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GRADUATE STUDENTS AS PART-TIME TEACHERS
AT THE OHIO STATE UNIVERSITY

DISSERTATION


Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

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The Ohio State University
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CHAPTER I

INTRODUCTION

I. BACKGROUND OF THE PROBLEM

The Ohio State University is typical of large universities having a graduate school and undergraduate colleges on the same campus. Such institutions face many common problems. One such problem is to find an adequate teaching staff for the constantly expanding undergraduate enrollment. One solution is to use graduate students as part-time teachers.

Ohio State University and other institutions with extensive graduate and undergraduate programs show a situation in which three distinct services--personal, professional, and institutional--are achieved by using graduate students as part-time teachers. The personal service to graduate students is threefold. It furnishes them with financial support while they attend school; it permits them to acquire teaching experience; it provides them the opportunity of receiving personal benefits from teaching. At the same time, the professional interests of higher education may be served through the recruitment and preparation of college teachers from the ranks of graduate students. The opportunity exists to improve the college-teaching profession at this point of active preparation for a teaching career. The university is served by supplementing

its regular teaching staff with graduate students as part-time teachers and thereby fulfilling a staff need for the undergraduate program.

The three services--to the graduate student, to the college-teaching profession, and to the university--are all performed to some extent by using graduate students in a part-time capacity as teachers. The graduate student receives financial aid and teaching experience; the college-teaching profession has the opportunity to have a program of teacher recruitment and development; and the university solves a staff problem.

The use of graduate students as teachers seems to be beneficial from several viewpoints and eases some serious problems in universities; but, at the same time, their use creates other educational problems. The problems arising from the use of graduate students as part-time teachers may be identified by examining some of the differences between part-time teachers and members of the regular teaching staff.

Every college and university wishes to hire the best staff available. Institutional policies regarding tenure, rank, retirement, and salary are used to attract qualified personnel. The graduate-student--part-time teacher, however, is exempt from many institutions' policies of selection, tenure, and retirement.

A second difference between the graduate-student--part-time teacher and the members of the regular staff is in teaching experience. Graduate students tend to be in the first stages of their careers; in some instances, they have never taught previous

to their current teaching experience. Some may have taught in secondary schools whereas some may have had college-teaching experience. It seems safe to assume, however, that, in general, full-time teachers have had considerably more college-teaching experience than have graduate students who are part-time teachers.

A third difference lies in the career expectations of some graduate-student--part-time teachers. The regular staff members are following their chosen career of college teaching. Some of the part-time teachers, however, do not intend to become career teachers. A person may be very conscientious in his teaching even though he does not expect to make a career of teaching. On the other hand, it seems reasonable to assume that a person expecting to make a career of teaching would be interested in learning as much as possible of his chosen profession. A teacher instructing as a temporary expedient would be more likely to favor his own responsibilities as a graduate student than those of his teaching.

One viewpoint on the use of graduate students as part-time teachers is given by Williams:

It is not the least of the sins of the universities that many of the basic courses in the all-important freshman year (just when the student is establishing fundamental values and attitudes about learning) are taught by young graduate students. These young teachers lack experience, and have usually had little counsel on the methods or the ideals that a university teacher should have, no real indication from older faculty members that good teaching is an important goal, and no

great incentive (and very little time) to do anything well except try to make A's in their own courses and write acceptable dissertations.¹

The graduate-student--part-time teacher plays an important role in the educational picture at the Ohio State University and in similar institutions; but, at the same time, there are important differences between the graduate student as a teacher and the regular staff member. These differences may have important consequences in the educational practices of the Ohio State University and may affect the level of instruction at a point which has a profound influence upon the freshmen and sophomores in their critical first and second years of higher education.

II. THE PURPOSE OF THE STUDY

The basic purpose of this study is to examine the role played by graduate students as part-time teachers at the Ohio State University and to examine means whereby that role may be made more effective. The role played by the part-time teachers is studied in terms of the four areas of qualification, function, effectiveness, and supervision.

The Specific Objectives of the Study

The more specific objectives of this study grow out of the basic purpose. They are:

1. To describe the qualifications of part-time teachers

¹George Williams, Some of My Best Friends are Professors, Abelard-Schuman, New York, 1958, p. 98.

and the functions they perform in undergraduate education as related to

- a. vital statistics.
- b. areas of study as preparation for the teaching field.
- c. teaching experience.
- d. professional education.
- e. personal experiences of a broadening nature.
- f. the level of students taught and the function of the course in the student's program.
- g. the distribution of teaching responsibilities between the part-time teacher and other staff.

2. To describe the teaching activities used by the part-time teachers and to compare their methods with those of a group of full-time teachers in six areas of teaching as shown by

- a. statements of teaching objectives.
- b. the use of classroom-teaching techniques.
- c. the nature of student assignments.
- d. help given students with academic problems.
- e. help provided students with nonacademic problems.
- f. student evaluation.

3. To describe the means by which the part-time teachers were supervised by regular staff members to direct their teaching and to develop them as future professional college teachers.

4. To make recommendations concerning the use of part-time teachers so they may be used more effectively and so they may have an opportunity to develop as professional college teachers.

III. DEFINITIONS, ASSUMPTIONS, AND DELIMITATIONS OF THE STUDY

Definitions

1. The term part-time teacher used in this study identifies one who is teaching part time in an undergraduate college and doing graduate study at the same time. Each part-time teacher has the dual commitment of graduate study and college teaching.

2. The term full-time teacher used in this study identifies one of the fifteen regular staff members at the Ohio State University interviewed for this study. Each of the full-time teachers was picked as a representative of those with reputations for being excellent teachers.

3. Control supervision is the direct supervision of teachers by those with authority through the course of study, testing, and grading and is designed to standardize teaching practices for the protection of students, institution, and faculty.

4. Developmental supervision is the supervision of teachers by those with authority through a program of meetings, observations, or other methods, and is designed to develop professional skills and attitudes of teachers.

5. The teaching field is defined as the instructional department under which the teacher teaches; for example, sociology, English, or mathematics.

6. Professional education is defined as course work which contributes directly to the college-teaching profession, such as the study of educational problems or the nature of learning.

7. General education is that which contributes to the overall education of students rather than to preparation for a profession. A first course in economics for a student not majoring in economics would be an example.

8. The academic major consists of courses which are considered as part of a student's major field in a program which includes such a field. A course in economics for a student majoring in social studies in the college of education would be an example.

9. The professional major consists of course work in a professional field which contributes to the professional development of the student in a program which includes such a field. A course in economics for a student expecting to be a professional economist would be an example.

10. Teaching methods are those activities carried on by the teacher in instructing students, such as classroom teaching, student evaluation, counseling of students, and teaching objectives.

