiality and leniency; and 5) that the reason the overall lower scoring by secretaries in Group Y might be that the secretarial positions are considered only as a stepping-stone to a better paying position.

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<sup>1</sup>Irene Place and Hicks, Charles B., *College Secretarial Procedures*, New York: Gregg Publishing Division, McGraw Hill Book Company, Inc., p. 5.

<sup>2</sup>*Ibid.*

## SOME PRACTICES IN CONDUCTING OFF-CAMPUS STUDENT TEACHING IN SELECTED INSTITUTIONS OF GEORGIA<sup>1</sup>

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and

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The purpose of this article is to present and interpret data pertaining to some practices in conducting programs of off-campus student teaching in selected institutions of Georgia. Data were gathered through personal interviews with the Director of Student Teaching from the following institutions: Albany State College, Clark College, Fort Valley State College, Morehouse College, Morris Brown College, Paine College, Savannah State College and Spelman College.

The data relative to the major practices in conducting programs of the off-campus student teaching were collected under the following headings: (1) contractual relations existing between the colleges and cooperating school systems, (2) content of contractual agreement, (3) duration of contractual agreement, (4) average number of student teachers supervised by directors of student teachers during the 1959-1960 academic year, (5) frequency with which directors of student teaching visited student teachers and the per cent of time devoted to the supervision of student teaching, (6) semester hour teaching load of directors of student teaching exclusive of the course in student teaching and per cent of time devoted to teaching (excluding student teaching seminars), (7) distance traveled one academic year, (8) distance traveled between the college and the most distant cooperating school by college supervisor of student teaching, (9) number of clock hours directors of student teaching spent per week counseling students other than student teachers during the 1959-60 academic year, (10) number of clock hours directors of student teaching spent per week in individual conferences with student teachers during the 1959-60 academic year, (11) number of clock hours directors of student teaching spent per week in group conferences with student teachers during the 1959-60 academic year, (12) number of clock hours directors of student teaching spent per week in office work exclusive of time spent in conferences and in counseling during the 1959-60 academic year, and (13) number of clock hours directors of student teaching spent per week visiting cooperating schools in the interest of student teachers during the 1959-60 academic year.

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<sup>1</sup>Mercer, Walter A., *The Organization and Administration of Off-Campus Student Teaching in Relation to Professional Experiences in Selected Institutions of Georgia*, unpublished Ed.D. dissertation, School of Education, Indiana University, 1961, 252 pp., ix.



The findings with respect to practices in conducting programs of off-campus student teaching were organized into the 13 aspects which follow:

*Contractual Relations Existing Between the Colleges and the Cooperating Systems.*

A variety of practices existed with reference to contractual relations between the colleges and cooperating school systems. Half of the colleges used a written contract while three of them used an official letter of recognition. One institution made use of a written memorandum.

*Content of Contractual Agreement Existing Between the Colleges and the Cooperating School Systems.*

The content of the contractual agreement was varied. In three of the institutions, the content included the responsibilities of the institution, the responsibilities of the cooperating school systems, and values of cooperation while two institutions included an agreement that student teaching could be done in the school system. The content of the contractual agreement consisted of the responsibilities of the institutions and the responsibilities of the cooperating school system in one institution whereas values of cooperation were included in another institution. In one institution, the content of the contractual agreement consisted of the responsibilities of the cooperating school system, values of cooperation, and criteria for the selection of cooperating teachers and the amount of honorarium to be given by the State Department of Education.

*Duration of the Contractual Agreement Existing Between the Colleges and Cooperating School System.*

The duration of the contractual agreement varied from one quarter (12 weeks) to an indefinite period of time.

*Number of Student Teachers Supervised Per Student Teaching Session by Student Teaching During the 1959-60 Academic Year*

The number of student teachers supervised by the directors of student teaching varied greatly according to the size of the school or department, the number of student teaching sessions, and the number of college supervisors available. The number of student teachers supervised by seven directors of student teaching ranged from 9-10 to 19-20. The mean number of student teachers supervised by seven directors of student teaching per student teaching session during the 1959-60 academic year was 15.7 and the median was 16.

*Frequency Which Directors of Student Teaching Visited Teachers and the Per Cent of Time Devoted to the Supervision of Student Teaching.*

On this point practices varied considerably. The average length of each visit of the seven directors who engaged in this activity ranged from one clock hour to the number of clock hours needed by the particular student teacher. The number of student teachers supervised by each of these seven directors

ranged from nine to 20 with an average of 15.7. One institution indicated that the number of visits depended in every case upon the needs of the particular student teacher. The number of visits of the remaining six directors who engaged in this activity ranged from three to 10 with an average of 4.5. The per cent of time these directors devoted to the supervision of student teaching ranged from 40 to 100 per cent with an average of approximately 75 per cent.

*Semester Hour Teaching Load of Directors of Student Teaching Exclusive of the Course in Student Teaching and Per Cent of Time Devoted to This Other Teaching (excluding student teaching seminars)*

Here again there was considerable variation. For the six directors who taught and supervised, the teaching load ranged from three to nine semester hours of teaching with an average of 2.8 semester hours. One director devoted the majority of his time to teaching and no time to the supervision of student teachers while a director in another institution devoted the majority of his time to the supervision of student teachers and no time to teaching. Of the six directors who taught and supervised student teachers, the per cent of time devoted to teaching ranged from 25 to 90 with a mean of 41.7 per cent. Of the seven directors who supervised student teachers, the number of student teachers supervised per student teaching session ranged from nine to 20 with an average of approximately 16 students.

*Distance Traveled One Way by the College Supervisors and/or Directors of Student Teaching to the Nearest Cooperating School During the 1959-60 Academic Year*

The number of miles traveled to the most distant cooperating school ranged from 1-10 to 91-100. In half of the institutions the college supervisors and/or directors traveled from one to 10 miles to the most distant cooperating school.

*Number of Clock Hours Directors of Student Teaching Spent Per Week Counseling Students Other Than Student Teachers During the 1959-60 Academic Year*

The number of clock hours directors of student teaching spent per week counseling students other than student teachers ranged from zero to 10 with a mean of 4.6.

*Number of Clock Hours Directors of Student Teaching Spent Per Week in the Individual Conferences with Student Teachers During the 1959-60 Academic Year*

The time spent ranged from zero to seven clock hours with a mean and median of 3.9 and 4.5 respectively.



*Number of Clock Hours Director of Student Teaching Spent Per Week in Group Conferences with Student Teachers During the 1959-60 Academic Year*

The number of clock hours which the directors held in group conferences with students ranged from zero to seven (eight directors). Of the seven directors who supervised student teachers, the number of clock hours spent in office work exclusive of time spent in conferences and in counseling ranged from 1-5 to 11-15 with a mean and a median of 10.4 and six hours respectively.

*Number of Clock Hours Director of Student Teaching Spent Per Week Visiting Cooperating Schools in the Interest of Student Teachers During the 1959-60 Academic Year*

Here there was wide variation. For the seven directors who visited cooperating schools, the number of clock hours ranged from 6-10 to 26-30 with a mean and median of 14.9 and 13.5 hours respectively.

Concerning the practices in conducting programs of off-campus student teaching, the following conclusions were drawn:

1. With references to contractual relations between the colleges and cooperating school systems, a variety of practices existed which included a written contract in some instances and an official letter of recognition in other instances.
2. In general, the content of the contractual agreement varied and included some combination of the following: responsibilities of the cooperating school systems, values of cooperation, criteria for the selection of supervising teachers and the amount of honorarium to be given by the State Department of Education, and agreement that student teaching could be done in the school system.
3. The duration of the contractual agreement varied from one quarter (12 weeks) to an indefinite period of time.
4. Variation in the number of student teachers supervised per student teaching session by the seven directors was great.
5. In general, the average length of each visit in clock hours, and the number student teachers visited per student teaching session, and the number of times each student teacher was visited varied considerably.
6. Considerable variation existed in the institutions with respect to semester hour teaching load, per cent of time devoted to teaching, and the number of student teachers supervised by the directors per student teaching session.
7. The nearest cooperating schools serving the majority of institutions were located within a reasonable distance of the institutions.
8. The most distant cooperating schools serving half of the institutions were located within a reasonable distance of the institutions although in other instances the distance appears too far.

9. Considerable variation existed in the number of clock hours directors of student teaching spent per week in counseling students other than student teachers. The number ranged from none to seven clock hours.
10. The time which directors of student teaching spent per week in individual conferences with student teachers ranged from none to seven clock hours.
11. From none to seven clock hours was the range of time which directors of student teaching spent in group conferences with student teachers.
12. The approximate number of clock hours spent by directors of student teachers per week in office work exclusive of time spent in counseling ranged from one to 15.
13. There was wide variations in the number of clock hours directors of student teaching spent per week visiting cooperating schools in the interest of student teachers. The number ranged from approximately six to 30.

#### RECOMMENDATIONS

1. The teaching load of the director of student teaching should be reduced.
2. There should be an in-service education program for all persons engaged in work with the student teacher.



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## THE IMPROVEMENT OF COLLEGE TEACHING\*

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There exists abundant evidence of the need to improve instruction in colleges and universities attended predominantly by Negroes.

Especially significant are the following:

1. The low performance level of Negro college students and teachers on academic achievement tests, the Graduate Record Examination, the National Teachers Examination and other college, university, federal, state and local examinations.
2. The small number of Negro public high schools that have achieved regional accreditation.
3. Current movements toward elimination of economic and employment barriers, and the opening of equal opportunities for Negroes in industry, government, politics, and education.
4. The changing role and responsibility of Negro institutions in relationship to the desegregation-integration efforts at home and the equalitarian revolution in Africa and other parts of the world.
5. The obligation incumbent upon any college or university to take repeatedly a fresh, bold, and realistic look at the quality of its instructional program in the light of changing scientific, technological, socio-economic, and cultural trends, developments and changes in order to make certain that it fulfills its responsibility both to the society which established and supports it to the students who matriculate in it.

Assuming that colleges and universities for Negroes mirror in general the essential features, problems, and needs which characterize the whole of American higher institutions of learning, the need to improve instruction is substantiated further by the expressed concerns, discussions, and reports of national conferences and other groups.

While recognizing the need to improve college teaching and learning, the writer thinks that a majority of institutions for Negroes have put forth only meager and limited efforts to correct much of what they know to be responsible for the poor quality of college and university teaching, learning, and evaluation.

Applicable to the Negro College situation, perhaps, is this discouraging note sounded by the American Political Science Association:

In general, standard educational practices of fifty years still prevail. Except for the fact that post-war enrollments caused classes to be larger, the instructional techniques of the lecture section, with the smaller discussion group or quiz section for the beginning course and

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\*Address Delivered at the Fall Trimester Faculty Planning Conference September 1, 1962, Florida A. and M. University, Tallahassee, Florida.

the seminar room for the most advanced graduate courses, is still current procedure.<sup>1</sup>

Pertinent, also, is the following observation:

Most college teachers doubtless consider themselves to be effective teachers, and some would rate themselves as especially good. Flattering self-evaluations are not surprising, since few college teachers have ever had their instruction appraised by students or by colleges and few have ever been required to submit evidence of their effectiveness in the classroom.<sup>2</sup>

The current over-all situation in the opinion of the writer is best described by Dean Edmonson who said:

There is of course much teaching of superior quality in all colleges and professional schools, as well as some fair or even poor teaching. Inadequate efforts, however, are made to eliminate poor teaching; too little recognition is extended to staff members who excell in classroom instruction, and some colleges and departments fail to create conditions favorable to a high quality of teaching.<sup>3</sup>

To most college teachers, and to students of higher education in particular, both the literature and research on college teaching and research are well known. However, it appears necessary to place in proper perspective current efforts to improve the quality of college teaching.

Despite the recognition of the problem and some early attempts to improve the situation throughout the long history of higher education, college and university teaching became characterized by the following opinions and attitudes:

- (1) The indispensable prerequisite for college teaching is the Ph.D., the symbol of mastery and research in one's specialized field.
- (2) A knowledge of subject matter is the principal, if not the sole, preparation needed for college teaching.
- (3) A college teacher's classroom is his private castle; it is beneath a college teacher's dignity to have his department head or the dean to sit in on his classes.<sup>4</sup>

Even though the above opinions and attitudes reflect, perhaps, to some extent the general situation, there is some evidence that during the latter part of the nineteenth century, a number of young men did attempt to prepare themselves for college and university teaching. Charles Eliot, George Ticknor, George Bancroft and Henry Wadsworth Longfellow were but the

<sup>1</sup>The American Political Science Association. *The Goals for Political Science*. (New York: William Sloane Associates, Inc., 1951), p. 278.

<sup>2</sup>J. B. Edmonson, "Improving the Effectiveness of College Teaching," *School and Society*, Vol. LXXVI, (October 4, 1954), p. 209.

<sup>3</sup>*Ibid.*, p. 209.

<sup>4</sup>*Ibid.*, p. 209; Also C. W. Martin, "Adverse Criticisms of Higher Education," *Peabody Journal of Education*, Vol. IX (1931), pp. 3-8.



vanguards of an illustrious group of Americans who studied abroad in order to prepare themselves for careers in American colleges and universities.<sup>5</sup>

However, these early notable efforts in time were over-shadowed by the majority of the faculties in American colleges and universities who felt that college teaching required no preparation other than specialization and/or research in a particular subject-matter discipline. And so for decades, if not for centuries, college and university teaching remained the only major learned profession for which there did not exist a well-defined program of preparation directed toward developing the competencies essential for effective teaching and learning.