Assumptions

A. Assumptions about qualifications and functions of part-time teachers.

1. Academic education in the teaching field, academic education of a general nature, and professional education all contribute to the quality of teaching of the part-time teachers.

2. Prior teaching experiences of part-time teachers contribute to the quality of teaching.

3. Broadening experiences, such as travel and outside employment, contribute to the quality of teaching of the part-time teachers.

B. Assumptions about teaching methods.

1. A teacher should have teaching objectives in the course he teaches which are in addition to the objectives of teaching an organized body of knowledge, a skill, or both.

2. A teacher should use classroom-teaching techniques of a teacher-centered nature, of a student-problem-centered nature, and of an active-student-participation nature.

3. A teacher should give assignments which allow students freedom and initiative in their completion at least part of the time.

4. A teacher should encourage superior students to do more than a minimum by giving extra recognition for extra work.

5. A teacher should make a positive effort to help students needing assistance in learning.

6. A teacher should counsel students on personal problems.

7. A teacher should refer students to campus personnel agencies when appropriate.

8. The evaluation of students should be based on a wide range of activities.

9. The evaluation of students should be based on clear and consistent standards.

10. The process of evaluation should be used for guidance purposes and to promote learning.

C. Assumptions about supervision of part-time teachers.

1. Supervision of an inexperienced teacher by an experienced one, using methods designed to control and standardize the course of study and the evaluation would contribute to the quality of teaching of the inexperienced teacher.

2. Supervision of an inexperienced teacher by an experienced one using methods designed to develop professional skills and attitudes would contribute to the professional ability of the inexperienced teacher.

Delimitation of the Study

The data for this study were gathered through personal interviews during the spring quarter of the 1955-56 school year.

Information was collected from a sample of sixty-two graduate students who were also part-time teachers. Implications found are limited to the persons investigated while implications for the entire population of part-time teachers at Ohio State University are circumscribed by the limitations of statistical relationships.

The implications found for the population under study are also limited to the particular period of time in which the data were collected. The value of the study at a later time is limited by whether or not the information obtained is still valid.

The significance of the findings for other institutions are limited by the extent to which the situations are similar to those at the Ohio State University at the time the data were collected.

The conclusions reached were based upon data which were gathered through personal interviews. Some discussions and conclusions in this study are based upon data which were classified by the author from interview data. Some interview data were not readily classifiable, some were of such a nature that two individuals might disagree about their classification, and some were readily classifiable. The discussions and conclusions in this study are valid to the degree that the classification procedure used was valid.

IV. THE SIGNIFICANCE OF THE STUDY

The college-teaching profession is one which does not require the beginner to have active participation in professional duties under the supervision of experienced members of the profession. Medicine, dentistry, and elementary and secondary teaching are examples of professions which require a period of professional practice under supervision. The college-teaching profession in the United States, however, has no universally accepted method of initiating new members into professional practice. The use of graduate students as part-time teachers is one opportunity for beginning professional members to teach under supervision.

With the college-teaching profession undergoing a period of rapid growth and with the likelihood that increasingly greater numbers of college teachers will be needed in the foreseeable future, the demand for part-time college teachers will become greater than it is at present, and the use of part-time teachers probably will expand.

A study is needed that will furnish a basis for the effective use of part-time teachers and for their development into effective full-time members of the profession. To make such a study is the intention of this investigator.

CHAPTER II

A REVIEW OF THE LITERATURE PERTINENT TO THE PROBLEM

The qualifications and functions of college teachers, the teaching methods used by college teachers, and the methods of supervision of college teachers are pertinent to this study. To establish a context for each of the three descriptions of part-time teachers, characteristics, methods, and supervision, and to determine what research and commentary had been made in these areas, the literature was studied and will be reported in this chapter.

The first portion of literature to be discussed reveals some of the historical perspective and conflict over the desired characteristics of college teachers and ways of developing those characteristics. The second portion is used to develop the assumptions which will be used to describe the teaching methods of the part-time teachers. The third portion reveals literature pertaining to the supervision of beginning college teachers.

I. LITERATURE PERTAINING TO THE DESIRABLE CHARACTERISTICS OF COLLEGE TEACHERS

The literature reflects the opinion of one group which is dissatisfied with traditional programs of college-teacher

preparation, and of another which resists changing what it felt was a sound program. Other literature shows the emergence of new forces requiring a different type of teacher. There has been an increasing demand from the colleges since World War I for a new kind of college teacher. Educational developments seemed to necessitate a teacher with different qualities. The graduate schools, on the other hand, have resisted changes in college-teacher preparation.

Voices have been raised with increasing frequency concerning the aptness of current practices in the preparation of college teachers. The basic trend appears to be that activities and needs of college teachers have undergone a radical change while the preparation of college teachers has remained relatively static. Schaeffer reported:

The one phase of education which has remained stable, seemingly immunized against everything from John Dewey to "general education," has been the graduate schools--the administrative organization responsible for the preparation of college teachers.¹

The graduate schools have maintained a rather constant method while those who use the product of teacher preparation, the colleges, have made an increasingly louder cry for a different kind of college teacher than that which was being prepared.

Historically, the Association of American Colleges was the first organized group whose members questioned current college-

¹Robert J. Schaeffer, "The Function of Graduate Schools; Claims and Counterclaims," Harvard Educational Review, Volume 21, Spring 1951, p. 107.

teacher-preparation practices. At the annual meeting of members of the Association in 1927, the question was raised as to the adequacy of current graduate school practices. One speaker was critical of graduate school policy:

Administrative officers and faculty members in the graduate schools are working on the policy that they can contribute nothing more important or significant towards a prospective teacher's training than to give him a comprehensive knowledge of the subject matter which he is to teach. This is often done to the entire neglect of those human qualities which are essential in the teacher if he is to inspire as well as transmit knowledge.²

Carrying his criticism one step further, to college teachers themselves, Randall said:

We find constantly among our college teachers men who do not understand the methods of teaching, whose attention has never been called to their own shortcomings and who have never received any training as to the best methods of dealing with students.³

Taking positive action at the 1927 meeting on their belief that a new kind of teacher was needed, the Association of American Colleges sent to the Association of American Universities some specific suggestions as to their preparation. The essence of some of these is given below:

1. That they (the universities) admit to candidacy for the doctorate no student intending to engage in college teaching who does not have a broad range of intellectual interest and experience.

²Otis E. Randall, "The Enlistment and Training of College Teachers," Association of American Colleges: Bulletin, Volume 13, April 1927, p. 137.

³Ibid., p. 138.

2. That they give to each graduate student intending to engage in college teaching an adequate preparation in methods of teaching as applied to the particular department of knowledge in which the student is working.