It is perhaps safe to assume that a majority of the faculties of American colleges and universities learned what they know about teaching from observation and experience. They learned how to teach by imitating professors who were habituated in the use of lectures and how to conduct class discussions, and handle questions by sitting at the feet of doctrinaire professors. What they acquired about applying principles of learning and motivation was obtained in situations filled with negative suggestions and where teaching was badly directed, wasteful of time and effort, and consisted mostly of such tasks as blind routine teaching of assignments in the library, laboratory exercises that taught nothing new, or elaborate graphic representations of concepts already learned. Their notions of classroom management were learned in situations which featured such undesirable practices as failure to light and ventilate properly the classroom, to begin and end the class on time, writing on the blackboard while standing in front of it and erasing what was written before the material could be read and copied. They became quite efficient in the art of confusing "telling and talking" with teaching, and relying on examinations (often only the final) as the sole means of evaluation. Their criterion of excellence in teaching was the number of students who failed to pass their courses.

However, in the early part of the twentieth century, there began some positive clamor of criticism about the prevailing situation. According to Thompson, secondary schools, long accused of sending poorly trained students to colleges, turned on the colleges and accused them of poor teaching themselves. From liberal arts colleges came complaints corroborating the criticisms of secondary schools.<sup>6</sup>

Universities, too, became concerned about the kind of teaching going on in their freshman programs and began to express deep concern. David Starr

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<sup>5</sup>John S. Brubacher and Willis Rudy, *Higher Education in Transition*. (New York: Harper and Brothers, 1958), 209; also Charles F. Thwing, *The American and the German University* (New York: The MacMillan Co., 1928). Note especially Chapter III, "American Students in German Universities," pp. 40-77.

<sup>6</sup>W. O. Thompson, "The Case of Freshmen," *Proceedings of the National Educational Association*, 1907, p. 727.

Jordan, eminent president of Indiana and later of Stanford University, put it this way between 1900 and 1903, "No worse teaching is to be found than that in the freshman year of large universities."<sup>7</sup>

Charles Eliot in his inaugural address as President of Harvard College called attention to the need for the improvement of college and university teaching.<sup>8</sup>

In 1905, William Rainey Harper, President of the University of Chicago, ascribed the failure of young Ph.D.'s to not realizing that a different method was required to teach freshmen and sophomores than one used in the graduate school.<sup>9</sup>

Dean Andrew F. West of Princeton thought the besetting sin of the embryo Ph.D. college teacher was his "intensive knowledge of his own speciality and his extensive ignorance about the subject bordering on it; and overspecialization purchased at the price of research studies too often of second and third rate quality."<sup>10</sup>

George Santayana in 1894 remarked that young instructors were so intent on becoming scholars that they were becoming teachers only by accident.<sup>11</sup>

Woodrow Wilson, as President of Princeton University, joined in deploring the fact that faculties were losing their enthusiasm for teaching, and that they no longer possessed the close moral and sympathetic personal touch which they formerly possessed. As to what was going on in the classroom, he observed that we were permitting the side show to outshine the main tent.<sup>12</sup>

Dean Max McConn of Lehigh University summarized the situation this way in 1928, "He who can goes from college into life as a go getter or reformer; he who can't goes to graduate school and becomes a teacher."<sup>13</sup>

The late President W. P. Few of Duke University suggested that "men who expect to do college teaching will need teaching clinics, just as the intend-

<sup>7</sup>David S. Jordan, "University Tendencies in America" *Popular Science Monthly*, Vol. LXIII, (June 1903) p. 46; and "Perplexities of a College President," *Atlantic Monthly*, Vol. LXXXV, (April 1900), pp. 490-491.

<sup>8</sup>Charles W. Eliot, *Educational Reform*. (New York: Century Company, 1898) pp. 61-86. See also: Charles W. Eliot, "The History of American Teaching," *Educational Review*. Vol XXXXII. November 1911), p. 360.

<sup>9</sup>William R. Harper, *The Trend in Higher Education* (Chicago: University of Chicago Press, 1905), pp. 97-98.

<sup>10</sup>Andrew F. West, *Short Papers on American Liberal Education*. (New York: Charles Scribner's Sons, 1907), pp. 52-56.

<sup>11</sup>George Santayana, "Spirit and Ideals of Harvard University," *Educational Review*. Vol. vii (April 1894), p. 215.

<sup>12</sup>Woodrow Wilson, in Clark S. Northrop, William C. Lane, and John C. Shwab (eds.) *Representative Phi Beta Kappa Orations* (Boston: Houghton Mifflin Company, 1915), pp. 467-471.

<sup>13</sup>Max McCon. *College or Kindergarten*. New York: New Republic, Inc. 1928), pp. 3-4.



ing physician needs his clinics; and Duke University will not recommend for positions in college teaching even the men who hold the Ph.D. Degree unless they have availed themselves of opportunities provided here, or elsewhere, to test and develop their teaching ability, and have shown that they have some fitness for college teaching. Duke University will provide these opportunities in connection with its own college classes. For underclassmen, that is, especially for Freshmen and Sophomores, our teachers are chosen on account of their personal qualities and teaching power, as well as for knowledge of their subjects. Excellence in teaching wins promotion as surely as so-called productive scholarship. In connection with these classes, we expect to provide both observation and practice in college teaching."<sup>14</sup>

Evenden called to the attention of college and university administrators the need for improving college and university instruction. He offered a specific pattern for action and prefaced his suggestions with these remarks:

"The problem of providing satisfactory instruction in colleges is one of the last of the important problems to receive the attention of college administrators."<sup>15</sup>

Evenden made these concrete recommendations:

Unfailing recognition of commendable work in class instruction by commendable mention in an annual report, or at a staff meeting.

Visitation of the classes of successful teachers by young instructors who would have an opportunity to discuss with the older men teaching problems as well as visitations of the young men's classes by older faculty members.

Presentations of opportunities for college teachers to present to groups of teachers the subject matter organization and methods of instruction used by them in some of their essential courses.

Administrative encouragement of the preparation of course outlines, syllabi, annotated bibliographies, extracts from difficult sources, and administrative publication of these teaching aids. Experimentation with different types of instructional organization.

Increase in the amount of faculty participation in the determination of school policies which affect instructors and a decrease in faculty participation in general administration.

Appointment of college director of research and statistics, one of whose duties should be to conduct inter and intradepartmental studies such as:

- a. variations in marking standards among different instructors.
- b. ways in which sabbatical absences are used by the faculty.<sup>15</sup>

<sup>14</sup>E. H. Wilkins. "Report of the Commission on Enlistment and Training of College Teachers." *Association of American College Bulletin*, Vol. XXXV, XXXV, (1929), p. 46.

<sup>15</sup>E. S. Evenden. "The Improvement of College Teaching," *Teachers College Record*. Vol. XXIX, (April 1929), p. 587.



Later, Gray announced that "carefully controlled experiments to determine the relative merits of different teaching methods at the college level have not been undertaken."<sup>16</sup>

Finally, the Carnegie Foundation for the Advancement of Teaching and the Carnegie Corporation of New York provided a grant of funds to be used in making a study of the means whereby college and university instruction might be improved.

The literature of the period between 1900 and 1930 is full of the growing dissatisfaction with, and concern for the improvement of the quality of college teaching. One author observed:

In the ten years between 1919 and 1929 no less than 735 books and articles appeared, all of which dealt with some phase of college work—and the deluge still continues. In 222 of these publications curricular changes were described or recommended; in 256 some new procedure for handling students was discussed; there were 122 reports of experiments in methods of teaching and 135 descriptions of reorganization within some college or university. During the last twenty-five years several new journals and yearbooks devoted to the presentation of college methods have been founded—the *Journal of Higher Education*, *The Bulletin of the American Association of Colleges*, the *Junior College Journal*, the *North Central Association Quarterly*, the *Yearbooks of the American Association of Collegiate Registrars*, of the *Institute for Administrators of Higher Institutions*, of the *National Association of Dean of Women*, of the *Association of Urban Universities*, of the *Personnel Officers' Association*, of *College Teachers of Education*.

In addition, many universities have started series of bulletins—of which those from Purdue and Oregon are good examples—while others have published whole volumes of reports such as those from Chicago or Minnesota. The above list is only partial, but it indicates the immense amount of material that has appeared in recent years. All of this agitation should, in the course of time, lead to a fairly complete reorganization of higher education.<sup>17</sup>

Particularly significant was the publication in 1920 of *College Teaching: Studies in the Methods of Teaching in College* by Paul Klapper and a group of eighteen outstanding subject-matter specialists and *Teaching in College and University* by Carter V. Good in 1929. A survey of the literature indicates much active interest in and investigation of teaching problems at the college and university level. The desirability of organizing professional courses for college and university teachers was recognized by Kelley who stated:

It seems sure that a brighter day is coming in the training of college teachers. The first and foremost need in ushering in that brighter day is a clear recognition by the graduate schools that one of their principal functions, if not the principal function, is to train college teachers.

<sup>16</sup>W. S. Gray. *Current Educational Adjustments In Higher Education: Yearbook No. XVII. National Society of College Teachers of Education.* (Chicago: University of Chicago Press, 1929), p. 1.

<sup>17</sup>Luella Cole. *The Background for College Teaching.* (New York: Farrar and Rinehart, 1940), p. xi.



This will involve a fundamentally different sort of curriculum than now prevails in the requirements for a degree of Doctor of Philosophy. The second essential of this movement is the development of a spirit of experimentation and investigation on the part of college faculties themselves, in order that there shall grow up a body of definitely proved material in the fields of college organization and teaching. In the third place, it is necessary that, in the professional aspects of teacher training, the education courses should develop out of the new experimental material which is developing and should not be "warmed-over" courses from the field of elementary and secondary super education. Apprenticeship teaching should take place under the supervision of only thoroughly trained and recognized teachers.<sup>18</sup>

The following statement from the Purpose and Scope of the XVII *Yearbook of the National Society of College Teachers of Education* summarizes the trends toward the improvement of college and university instruction up to about 1930.

The chief purpose of this yearbook is to describe current efforts to improve instruction in higher institutions and to summarize the results of published studies relating to instruction in academic and professional schools. A report of this type is timely for several reasons. First, the interest of colleges, universities and professional schools in improving instruction has increased with surprising rapidity during recent years and is now keener than at any previous time. Furthermore, several hundred scientific studies of the problems of instruction in higher institutions have been published during recent years. Again, a large amount of experimental work is now in progress in various institutions, about which little is known by those making similar studies.<sup>19</sup>

As the momentum to improve college instruction grew, also did the opposition of academic faculties to requiring any special preparation for college teaching.

The following statement reflects the attitudes of some subject matter specialists to the suggestions that they needed special training in education methodology:

I am a college teacher. I am forty years old and therefore grew up in what must have been old-fashioned schools. I went to an old-fashioned college which had entrance requirements. I have a Ph.D. from an old-fashioned graduate faculty. I once taught college-entrance requirements in an old-fashioned preparatory school before it went progressive and became a county-day school. I am therefore unhappily insulated against any knowledge of new education. I have been subscribing to *School and Society* since the American Association of University Professors recommended it. Nearly every recent number give me a jolt. I learned that scholars are harmful to education. I learned that the object of education is the creation of citizens. I learned that the worst teaching in the country is college teaching. I learned that college teachers will soon have to take courses in education. All this is news to my innocent ears.<sup>20</sup>

<sup>18</sup>F. J. Kelly, "The Training of College Teachers," *Journal of Educational Research*, XVI (December 1927), pp. 332-341.

<sup>19</sup>W. S. Gray, *Loc cit.*, p. 1.

<sup>20</sup>G. B. Parks, "Nos Morituni," *School and Society*, 31:463-64. (1930). cited from Luella Cole, *The Background of College Teaching*, Op. cit. p. vii.

The opposition of subject matter specialists became loud, strong and effective, and served to focus and sharpen the issues. As a result, perhaps, a number of professional associations also took up the problems and issues, among them The Association of University Professors Association.<sup>21</sup>

Twelve thousand members of the Association were polled on definite questions. Information was sought as to the chief problems, suggestions for solving these problems, effective means for assisting teachers in service, recognition of good teaching, and methods of rewarding the same, as well as other pertinent features of competent instruction. To supplement the questionnaire, arrangements were made whereby a college professor was appointed Field Director and was able to visit a large number of instructors. He visited seventy colleges and universities throughout the nation and learned first hand the attitudes and recommendations of college teachers on the firing line of the academic scene.

The Committee Report on College and University Teaching in 1933 stirred up a storm of protests. While it recognized the necessity for specialization, the Committee did to some extent substantiate the fact that not all was well with college teaching.<sup>22</sup>

The conclusions of the survey stressed the fact that about every college teacher believed himself to be a good teacher, and there existed no known technique of convincing him to the contrary. The Committee noted that as is often common even today, both good and poor teachers make themselves known through campus gossip. Therefore, it was strongly recommended that some systematic plan be set up whereby the quality of teaching could be determined by more objective and reliable ways and means. However, the Committee believed that the development of criteria by which effective teaching could be recognized was a matter for local self-determination, with careful attention to standards that might be devised by regional or national organizations. In other words, within a given institution, individual departments and groups of related departments should do this in their own way through the cooperation of all members.

When thousands of professors were asked their opinion of the value of student evaluation of instruction, they were quick to remark that such techniques had failed due to untactful and injudicious procedures. As a substitute, they recommended self-studies by college teachers of their own work.

Much professional opposition was directed at formal visitations to college classrooms by presidents, deans, and other administrative officers. Even though

<sup>21</sup>President E. H. Wilkins of Oberlin stressed the importance of a study of improvement of college teaching at the annual meeting of the American Association of University Professors: See *Association of American College Bulletin*, Vol. XV, (March 1929), pp. 40-45.

<sup>22</sup>American Association of University Professors. *College and University Teaching. Report of the Committee on College and University Teachings.* (Washington: The Association, 1933).



such visits might be motivated by good intent, they felt that they would be misunderstood by teachers and students.