3. That these same students be given an adequate and varied course on the American college.

4. That there be a relaxation of the present requirements for the Ph.D. degree in favor of some additional mastery of subject matter or of other educational resources.⁴ (Underscoring theirs.)

The response of the Association of American Universities as reflected in a poll of the members indicated that all were opposed to any lessening of research requirements.

The members reacted conservatively in considering the necessity for reorganizing the type of training then being given graduate students. Some felt that they were doing the best they could. The reaction as to whether or not they should provide students with the opportunity to obtain professional training in teaching was also somewhat conservative. Some were outright in opposition to any such provision, while others thought a general survey course on the American college acceptable provided it was optional for the student. Still others thought that perhaps a special methods course given by the department concerned would be acceptable.

⁴Association of American Universities, "Report of The Committee on Teacher Training," Proceedings of the Association of American Universities, Volume 32, 1930, p. 33.

Suggestions for preparing graduate students to teach by other means included careful observation; more rigid care exercised by senior professors in charge of assistants, tutors, and instructors; and some forms of apprentice teaching within the department major.⁵

The American Association of University Professors became interested in the problem of college-teacher preparation in 1932 and established a committee for this purpose. It reported the following year. The general tone of the committee report gave a viewpoint similar to that of the universities in which the present program was thought to be a good one. The committee stated, "It does not seem possible . . . to omit any part of the Ph.D. training. Can and should we add to it, and if so, what, and how?"⁶

The committee's recommendations included the following:

That the graduate schools clearly recognize that they are contributing to the training of college teachers, and in consequence that they be willing to give careful consideration to the problems involved.

That there be a willingness to experiment to see whether better methods can be developed.

That the subject matter departments give consideration, in whatever manner they think best, to methods and teaching under supervision.

⁵Ibid., p. 40.

⁶American Association of University Professors: Bulletin, "Report of the Committee on the Training of Graduate Students for College Teaching," Volume 19, February 1933, p. 133.

That they sanction a course on the problems of the college to be given either by the schools of education or by the academic department in cooperation with the school of education the same to be optional with the students.⁷

The committee also issued a separate publication in which a side issue of serious import to higher education was raised, specifically, the controversy of the importance of teaching methods, and who should have the responsibility of imparting them to prospective college teachers if they are deemed important. The controversy is familiar to anyone involved in education in the last half century. It is between academic college personnel and those in the field of education. Academicians of extreme views are scornful of what they refer to as "methods," holding the view that a thorough knowledge of the subject is the one over-riding need for a college teacher and that the study of how-to-teach is of little value. Education professors, on the other hand, generally hold the viewpoint that to be a good teacher more is needed than a comprehensive knowledge of the subject matter.⁸

Reflecting the controversy, the AAUP committee gave opposing views and their own. The committee seemed to feel that there was danger of educationists pushing education requirements into the college-teaching program similar to those in vogue for public school

⁷Ibid., p. 136.

⁸American Association of University Professors: Bulletin, "Report of the Committee on College and University Teaching," Volume 19, May, 1933.

teachers. "It is by no means improbable that pressure will be exerted upon the state universities to exact similar qualifications from those whom they appoint to their teaching staffs."⁹

The committee interpreted the "traditional academic" view to be entirely opposed to methods in any form: "They (the traditional academists) hold staunchly to the opinion that formal courses in education have little or no value as part of the college teacher's training."¹⁰

The "moderate educationist" view as seen by the committee was that a thorough knowledge of the subject matter was the all-important qualification of the college teacher. The educationists asked that elective opportunities be provided for those who wished to take courses in education as part of their study programs for the doctorate.¹¹

The committee itself took a middle view. They advocated that a seminar on college-teaching problems be offered by education and other departments in conjunction. Topics they believed should be discussed included: What are the major problems? How are they being dealt with? Where can reliable data be found? In addition, they said: "It should seek to stimulate the habit of reading in this general field."¹²

⁹Ibid., p. 61.

¹⁰Ibid., p. 64.

¹¹Ibid., p. 65.

¹²Ibid.

The situation during depression days and after was one in which some groups felt that preparation for college teaching could and should be improved while others thought that the then current pattern was basically sound. This situation was summarized by Dodge at a meeting of The National Association of State Universities in 1938:

The situation on the whole is this: the colleges think that they want one kind of teacher and ask for it, but the graduate schools think that the colleges should have another kind of teacher and that is what is provided.¹³

Pressure from the colleges was mounting, however, for changes in college-teacher preparation. Some individuals and groups became interested in the problem and did some research on it. Reed received from college administrators a list of fifteen of the "most desirable" qualifications looked for when hiring a teacher. The first four in order of rank were general scholarship, inspirational power, social culture, and potential teaching efficiency.¹⁴ Of greater import, perhaps, were those qualifications which separate effective teachers from ineffective ones. In stating those characteristics which called their attention to an effective teacher, the administrators listed professional efficiency as the most important, with broad scholarship, personal

¹³Homer L. Dodge, "The Training of University Teachers," National Association of State Universities, Transactions and Proceedings, Volume 36, 1938, p. 149.

¹⁴Anna Y. Reed, The Effective and Ineffective College Teacher, American Book Company, 1935, p. 50.

characteristics, and a sympathetic attitude toward, interest in, and influence on students as the next three most important characteristics.¹⁵ Characteristics of ineffective teachers were headed by personal deficiencies and maladjustments, with the use of ineffective teaching procedures as the second most influential factor, in their judgments.¹⁶

According to Reed, professional efficiency, breadth of scholarship, personal characteristics, and interest in students are those traits recognized in the effective teacher, while the two most important factors keeping a teacher from being effective are personal deficiencies and maladjustments, and ineffective teaching procedures. Knowledge of the subject does not rank as high in the eyes of administrators as the view of the graduate schools might indicate. She reported:

Returns also confirm the opinion . . . that both productivity and research, as currently thought of, prepared for, and practiced, have been over-estimated as criteria for success in college teaching.¹⁷

Another example of research pertaining to the training of college teachers is reported by Dodge. He made an informal survey of opinion of college and university personnel:

All but one or two of the fifty or sixty persons expressing themselves on the point felt that subject matter departments should have on their staffs persons

¹⁵Ibid., p. 277.

¹⁶Ibid., p. 288.

¹⁷Ibid., p. 63.

deeply interested in the preparation of teachers and fully half of the number definitely stated that methods of teaching should be taught in the subject matter departments.¹⁸

Pressure was being exerted on the graduate schools for changing college-teacher preparation and some research was being done to show the need for such changes. The reaction of the universities seemed to be that they were not against some changes, but that these changes were the responsibility of the individual departments and not of the university. Their attitude was one of permissiveness towards the departments but not of solicitation in the matter of college-teacher preparation.