The Institute for Administrative Officers of Higher Education in 1930 published its report on the *Training of College Teachers* and like the report of the Association of University Professors they saw fit to suggest that there was need for some improvement in the quality of college and university teaching.<sup>23</sup>

A resolution passed by the Association of American Colleges and Universities urged a clear recognition of the functions of the graduate school to train both research specialists and college teachers and made specific recommendations concerning candidates who showed promise and interest in college teaching.<sup>24</sup>

Between 1930 and 1940 the movement to improve college teaching was decelerated by the necessity of coping with many perplexing problems and readjustments growing out of the Depression and the need to contribute to the national effort during the Second World War. Affecting the movement also, perhaps, were emphasis upon the fundamental reorganization of the curriculum and attention to provisions for the individual in higher education. So it was not until after the Second World War that the serious concern which characterized the 1900-1930 period began again to be expressed, and definite programs instituted to improve college and university teaching and learning. Among the significant attacks upon the problem were two large conferences sponsored by the American Council on Education and the U. S. Office of Education, one in December, 1949, on the Preparation of College Teachers, the other in December, 1950, on Improving College Instruction.<sup>25</sup> Also in 1950, the Office of Education published *Toward Better College Teaching* based primarily upon returns from check lists dealing with certain devices which had as the purpose the improvement of college teaching. In the foreword of the publication, John Dale Russell commented:

There is widespread demand in the country today for greater effectiveness in college teaching. Three facts help to account for this. The maturity and settle purposes of the veteran students is one. The rapid increase in the proportion of young people attending college is another. Finally, the cold war is highlighting the need for change in both materials, methods, and content of college education to prepare better for the social, economic, and civic problems of tomorrow.<sup>26</sup>

<sup>23</sup>W. S. Gray (ed), *Training of College Teachers. Proceedings of the Institute for Administration Officers of Higher Institutions*, Vol. II. (Chicago: University of Chicago Press, 1930).

<sup>24</sup>Association of American Colleges. *Op. cit.* pp. 40-42.

<sup>25</sup>T. C. Blegen and R. M. Cooper. (eds.), *The Preparation of College Teachers*. Report of a conference held at Chicago, Illinois, (December 8-10, 1949). (Washington: American Council on Education, 1950). Fred J. Kelly, (ed.). *Improving College Instruction*. Report of a conference held at Chicago, Illinois, (December 7-9, 1950). Washington: American Council on Education, 1951.

<sup>26</sup>Fred Kelly. *Toward Better College Teaching*, Federal Security Agency, Office of Education Bulletin 1950, No. 13 (Washington: U. S. Printing Office, 1950), p. iv.



The movement to improve college and university teaching spread rapidly throughout the nation soon after World War II. The goal of the movement was clearly defined by Dean Theodore C. Blegen of the Graduate School of the University of Minnesota in 1951, who stated that "The goal is the more effective and meaningful education of millions of people at the college level through more effective and meaningful teaching in the generation that we now face at mid-century. . . ."<sup>27</sup>

In 1952, Dean Edmonson of University of Michigan listed the following practices as samples of encouraging trends and developments in higher institutions as evidence of an increasing concern about improving the effectiveness of college teaching.<sup>28</sup>

1. In recent years some professional schools have sponsored conferences of staff members for the discussion of instructional problems with special attention to teaching techniques.
2. An increasing number of colleges are holding pre-opening conferences at which institutional problems are considered with attention to the improvement of college teaching.
3. National groups in subject-matter fields are devoting increased attention to problems of teaching in their meetings and publications.
4. State and national conferences on problems of higher education are being held at which the preparation of college teachers and college teaching are discussed.
5. A few colleges provide an in-service training program for new members of their faculty in order to give them a good orientation to the purposes and methods of the particular institution and to provide the means of assimilating them as members of the teaching staff.
6. Some colleges provide a faculty manual designed to give faculty members helpful suggestions. For example, a model syllabus for a course is included as part of the suggestions for course planning.
7. At the University of Chicago and the University of Michigan an annual award is provided for a staff member who had established a reputation for distinguished instructional service.
8. In some institutions an instructor in speech will be made available to the faculty for consultation about effective speaking. This includes the use of recording instruments for playing back to the instructor his own voice.
9. Some institutions designated a faculty member to whom instructors can turn for advice about their teaching.
10. Some institutions have a central examination office, staff members of which are available to the faculty to assist them in preparing and validating examination questions and building up pools of validated questions.
11. A few institutions have an evaluation service. Their staffs are available to any faculty member who desires help in making an evaluation of his work, and at intervals the service makes evaluations of the program and other aspects of the institution's work.

<sup>27</sup>Theodore C. Blegen, "A Movement Gains Momentum," *School and Society*, Vol. LXXV, (January 12, 1952), pp. 17-20.

<sup>28</sup>Edmonson, *Op. cit.*, pp. 211-212.



Even before, and especially since Dean Edmonson's summary, a number of significant developments and an extensive body of literature and research have appeared as evidence of an even greater awareness of concern about improving the quality and effectiveness of college and university instruction.

The Association for Higher Education of the National Education Association at its annual meeting has devoted considerable discussion to an analysis and study of the problem.

Several universities have established courses in methods of teaching and other problems of college teaching for doctoral candidates who expect to pursue college teaching as a career.

The North Central Association of Colleges and Secondary Schools appointed two committees that worked vigorously on the improvement of instructional procedures and curricular offerings—one in its liberal arts and another in its teachers colleges.

Beginning in 1949, the American Council on Education sponsored annual meetings on pre-service training of college teaching in which the major emphasis was placed on competence in classroom teaching.

The American Educational Research Association sponsored a study of instructional procedures used in a number of colleges and universities.

A second study by the U. S. Office of Education entitled *New Dimensions in Higher Education: Effectiveness in Teaching* reviews the research done since 1955 on class size, general methods of teaching, problem-oriented approaches to college teaching, and directed and indirect learning.

The October, 1960, issue of the *Review of Educational Research* summarizes the literature and research for the six-year period, 1954-60.

The American Association of University Professors at its 1960 and 1961 annual meetings devoted considerable discussion to the problem.

Under grants from the Fund for the Advancement of Education, a group of colleges and universities conducted a series of experiments in internship training for college teaching. The fund also sponsored a series of experiments on the utilization of college resources.

The Southern Regional Education Board has published two important bibliographies on college teaching which have become standard reference sources on the subject.

Among the significant development emanating from various sources is the research conducted by University of Chicago's Committee on the Preparation of College and University Teachers.<sup>29</sup> According to the study the typical college and university teacher is well prepared in his specialty, competent as a research scholar, generally high native intelligence, and sincere in his devotion to his scholarly interests.

<sup>29</sup>"The Preparation of College Teachers," A report prepared by the University of Chicago for a conference with college and university administrators on May 6, 1948, at the University of Chicago. (See also proceedings of the conference, May, 1948, pp. 10-17)

On the other hand, the study indicated that the weaknesses of college teachers fell into four large categories: (1) personal traits, (2) narrow training, (3) emphasis upon research rather than teaching, and (4) poor teaching techniques.

The findings of the university of Chicago research study corroborated earlier criticisms of college and university teaching.