Some departments did respond to the demands and instituted some changes. One example of such an effort of a department of philosophy is described by Black. A noncredit, optional seminar was begun. Demonstration teaching was used, mechanical problems of teaching were discussed, and the nature and aims of philosophy in relation to teaching were topics selected for study.¹⁹

A report given in 1930 indicated that the University of Chicago was to begin three courses in connection with college teaching:

One course will be concerned with the techniques of teaching a subject to be given by a departmental professor especially interested and competent in

¹⁸Dodge, op. cit., p. 150.

¹⁹Max Black, "The Training of Teachers of Philosophy," Journal of Higher Education, Volume 14, January 1943, pp. 19-24.

matters of teaching. A second course will involve instruction by the graduate student of college classes supervised by a departmental officer. The third (course) will be concerned with the college curriculum and will be given by a professor of education. The courses will be elective and there will be no relaxation of the requirement in research.²⁰

A program in operation at the University of Washington in 1938 as described by Stevens included three courses in higher education entitled Improvement of College Teaching, Guidance and Counseling and College Problems. Included in each course was a laboratory. One was supervised teaching. Another was guidance counseling. In the third laboratory, the student worked in the college offices. Although not stated, the assumption is that these courses were all elective.²¹

By the time of World War II, a few departments were instituting programs for their own graduate students, and some universities were offering elective courses in higher education. At the same time, there was no general movement to institute any sweeping changes, and the over-all picture remained much the same.

The situation before World War II in regard to programs in the education of college teachers was the object of a study reported by Baxter. His summary of the situation showed that years after the

²⁰North Central Association Quarterly, "Report of the Committee on Professional Training of College Teachers," Volume 5, June 1930, p. 59.

²¹E. B. Stevens, "One Program for Training College Administrators and Teachers," Harvard Educational Review, Volume 8, January 1938, pp. 68-73.

original request of the Association of American Colleges little had actually been done:

. . . It would seem that very little has been achieved in the matter of professional training for prospective college teachers in our graduate schools since the 1927-30 movement. Critics at that time had clamored, among other things, for a clear recognition of the graduate school's teacher training function; although this recognition is now claimed by most institutions, it would still seem not to be clear, at least in its implications for more specific preparation for college teachers. They had recommended enlistment of desirable candidates, discrimination at admission, and careful selection, but none of these policies have found any widespread acceptance. They had urged relaxation of research, but the graduate schools have been slow to touch what they consider the most sacred element of graduate work. Courses in methods, college problems, and psychology were recommended, yet even here little positive work has been done with the prospective college teacher in view. What courses have been provided have usually been for the education students with little inducement or advisement for the doctoral student of other departments to include such in his program.²²

Before and after World War II, the pattern of higher education in the United States was in the process of change. New forces were emerging which called for increased attention to college-teacher preparation. The advance of general education in undergraduate curricula, the increased student enrollment in higher institutions, and the increasingly wider range of function performed by colleges and universities have all had an impact on the demand for changes in college-teacher preparation.

²²Edward J. Baxter, "The Teaching Ph.D. Again," Educational Record, Volume 20, January 1939, pp. 116-7.

General education courses are designed to cut across departmental lines and to take up broad areas of knowledge. The teacher of such a course needs an understanding of such areas. The academic specialist with traditional graduate training might not necessarily have that understanding.

In discussing a social science course at the University of Chicago, Johnson stated what education the teacher must have as follows:

He must be at home in broad fields rather than merely in selected subjects within fields since any legitimate synthesis of such major disciplines as economics, sociology, and political science is to be achieved only through a more catholic viewpoint than present average graduate training affords.²³

The increased enrollment in higher education was shown in a study by Hollinshead. In 1920, college students represented 8 per cent of the 18-20 age group. In 1950, they represented 30 per cent of the same group.²⁴ With such a large percentage of youth in college, the old-time tradition of one academic education for all was inadequate. As long ago as 1938, Kelly pointed out the implications for teachers of the change in student characteristics:

The job faced by these college teachers is very different from the job faced by the college teacher

²³Earl S. Johnson, "The Social Sciences: Recent Changes in Their Organization and Content at the College Level, and Implications for the Preparation of College Teachers," The Preparation and In-Service Training of College Teachers, Proceedings of the Institute for Administrative Officers of Higher Institutions, University of Chicago Press, 1938, p. 33.

²⁴Byron S. Hollinshead, Who Should Go To College, Columbia Press, 1952, p. 29.

who, believing that he has a selected group of young people with common, highly developed intellectual interests and like abilities, sets his learning tasks accordingly.²⁵

Kelly defined the job rather precisely when he said:

. . . College teachers must be sympathetic with the range of ambitions, desires, weaknesses, and frustrations of these young people and must understand the wide variety of learning processes they have to use in order to grow intellectually.²⁶

As the number of college students increased, higher education took on an enlarged function. Today, there are teachers colleges, liberal arts colleges, professional colleges, junior colleges, and technical institutes. These diversified institutions cater to a wider clientele than was formerly the case. Today's colleges permit a wider range of ability, intellect, and interests.

The change in purposes of higher education going on today seems to be somewhat parallel to that which took place in the high school just before and just after World War I. Education for the elite became education for the many, and old programs, methods, and curricula were replaced by more appropriate ones. The present teacher's role in a more diversified educational system also becomes more diversified, and old patterns of training become inadequate.

²⁵Fred J. Kelly, "Current Conceptions of College Education Having Implications for the Preparation of College Teachers," The Preparation and In-Service Training of College Teachers, p. 9.

²⁶Ibid.

An awareness of some of the forces at work during the last twenty years seems essential as a context for changes that have been made in college-teacher preparation. College teachers today are in institutions with a wide variety of curricula, of student ability and interest, and of purposes and objectives. While it is true that subject-matter specialists are needed today, it is also true that some teach courses in general education which cut across traditional subject-matter boundaries; they teach to many diverse student bodies; and they teach in colleges which have functions different from the traditional liberal arts colleges of fifty years ago.

Trends Since World War II

At the end of World War II, the American Council on Education published a report pertaining to the employment of those obtaining the Ph.D. degree in the decade 1930-40. This report showed that 60.1 per cent of the Ph.D. graduates of that decade were in higher education, 5.5 per cent were in other education, and 26.8 per cent were in nonacademic pursuits.²⁷

Although Hollis made the point that Ph.D. programs could not be considered wholly from the viewpoint that Ph.D. work involved only teacher education, still the fact remains that teaching was the most likely occupation of the Ph.D. at that time.

²⁷Ernest V. Hollis, Toward Improving Ph.D. Programs, American Council on Education, Washington, D.C., 1945, p. 56.

The increasing importance of college-teacher preparation was emphasized in a conference held in Chicago in 1949 and sponsored jointly by the American Council on Education and the United States Office of Education.²⁸

Eckert described this conference as "The first nationwide attempt to focus the thinking of persons from all sections of the country representing all aspects of higher education on these problems."²⁹

Eckert gave what she felt was the general picture of advances made in college-teacher preparation since the 1949 conference:

Yet the "revolution" in graduate education, to which these discussions had seemingly pointed, failed to materialize. Few of the larger graduate schools, which prepare the great bulk of college teachers, made any striking changes in their programs. Though some departments or schools cautiously investigated such possibilities, and occasional institutions ventured along new lines, the strong momentum toward reform, built up in the late 1940's seems to have been lost. For the second time in a generation, discussions and declarations have not been translated into effective action.³⁰

Perhaps the "revolution" referred to by Eckert is to be a gradual evolution instead. Research is continuing. More and more colleges are instituting some reforms; articles are being written in increasing numbers; and money is being invested in their study.

²⁸Theodore C. Blegen and Russell M. Cooper (editors), The Preparation of College Teachers, American Council on Education, Washington, D.C., 1950.

²⁹Ruth E. Eckert, "College Teachers: Improvement of Preparation," Current Issues in Higher Education, Association For Higher Education, 1956, p. 149.

³⁰Ibid.

The Fund For The Advancement of Education has financed several projects involving teaching internships. The ways in which the interns were used varied from institution to institution. A report issued in 1954 said:

It is apparent that the plan has been valuable to interns. Many of them report not only having learned much about teaching but having acquired an increased interest in teaching as a career. Their comments have also reflected a greater awareness of the relationship between their own specialties and other disciplines, a greater interest in liberal education, and a superior grasp of the problems of the college curriculum as a whole.³¹

Abbot described programs for improving college-teacher preparation supported by the "Fund" which were under way at four institutions. They included seven southern California colleges, the Graduate Honors Program at Stanford, The Graduate Institute of the Liberal Arts at Emory, and the Vanderbilt program for the preparation of college teachers. The latter two provided for broadened content preparation and practice teaching in conjunction with a seminar. The first two involved academic preparation only, but, again, the intent was to broaden the Ph.D. program and avoid the criticism of overspecialization.³²

Some institutions independently adopted programs to prepare college teachers. Bigelow reported on doctor's degrees for college

³¹The Fund For The Advancement of Education, A Report For 1952-54, Ford Foundation, 1954, p. 35.

³²Frank C. Abbot, "Foundation-Financed Activities Bearing Upon College Teaching," Educational Record, Volume 37, No. 2, April, 1956, pp. 153-162.

teachers offered at Syracuse University in social science, the humanities, and science; and a new degree offered at Harvard called Doctor of Philosophy in Social Science. At both schools, apprentice teaching is a part of the program.³³

Umstattd reported a study which indicated that fifty-four colleges and universities were offering courses which appeared to deal with college teaching. The percentage of graduate schools offering such courses was not indicated, so the extent of such practices was not determined. The study did show the nature and variety of the offerings.³⁴

The literature shows that criticisms of college-teacher preparation have been made and are continuing to be made. Some institutions have begun new graduate programs aimed specifically at preparing college teachers. Courses in higher education are available at many universities. Individual departments have inaugurated programs designed to improve the preparation of their graduates for college teaching. Some educators in the field felt that college teachers were needed with broader academic education. This education would relate to teaching and be of a professional nature, and with preservice teaching under supervision. Those believing the traditional pattern of a Ph.D. education to be

³³Association For Higher Education, Current Issues in Higher Education, Proceedings of the Tenth Annual Conference, 1955, pp. 216-21.

³⁴James G. Umstattd, "Courses on College Teaching," Journal of Higher Education, Volume 25, February, 1954, p. 77.

inadequate seemed to favor such ideas. There were many others who felt the traditional program to be a good one to which desirable changes could be made only by adding to the traditional program. This they were reluctant to do.

Many graduate students, for financial and other reasons, teach at the college level while they are in school. This group begins college teaching while under the guidance of departmental advisers. Even those unwilling to add to a traditional Ph.D. program should grant that there is an opportunity for a program of teaching development which could contribute to the education of part-time graduate students and better prepare them for a career of college teaching by adopting some of the suggested reforms in college-teacher preparation.

Changes in college-teacher preparation which are specifically aimed at improving teaching should directly affect teaching methods. Methods of teaching include both teaching activities of the teacher and attitudes the teacher holds which contribute to his teaching. The preparation for teaching that a teacher has experienced should affect what he does and what he thinks about education and its various problems. The next section reviews the literature which relates to teaching methods.

II. LITERATURE PERTAINING TO TEACHING METHODS

The second purpose of this study is to describe the teaching methods of the part-time teachers. The description will be carried out by comparing the part-time with the full-time teachers. Since

teaching methods tend to be somewhat controversial and since there are no agreed-upon ideal methods, a realistic description of the teaching methods of the part-time teachers may be had by comparing those methods with methods used by full-time teachers. The comparison will be made in six areas of teaching: objectives, classroom techniques, student assignments, academic and nonacademic counseling, and evaluation.

The basis for the comparison of teaching methods of part-time and full-time teachers are several assumptions which were cited in the introductory chapter. Those assumptions were derived from the literature and from the experience of the author. To show some of the literature behind those assumptions and some of the logical basis for them is the intention of this section of Chapter II.

Sequence of Teaching Methods

Teaching methods are those activities by which a teacher carries out his teaching duties and the concepts and attitudes which direct those activities. In general, teaching begins with objectives to be reached, the development of those objectives through various teaching devices, and evaluation of the degree to which the objectives have been reached. The same sequence is to be followed in this discussion.

1. Teaching objectives. In such a country as this one with such diversity of institutions, objectives for higher education are not standardized. Teaching objectives vary from institution to institution, from department to department, and from teacher to teacher. Objectives, however, are the guides for a teacher's work,

even though there is no standardization. The knowledgeable teacher, aware of the objectives he is trying to achieve, plans his work accordingly. Klapper was one who believed objectives to be essential in teaching:

Aimlessness is the most important single cause of ineffectiveness in teaching and of frustration in educational effort. Again and again one looks in vain for evidence of purpose in classroom, lecture hall, and laboratory.³⁵

Klapper stated his observations of the limitation of objectives in classroom visits he made:

The only apparent purpose that the observer can discover in these visits is to fill the interval from bell to bell with another segment of the subject matter of the course which the student--being literate--can and should acquire for himself.³⁶

An implication in Klapper's remark is that subject matter is an insufficient objective by itself and that there should be a deeper purpose.