One author has summarized these criticisms by reading through all the issues of twelve general magazines and twenty-one educational periodicals for the years 1927, 1928, and 1929 and tabulating the objections found. There were thirty-seven different criticisms which occurred with some frequency between 1 and 32. The eight most common adverse comments are listed below, together with the number of times each was found:

(1) The college teacher does not receive proper recognition for good teaching .....	32
(2) College teaching ignores individual differences .....	32
(3) Method of teaching are old fashioned, and there is not enough participation by the students .....	22
(4) Many teachers lack professional training .....	21
(5) College courses are poorly organized .....	16
(6) Students do not receive adequate guidance .....	16
(7) Freshmen and sophomore are taught by inferior teachers .....	12
(8) There is too much class work and too little self-education by the student .....	11

It is interesting that almost all these major criticisms have to do with the same topic—the need for better teaching.

Assuming that as a faculty we are similar to teachers in other colleges and universities, we may see that we, too, possess similar strengths and weaknesses; therefore, what has been said about needed reforms and improvements would likewise be relevant.

Surely it is not necessary to elaborate further upon the importance of quality in college teaching. The need to improve college instruction and the need for better preparation of college teachers have now been recognized by colleges and universities all over the nation. Some 20 or more have developed programs specially designed to train college teachers sufficiently to claim nationwide attention. But the contribution of all teachers on the creative side, whether to students' intellectual and personality growth, or to scholarly additions to knowledge, is not uniformly impressive; and there are too many instances of neutral, pedestrian, and uninspired teachers.

There are still too many instances of pedantic teaching, the absence of zestful recognition of the inquiring spirit, the stultifying character of examination, cut and dried laboratory work, and pressure for standardization. The subcharging of every faculty member to realize his own best potential, to being expendable, to playing a stimulating role in the lives of his students,



to refusing to go dead intellectually—all this has surely not yet been accomplished. Whatever the reasons may be, the conditions should be rectified as soon as possible. Our responsibility is too great, and the opportunity too great to waste our time and the time of our students in mediocrity in teaching. The pursuit of excellence in the application of learning principles, stimulating students learning through sound teaching procedures and methods, in developing student understanding, thinking and behavior, the mastery of subject matter content, and the achievement of scholarship must become the goals toward which all our efforts are directed.

However, in the pursuit of excellence, we should never forget that the ultimate object is the student, the student under guidance and instruction and inspiration, the student studying and growing into maturity, the student preparing himself for life and service in communities across the country, and around the world—students whose minds, personalities and characters make college teaching a fascinating and rewarding adventure.

The university exists not for the sake of chemistry, sociology or any other subject; not for the sake of any particular school, college, division or department; not for the sake of the faculty, or the state, or the alumni, or the college community, but for the sake of the student—the student conceived as one who is to develop into a mature well adjusted broadly educated, socially useful contributing member of a democratic society.

A college or university's responsibility to its students is not totally discharged by what we teach them through classroom lectures, library services, and laboratory experiments. It is still a pedagogical principle that we teach as much or more by what we are as by what we say.

While recognizing the need to focus our attention on the student, we must also take cognizance of the fact that beyond the students as individuals is the society and civilization of which they are part and which we seek to serve in a troubled and changing world. In short, the college faculty cannot escape the role in contemporary culture and the responsibility for looking out upon the world as it is, knowing why and how there is a divided world, and acknowledging the dichotomies which have to be resolved or at least brought into working relation, if peace in our time is ever to be a reality.

The urgent need, the categorical imperative, is to look at the kind of society in which we are being asked to carry the torch of learning, of truth-seeking, of interpretative and illuminating wisdom; to look at the kind of instructional goals we now profess; to look realistically, objectively, and dispassionately as possible at ourselves and to ask how our practice as college teachers add up to the demands, expectations, and ideals of our profession.

In terms of the frame of reference for this conference, which specifically is that of improving classroom teaching and learning, there is need to consider briefly two basic questions: What is Good College Teaching? and Upon

### What Factors or Conditions Does a Program of Quality Teaching and Learning Depend?

A working definition of effective college teaching might well involve success in efforts: (1) To insure mastery of essential skills and basic facts in a given field as well as the development of the ability to apply these to significant problems; (2) to strengthen the interests and habits required for continued independent study and investigation; and (3) to cultivate desirable civic attitudes such as honesty, dependability, resourcefulness, and co-operativeness expressed in terms of basic principles:<sup>30</sup>

1. Good college teaching is based upon clearly conceived and formulated objectives and purposes, defined and expressed in behavioral terms.
2. Good college teaching begins with knowing and understanding the student being taught.
3. Good college teaching is founded upon real mastery of subject matter content in the field of specialization and its related or allied fields, and in scholarship derived from and based upon research in the special field of specialization.
4. Good college teaching is directed at modifying the behavior of students by changing the methods and the concepts used in their thinking.
5. Good college teaching is both instruction and guidance and begins with knowledge the students actually have.
6. Good college teaching is adapted to individual differences.
7. Good college teaching induces the student to feel and believe that the courses he is pursuing are useful to him.
8. Good college teaching begins with the knowledges and experiences that students actually have.
9. Good college teaching is based upon an adequate understanding of the relation of subject matter content and principles of effective learning and teaching.
10. Good college teaching is kept stimulating to both instructor and students because it utilizes the "broader concepts of method."
11. Good college teaching involves cooperative, systematic, careful, long-range, unit and daily planning and the specific teaching.
12. Good college teaching emphasizes problem solving, inquiry, experimentation, participation and independent study and investigation.
13. Good college teaching is characterized by continuous and comprehensive fairness and impartiality, interesting and accuracy in grading.

In terms of good teaching practices successful college teachers are likely to follow many of the following:<sup>31</sup>

1. They (successful college teachers) define the major aims of their students. ....
2. They develop adequate outlines for their courses which they revise frequently. ....

<sup>30</sup>Edmonson, *Op. cit.*, p. 210.

<sup>31</sup>*Ibid.*, p. 213.



3. They discover early the extent to which students have the basic information or skills for successful course work. ....
4. They recommend one or more of the better basic textbooks for their course. ....
5. They make certain that the reference books on their reading lists are available in the libraries. ....
6. They assign outside work in such a way that it will be challenging to the students' efforts and interests. ....
7. They afford students adequate opportunities to appraise courses and take account of criticisms in revising outlines. ....
8. They cultivate an interest in the humorous incidents in their classes and make judicious use of humor in their teaching.
9. They provide adequate opportunities for students to raise questions regarding points on which additional information or explanations are desired. ....
10. They exhibit a genuine enthusiasm for the values and worthwhile-ness of their courses. ....
11. They exhibit marked faith in the potential success of college students and show a noticeable degree of patience in dealing with them. ....
12. They recognize the genuine value of a spirit of good will and friendliness in their classes. ....
13. They experiment with teaching techniques and seek continuously for better methods of teaching. ....
14. They share with students their own joy in learning, and work with students rather than seeking to impose personal opinions or prejudices on them. ....