Justman and Mais expressed a similar belief:

Most college teachers would agree that instruction has aims broader than the simple mastery of subject matter. The test of successful teaching is in how the student has learned to live.³⁷

The purpose of a course is a function of the subject, the department, the curriculum, and the institution. In any case, a

³⁵Paul Klapper, "The Professional Preparation of the College Teacher," Journal of General Education, Volume 3, July, 1949, p. 229.

³⁶Ibid.

³⁷Joseph Justman and Walter Mais, College Teaching: Its Practice and Potential, Harper and Brothers, New York, 1956, p. 2.

teacher serves a larger purpose than that of teaching subject matter to students. Hintz summarized this point of view:

No teacher lacking clearly conceived goals extending beyond those of teaching his "subject" or of developing vocational skills can meet the primary obligations of his profession.³⁸

The literature reveals that teaching subject matter seems to be a generally accepted objective of college teaching, but there is considerable evidence that other objectives are also important. Objectives beyond those of teaching subject matter are of great diversity, but such objectives are needed by each teacher to give direction to his teaching.

2. Classroom-teaching techniques. Classroom-teaching techniques are those practices used in the actual conduct of the class which are vital to the learning of the students. A teacher may lecture formally or informally. He may hold discussions with his students. He may show them movies, or have them work individually at their seats or at the board. The variety of techniques available to a teacher is considerable. On the other hand, the teacher may not utilize the variety of practices available to him.

The fact that a teacher's use of techniques is dominated by one set of specific practices may be explained by several reasons. For one, the teaching environment may circumscribe the techniques used. A chemistry professor with three hundred students, for example, may have considerable difficulty using a variety of

³⁸H. W. Hintz, "The Aim of the Individual College Teacher," School and Society, Volume 71, April, 1950, p. 194.

methods. A zoology teacher, on the other hand, with a class of twenty-five students can more easily avail himself of a variety of methods. A mathematics teacher will probably use different methods than a speech teacher, primarily because of a difference in the subject matter rather than a difference in the educational philosophies of the two teachers. A second cause of limitation of techniques is that of the abilities of the teacher. Some teachers are skilled lecturers and perform admirably in this manner. Others are adept at leading group discussion and use the discussion method as their most effective technique. The teacher's natural talent, preference, and past experiences will strongly influence his use of techniques. A third cause of limitation of techniques may be that the teacher's knowledge and experience with a variety of techniques are limited.

Although some teachers are limited in their use of techniques for various reasons, teaching techniques are nevertheless important. Umstattd discusses the necessity of a teacher's knowing a variety of classifications of techniques and the implication for education:

Unfortunately, any instructor, ignorant of the possibility of such classification, may flounder his way through by use of procedures chosen at random; or worse yet, he may use one general procedure for all situations, which by chance may be the most effective in a given situation but which in practice frequently is not.³⁹

³⁹James G. Umstattd, Instructional Procedures At The College Level, University of Texas Press, 1947, p. 2.

The implication here is clear. Knowledge of method is important in order that a teacher be free to choose those techniques most effective in the achievement of his specific objectives. A further implication is that a given method is not bad while another is good, but that the teacher's talents added to that particular teaching situation should determine the method best for that particular occasion and purpose.

In reporting an experiment dealing with reactions of students in a group-centered versus a leader-centered classroom, Bovard stressed the importance of method:

It seems safe to assume from the present evidence that the amount of social interaction in the classroom will influence the individual student's perception, feelings, and interpersonal relations, and perhaps even his personality development. The time may come when we will consider the kind of classroom experiences the individual has had to be second in importance only to family experience in determining how he will relate to others, and to himself.⁴⁰

An implication of Bovard's statement is that methods are important because there are other goals than subject matter and that method can have great influence in reaching those goals.

In a study reported by Dawson, a group which studied an agricultural subject in a "problem-solving-recitation" section did as well in factual content and knowledge of the subject as a group taught by a conventional lecture-recitation method. In applying

⁴⁰E. W. Bovard, Jr., "The Psychology of Classroom Interaction," Journal of Educational Research, Volume 45, November, 1951, p. 223.

the subject in the solution of actual agricultural problems, however, the "problem-solving-recitation" group could solve agronomic problems more effectively.⁴¹

Techniques are important in effective teaching since specific teaching techniques may be used to reach desired objectives, depending upon the qualities of the techniques.

The traditional teaching technique in this country is the lecture. The lecture is certainly of value and definitely has its place in higher education as a teaching technique. The advantages of the lecture are summarized by Umstattd:

1. It gives the student information not available elsewhere.
2. It adds voice, gesture, and the teacher's personality to the learning situation.
3. It summarizes, synthesizes, and organizes for the student the content of numerous articles and books.
4. It enables the instructor to correct errors in the literature.
5. It is (or may be) stimulating or even inspirational, thereby motivating the student to further study and research.
6. It provides a proving ground for manuscripts intended for publication, an advantage that may well be questioned.⁴²

The advantages of a lecture are fairly well known to educators. It is an efficient method of dispensing information.

⁴¹Murray D. Dawson, "Lectures Versus Problem-Solving In Teaching Elementary Soil Science," Science Education, Volume 40, December, 1956, pp. 395-404.

⁴²Op. cit., p. 36.

The disadvantages of the lecture are summarized by Umstattd:

1. It wastes the student's time by relating what he could read more rapidly than the lecturer speaks.
2. It gives the learner no opportunity to express his own reactions, and is therefore less democratic than some other procedures in teaching.
3. It promotes the authoritarian type of instruction and is therefore less democratic than some other procedures in teaching.
4. It tends to widen the gap between instructor and students by setting them apart and on different levels in the classroom.
5. It overemphasizes the position of one authority, the lecturer.
6. It bores the student and thereby results in a distaste for learning.⁴³

Some of the shortcomings of a lecture mentioned by Umstattd can be overcome by careful planning and proper use of the lecture. More important, however, are those criticisms which relate to teacher-student relationships, an authoritarian situation, and lack of opportunity for students to develop verbal and intellectual skills through class participation. The limitation of the lecture seems to be primarily in its overuse and inhibition of other techniques and in its restriction primarily to that of teaching subject matter. Other techniques are needed to meet other objectives.

A second technique which offers some advantages not possessed by the lecture is the discussion. Discussion involves the student, although his involvement may be rather limited. The way in which a teacher uses this technique may, in fact, restrict the student's involvement a great deal. A discussion may consist merely of a recitation wherein the teacher asks the students questions and they

⁴³Op. cit., p. 37.

try to supply the answers. On the other hand, the students may be participating in a give-and-take discussion where the teacher is merely another member of the group. In any case, the discussion does require that the students verbalize. Umstattd said of the technique:

(It) sharpens the student's ideas and concepts by forcing him to express them in his own words. (It) permits the student to challenge statements with which he disagrees or which he misunderstands, thereby promoting the democratic principle of free speech. (It) develops in the student the skills essential to effective group discussion.⁴⁴

Discussion develops in the students some skills that are beyond the acquisition of subject matter alone. This is especially true in the case where discussion is between students and is less true when the students are reciting and giving back ready-made answers to the teacher.