Dean E. B. Robert of the College of Education of Louisiana State University has put it this way:

#### THE BEST COLLEGE TEACHER:

1. Not only knows the mechanics, the vocabulary, and the facts of his field but also knows relationships, particularly how his field is related to human wants and needs—to human behavior and attitudes and emotions.
2. Pursues his subject cooperatively with his students and does not regard it as a finished product to be "rammed down their throats" by the oracle who has learned the last word.
3. Regards his students as human beings who have a right to attend a university and who have personalities as sacred as his own.
4. Uses lectures, demonstrations, questions, discussions, examinations, readings, reports, etc. a natural and necessary means to an end and not as ends in themselves or as artificial "tricks" and "gadgets" of the profession.
5. Is himself a normal human being who acts naturally and is not a "super-stuffed-shirt" who lives in a rarefied atmosphere and uses sixty-cent words.
6. Has convictions and takes a stand based upon sound information and principles but is tolerant of views that differ from his own.
7. Never faces a class without adequate preparation but does not hesitate to vary content or procedures to meet the needs of a particular class or situation.

8. Knows one or two fields well but maintains a lively interest in many fields and activities, particularly in current affairs.
9. Works harmoniously with his colleagues, with other university personnel, and with other agencies of the community.
10. Has a supreme faith in the improbability of the human race, limitless optimism, and confidence in the ultimate triumph of truth and righteousness.
11. Is remembered by his students long after everything that he taught is forgotten.

One of the best statements on what is good college teaching is that of President Kenneth Irving Brown of Hiram College. According to President Brown:

A good college teacher is never completely satisfied with his teaching.

A good college teacher is ever on the alert for opportunity to improve his methods of teaching and to enrich the content of his courses.

A good college teacher through acquainting his students with the sources of information, scholarly opinion, and truth, makes himself progressively unneeded.

A good college teacher, recognizing that colleges and instructors alike are subject to hardening of the arteries, is watchful of degeneration and those losses of enthusiasm which the investigators of the North Central once pompously called, the "functional hypertension incident to decay."

A good college teacher expects administrative protection of his right to speak freely and unhampered in those areas where he has special competence or on those subjects where public opinion is divided, but he will not expect such protection to cover ill-considered statements in areas where he has no recognized competence.

A good college teacher so orders his days that, although time may be found for many admirable activities of professional or community interests, his teaching will at all times be made the major concern of his life.

A good college teacher seeks to strengthen in himself a sense of justice so that he may not at any time be open to the charge by student or faculty colleague of unfairness or partiality of treatment.

A good college teacher, recognizing the high esteem in which the teaching profession is held by the public, will endeavor to conform to the highest standards of his own conscience and the community of which he is a part.

A good college teacher is one who imparts not only facts but enthusiasms to his students.

A good college teacher is one who makes himself reasonably accessible to student problems that he may augment the work of the classroom with individual conferences.

A good college teacher is one who guards his own intellectual development in such ways that his teaching is continually enriched with the results of his expanding scholarly interests.

A good college teacher is both faithful teacher and counseling friend.

But any such pattern can apply only to a paragon. The men and women who make up our college faculties are creatures of flesh and blood with the weaknesses and the mediocrities of other professions. Yet occasionally there



rises on a campus a person of rich personality and assured integrity whose teaching satisfies the hungers of the eager student and at the same time stimulating those hungers. In his classroom intellectual enthusiasms are born; the spark of scholarly purpose bridges the gulf between the rostrum and the pupil's seat. And the student is subtly but definitely different for having been in the presence of a great teacher.

Of such is the kingdom of the college campus. Blessed is the college whose faculty contains a few such masters.

The theme of this conference is Improving College Teaching. We have had many conferences in the past. We shall have more in the future. We are, thank God, a conferring people. That way, democratic and intelligent, is the way to progress if our purposes are good, if we have candor and courage, if we apply intelligence, interest, knowledge, and analysis to our problems.

As we roll up our sleeves in preparation for a new era in Florida's expanding program of higher education and learning, we cannot neglect our efforts to improve the quality of our instruction.

The decade behind us suggests that during the next few years in Florida's higher education will be filled with vast and quickly moving events and changes, some to our liking, others perhaps not, but basically the issues we have to meet in the next few years all arise, I think, out of the central problem of how well we succeed in improving classroom teaching and learning.

As the state's major institution serving predominantly Negro students, we cannot afford the luxury of either "planned" or undesigned "obsolescence." We cannot run away from the greatest and most constant challenge we face, that of making certain that the aggregate of the results of our teaching will be a better product—a more learned, adjusted, thinking, creative, intelligent student.

No institution is better than its faculty. It follows, then, that if the faculty is the best measure of the quality of a college or university, the best way, perhaps the only way to improve instruction is through raising the quality of the faculty.

*How do we improve instruction through strengthening the college Teaching Faculty?*

By seeing to it that only those whose quality of dedicated commitment to and concern for teaching and for students remain in the teaching profession. We must by-pass the efforts to enter this sacred calling of these who are anemic, devitalized, frustrated, without direction, without strength of purpose, and without moral conviction.

We must initiate a bold, fresh, more professional institutional attack upon the wide problem of primary importance. Among the experiences which have been of greatest value are the following:

1. holding individual and group conferences
2. orienting new faculty meetings
3. evaluating faculty by students, alumni, and colleagues
4. increasing participation by faculty in curricula planning
5. utilizing faculty handbooks, syllabi, and bulletins
6. teaching by administrative officers
7. utilizing available psychometric data
8. recommending study by faculty
9. reorganizing and rewarding effective teaching
10. decreasing the hostility between faculty and administration by substituting a more "human-personal approach."<sup>32</sup>

Some may be disappointed at the failure to mention honor courses, tutorial services, curriculum re-organization, research and teaching assistants, and sabbatical leaves. Independent study by students is often proposed for improving achievement but a study of independent study plans will show that they are more demanding on the teacher than the student; there is also some doubt that the plan of sabbaticals is effective in vitalizing classroom performance.

In the opinion of the writer there are a number of things which we must do if the goal of improving college teaching is to be fully realized. Specifically, it appears that there is need for the following:

1. Re-evaluation of the philosophy and clarification of the basic objectives of the institution; its several schools and colleges, and departments, and relating the objectives of each course to those of the school, college, or department in which the course is being taught and to the larger goals of the institution.
2. Recognition of and acceptance on the part of the faculty that the improvement of teaching and learning is a faculty, not an administrative responsibility; keeping in mind, however, that leadership and stimulation must come from deans and department heads.
3. Initiation of an orientation program for beginning and new teachers.
4. Increasing the effectiveness of our faculty advisory and counseling services to students.
5. Creation of an environment that will make high student academic achievement, creativity and intellectual curiosity; and faculty scholarship and productivity not only respectable but something to be striven for.
6. Establishment of a comprehensive and continuous program of qualitative teacher and student self-evaluation; and a university wide controlled and supervised instructional evaluation program.

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<sup>32</sup>National Education Association: Association for Higher Education, "What Devices and Programs of In-service Education Have Proved Effective in the Improvement of Instruction," Report of Group 25 Current Issues in Higher Education, 1954, p. 215.



7. Setting up of a program of classroom observation and visitation involving faculty teams, deans, and department heads for instructional improvement purposes only.
8. Sponsoring of faculty in-service workshops and conferences centering around such instructional topics and problems as instructional planning, selecting and organizing subject-matter content, methods of college teaching, etc.
9. Making the library the real heart of the institution's instructional program, that is, increasing its use by both faculty and students.
10. Establishing a strong program of "general education" and erasing the artificial dividing lines between general education and specialization; and between specialization and professional education.
11. Recognizing the interrelatedness of research, scholarship, and teaching, and the development of a community of scholars and a small team of research specialists.
12. Raising the level of both teacher and student expectancy sufficiently high enough to demand the best in terms of excellence in teaching, learning, and conduct.

While the urge to do effective teaching can be stimulated and strengthened by the administration, a new program of faculty improvement of instruction must begin with the faculty itself rather than by way of administrative fiat. A most favorable climate would find faculty, administration, and students cooperating to have all possible ideas considered in required changes that might and should be made.

Significant teaching, innovations, and instructional experimentation are dependent upon faculty and administration who set their sights on improvements in the campus academic climate; use of the library, instructional planning, selecting and organizing subject-matter content, and the application of principles of effective teaching and learning. Not to be over-looked in any program designed to improve college teaching is the raising of the level of both teacher and student expectancy, and the recognition of the interrelatedness of research, scholarship, and teaching.

The road ahead is one which calls for courage, for vision, and for leadership. The challenge is ours. So, too, is the opportunity as one of Florida's and the South's most promising institutions.

If we live through the next decade with security, perhaps even sanity, we must find the courage, the patience, the strength, the imagination, and the faith which the world will need from us in such great measure.

These are truly days that try men's souls. But if we are the kind of faculty the Founders envisioned—it behooves us not to yield to fears and despair. We should remember that Charles Beard called the lesson of history: that when it got darkest one could see the stars. We should, as college teachers, point our students and our fellow citizens to the eternal stars represented by trained intelligence, by courageous action, and by undaunted faith in the ultimate triumph of cultural and spiritual values.

## BOOK REVIEW

Ardrey, Robert. *African Genesis*. New York: Athenum Press, 1961. pp. 380. \$6.95.

The author of *African Genesis* describes the book as a "personal investigation into the origins of man." Questions concerning the origins of man have intrigued scientists since the days of Darwin. Mr. Ardrey's interest is unusual, however, because he is a playwright rather than a practicing scientist. He became involved in the controversy of human evolution in 1955 while writing a series of articles on Africa for the *Reporter*. Discussions with anthropologists interested in Africa led Ardrey to a meeting with Raymond Dart, the discoverer of a highly controversial fossil called *Australopithecus Africanus*. Dart's claims for this fossil were not very well accepted by the bulk of the scientific world. Ardrey, more easily convinced than the skeptical scientists, undertook this book as a means of acquainting the world with the "revolutionary" discoveries of Dart and his co-workers.

Dart discovered *Australopithecus Africanus* in Taungs, South Africa in 1924. An anatomist by profession, Dart projected the following description of the South African man ape from a single immature skull: the skull was that of a five or six year old child; from the position of the *foramen magnum*—a little opening in the skull through which the spine connects with the brain—he could tell that the creature walked upright; he guessed that the adult creature would be about four feet tall and would weigh about ninety pounds; the adult brain was projected as about as large as that of a gorilla (brain case capacity averages 500cc. compared to an average of 1,450 cc. in man); the human-like teeth indicated that the creature was a canivore. According to Dart, the ape-man had been a transitional being possessing every significant human qualification other than man's big brain.

Dart's conclusions went against all anthropological evidence of his time. Anthropologists of the 1920's were still convinced that mankind had arisen in Asia. Previously discovered claimants for the title of "missing link" such as *Pithecanthropus erectus* and similar fossils had been found in Asia as had numerous primate fossils. No fossil background had been found for Dart's creature at that time. The *Pithecanthropus erectus* (erect ape man) fossils were described as roughly human in size and nearly human in brain capacity. Anthropology, therefore, was convinced that the big brain had been the first, not the last, of man's evolutionary endowments. "Such a creature as Dart's, with a human body and ape brain, managed to get things all backward."

Recent discoveries of rich deposits of fossil primates in Kenya, East Africa dating back to the Miocene geological period (12-25 million years) have provided a respectable primate background for the *Australopithecinae*. Subsequent discoveries of other fossils similar to Dart's original *Australopithecus africanus* (*Australopithecus prometheus*; *Plesianthropus transvaalensis*; *Paranthropus robustus*; and *Paranthropus crassidens*) by Dart and Robert Broom eventually con-



vinced anthropologists that Africa must be considered as a possible birthplace of humanity and that the *Australopithecinae* must be considered as possible ancestors of man.

The controversy should have ended with the acceptance of the *Australopithecinae* as a proto-human hominid group which may have been ancestral to man. But there remained the question of just how close was *Australopithecus* to modern humans. The anthropologists took the position that the creature was more ape than man and may have been an abortive evolutionary quirk which took place too late to have much significance for human evolution. Dart claimed that *Australopithecus* may have been the first member of the genus homo. Since anthropologists claim that man is the only animal capable of developing culture, Dart concluded that this animal must be a type of man. He based his conclusion upon his projection of *Australopithecus* as a canivorous hunter who consciously selected and used bone weapons to kill his prey. He also claimed that *Australopithecus prometheus* may have developed the use of fire. These cultural claims are still highly controversial. Recent discoveries by Dr. and Mrs. L. S. B. Leakey in East Africa (*Zinjanthropus*) may solve many of the questions surrounding the cultural status of the South African apes.

Perhaps the most interesting part of Ardrey's book is the portion devoted to the substantiation of the claim that contrary to the teachings of modern science, much of man's behavior is instinctual. Starting with the premise that *Australopithecus* was the father of man, and that a killer instinct and an affinity for weapons was bequeathed to his descendants, Ardrey goes on to build a case for several other human instincts. He presents considerable evidence from scientific publications to substantiate the position that man's instincts are: (1) territoriality, or a sense of property; (2) dominance, or a striving for status; (3) love and social cooperation in interaction with in-group members; (4) hostility and conflict in interaction involving out-group members; (5) and an instinct for society.

These instincts, according to Ardrey, have a long history among our animal ancestors. They cannot be eradicated artificially by society. Attempts to understand human behavior or to solve social problems, including international conflict and juvenile delinquency, which do not take into account the influence of these instincts are thought to be doomed to failure. This line of reasoning will not be too happily received among behavioral scientists.

The book is well written, well documented, and highly thought provoking. It will not be taken too seriously by either social or natural scientists. It will, however, stimulate a good deal of interest among educated laymen. It may eventually influence politics, race relations, and international relations as its viewpoints are debated among intellectuals in America and other western countries.

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