The roles students may play in a discussion are important ones according to Brouwer:

Discussion groups enable the students to find roles of value to them in the interactions of a small group. The opportunity to be active as chairman, secretary, research investigator, or what not for a small group gives a student a status that he values and that facilitates learning.⁴⁵

⁴⁴Op. cit., p. 50.

⁴⁵Paul J. Brouwer, Student Personnel Services In General Education, American Council on Education, Washington, D.C., 1949, p. 142.

Another technique which may impart skills and learning beyond those of subject matter alone is the use of student reports. Umstattd gave advantages accruing in this method:

1. We suspect the learner may get quite as much of educational value from the procedures employed as from the subject matter.
2. It is perhaps better for the learner to arrive at solutions or explanations himself, with some suggestions to guide him, than for the instructor to furnish him with ready-made solutions and explanations. The former brings into play the higher mental processes. The latter involves mere memory.
3. By formulating subject matter in their own language, it is presumed that students will come closer to it, assimilate more of it, and put more of it into use, than they will if they only listen to it or read it.⁴⁶

A method frequently encountered in colleges and universities is the laboratory method. The laboratory can be merely a place where students follow recipes blindly, fill in blanks in a manual, and receive grades on neatness. On the other hand, the laboratory offers great opportunities for education. Umstattd reported a teacher's comments on the possible benefits obtainable in the laboratory:

At the worst this practice offers little advantage over the printed page. At the other extreme the laboratory is a place where the materials and performed experiment, together with the communal approach through student-teacher interactions, give the student rich opportunities for personal discovery and for himself enacting those steps which in the past have led to knowledge. He thus has an intellectual experience that is fundamental to the educative process, in which the materials at hand are of incidental significance while intellectual skill, processes, and points of view are of fundamental importance.⁴⁷

⁴⁶Op. cit., p. 72.

⁴⁷Op. cit., p. 144.

The laboratory, as described above, can be a worthwhile educative experience if properly conducted. The values achieved are those relating to actual experience. The student achieves attitudes and abilities not attainable in more traditional classroom situations.

The laboratory, the student report, the discussion method, and the lecture have been discussed to show the importance of method. There has been an attempt to show that, through a variety of techniques, various educational values may be achieved.

In some classroom situations, the student is the observer. He sees and hears and learns thereby. In other situations, he comes to grips with problems which involve him personally while the teacher helps give him insight. In still other situations, the student actively participates in the conduct of the class and plays a role of some importance. In some situations, the student formulates concepts, verbalizes them, and participates in a give-and-take discussion. There are many possible teaching techniques which involve the student in various ways.

Through the use of teaching techniques, objectives may be achieved. To achieve objectives of teaching beyond that of subject matter, techniques giving the student opportunity to play active roles may be used by the teacher. Development of verbal skills, skills of organization, attitudes, and other desirable attributes of students may be achieved through the use of teaching techniques.

3. Student assignments. Assignments are closely related to teaching techniques. The division of techniques into classroom

techniques and assignments is somewhat artificial, as the dividing line is a very tenuous one. For example, assigning a group of students to form a panel discussion on a given topic is both an assignment and a teaching technique. In general, however, an assignment is thought of as that which the student does individually outside of class which contributes to his learning of that subject. A classroom-teaching technique, on the other hand, involves teacher-student interaction in the classroom.

Assignments of a specific nature, such as reading a given passage in a textbook, are primarily oriented toward the acquisition of a body of knowledge. Limiting assignments to very specific tasks is not taking advantage of a wider range of choices which may give the student the opportunity to receive other benefits and to develop other skills and attitudes.

Since an assignment usually is something for the student to do by himself, the individual initiative and participation the student exercises contribute directly to his learning. Taylor commented on the importance of student initiative and personal involvement:

How does learning take place: By the effort of the individual to group the materials of knowledge and to involve himself in the experience of personal discovery.⁴⁸

The teacher controls to some extent the initiative the student may exercise by the kinds of assignments he gives. Assignments

⁴⁸Harold Taylor, "The World of the American Student," Journal of Higher Education, Volume 27, No. 5, May, 1956, p. 245.

may be very specific, such as to read a set of given pages in a text or to work a particular problem or exercise. The student, of course, may bring a great deal of initiative and imagination into play when reading an assigned passage or working a problem. Students who do, however, are, most likely, exceptions.

Having the student give a report, on the other hand, is very likely to involve his initiative and imagination, since he must do research, analyze data, and put concepts into his own words.

The subject matter and other circumscribing conditions play a role in the freedom on assignments. For example, a person writing a theme as an English assignment will probably have more freedom than one studying a topic in freshman mathematics. Some subjects are more naturally adapted to freedom in assignments than others. Speaking generally, however, the more freedom a student has in an assignment and the more initiative he can exercise, the wider the range of skills he brings to bear in his learning and the better he can meet his individual requirements and increase his profit from the course. The individual perception of personal goals and the attempt on the student's part to reach those goals through the subject he is pursuing are important factors in learning.

Hilgard discussed the importance of this in learning when he said:

A more favorable arrangement than control through rewards and punishment permits the learner to derive satisfaction from the task itself, that is, from motivation that is intrinsic rather than extrinsic.⁴⁹

Assignments, as techniques, can be used to reach teaching objectives. Assignments of a specific nature, such as readings designed to give knowledge, are useful in presenting to students an organized body of knowledge. Other objectives, however, may be reached by giving assignments which are of a nature to develop qualities of scholarship and to individualize the course. The assignment is, after all, that part of the course which may allow the student to come to grips with the subject in his own way and to meet his own purposes.

Another way of individualizing a subject is to acknowledge that there are individual differences in meeting academic requirements, and to attempt to deal differently with those who are gifted and those who have serious learning problems.

4. Student academic problems. Teaching initially involves dealing with students in groups. Individualization occurs when each individual reacts to the teaching. Since each brings his own cluster of aptitudes, abilities, and experiences, each has an individual reaction.

⁴⁹Ernest R. Hilgard, Introduction to Psychology, Harcourt, Brace and Co., New York, 1953, p. 257.

To bring students to grips with the subject and deal with them individually is one generally accepted objective of teaching. Academic problems are those involving individuals which are directly related to their academic environment. The specific problems they bring of an academic nature are usually those in which they are not doing as well as they feel they should. One of the problems a teacher faces, however, is to help students with superior ability who are not being challenged by a subject in a class organized for average ability. Stoke stated his view of the problem:

The problem of the school is how to do something for that student who does the same kind of work as his fellow students but does it faster, more accurately, in larger volume, or better than they.⁵⁰

Many institutions recognize the waste inherent in having a bright student plod along at a level beneath his capabilities, and they have begun some programs to rectify the waste. The individual teacher, on the other hand, is somewhat restricted in being able to help such a student in class.

Witty suggested one means that a teacher may use to help superior students:

It is generally conceded that one desirable means of providing for the gifted is through differentiated assignments. However, with constantly expanding

⁵⁰H. W. Stoke, "Some Observations on the Education of Gifted Students," Educational Record, Volume 38, April, 1957, p. 133.

enrollments, it is becoming increasingly difficult for a teacher to provide for the different levels of ability in the regular classroom.⁵¹

The implication is that a teacher can help the gifted student by differentiated assignments but that large classes make this technique prohibitive from the point of view of time and effort.

The teacher must recognize the necessity for helping gifted students, but, unfortunately, slow students in academic difficulty present pressing and obvious problems to a teacher. Many teachers have no time or energy to deal with other than the most pressing problems and, therefore, do not help gifted students unless requested. If a teacher is to help the gifted student, he first needs to be aware of the problem and, second, needs to take positive action.

Academic shortcomings of students pose another problem for the teacher. Some teachers ask those doing poor work to come in for a talk. Some simply make themselves available. But, since many freshmen are in an unfamiliar environment when they arrive on campus, are sometimes uncertain as to whether they should ask a teacher for help, and may be naturally shy about speaking to a teacher, it would seem that a teacher's proper course would be to take positive action in helping students.

⁵¹Paul Witty, "The Education of Gifted Children and Youth," Education in a Free World, American Council on Education, Arthur Traxler (editor), Washington, D.C., 1955, p. 71.

Individualizing instruction means that the teacher tries to deal with each student individually. The teacher tries to assist students with superior ability to work at a level which challenges that ability. For those with problems involving learning the necessary concepts, skills, and attitudes required, the teacher is ready and willing to assist and to take the initiative if necessary.

5. Student problems of a nonacademic nature. College freshmen are in a strange environment for the most part. They are asked to play roles and assume responsibilities which they have not done before. Many of them have problems of a personal nature which are not directly related to their academic work.

In reality, there is no sharp dividing line between academic and personal problems. Many academic problems have their basis in personal maladjustments that keep students from doing their best. An example is the student who sleeps in class, not because of a lack of interest, but because he has to work at night and does not get sufficient sleep.

If a cordial relationship between teacher and students exists in class and the teacher is otherwise approachable from the students' viewpoint, they often ask the teacher for his counsel. They will come to him with many different problems, academic and otherwise.

A contributor to the Fifty-Fourth Yearbook of the National Society for the Study of Education believed individual conferences between teachers and students were important:

Many college students wish to confer periodically with their instructors during office hours about matters of an academic or otherwise routine nature. Opportunity for doing so is usually considered a privilege and, in the case of some students, constitutes an important part of their college career. Moreover, some students suffer from maladjustments of personality of a transitory and relatively minor nature which serious attention on the part of an interested instructor could help alleviate.⁵²

In dealing with student problems, teachers may have occasion to refer students to other resources on the campus with specialized purposes and functions. Many students are unaware that such resources are available. Part of every teacher's job is to acquaint students with available counseling facilities. The teacher is not adequately prepared if he does not know what facilities and services are available.

On the Ohio State University campus, for example, are a vocational counseling center, a psychological counseling center, and a "how to study" course. Each of these agencies is designed to help students with specific problems in a systematic manner with trained personnel. Teachers, in counseling students, may uncover problems of a nature which could be solved by one of the campus agencies.

⁵²Louis P. Thorpe, "Mental Health Practices at the College Level," National Society for the Study of Education, Mental Health in Modern Education, 54th Yearbook, Part II, 1955, p. 249.

6. Evaluation. The last area to be discussed for comparing the part-time teachers with the full-time teachers will be the way in which the teachers evaluate the work of the students.

Direct teaching in the classroom by the teacher and the preparation of assignments by students in which they come to grips with the subject are only part of the learning-teaching experience. Evaluation is also an important part of education. Evaluation and, especially, the outcome of evaluation, the grade, seem to have become the whole purpose of higher education in many students' eyes. But, if students place undue emphasis on course grades, this is the result of practices in higher education. Students are dismissed from school because of low marks, their acceptance in professional schools may hinge on good grades, or their job applications may be more readily accepted if they have had good grades.

Evaluation is important because it determines the student's grade, but it also may serve other purposes. Evaluation, handled properly, is an effective teaching technique in which the student can see his own inadequacies and strengths. A third purpose of evaluation is that of serving as a guidance factor for the student, the teacher, and others. The student uses grades to help him decide his career; the teacher determines how well he is achieving his teaching goals; the school picks out those to receive honors or to be allowed to enter various professional schools; and employers use grades to evaluate potential employees.

The conventional type of evaluation is the test or quiz given to the students during class. A given testing technique involves a given time and place. Many extraneous factors, such as individual reactions to the test, feelings of the students, illness, and even luck, may influence the outcome. A measure should be considered as only a rough sample of behavior. Thorndike and Hagen, in discussing evaluation, comment on this point:

A sample (limited) in time may do injustice to certain individuals. Certain examinees may be ill, tired, under pressure from outside circumstances, or below par for other reasons at the time of the examination. Performance under examination pressure may fail to represent the individual's competence under more relaxed and normal life conditions.⁵³

A testing program in a course should, therefore, consist of a wide sample. Buxton suggested: "We (should take steps to assure the student and ourselves that a fair sample of test behavior is collected."⁵⁴

A second consideration of sampling is that of obtaining a wide sample of kinds of behavior and skills. The kinds of behavior to be tested are, necessarily, a function of the objectives of the course. For the conventional test situation, a wide variety of test-taking skills should be permitted expression. In Buxton's

⁵³R. L. Thorndike and E. P. Hagen, Measurement and Evaluation in Psychology and Education, John Wiley and Sons, Inc., New York, 1955, p. 477.

⁵⁴Claude E. Buxton, College Teaching: A Psychologist's View, Harcourt, Brace and Co., New York, 1955, p. 235.

discussion of testing, he mentioned this as a specific consideration:

Variety in examinations is not only appropriate but as a form of sampling the different kinds of test-taking capacities or skills in the class is a method of achieving a fair opportunity for those who are handicapped by any particular form of test.⁵⁵

Thorndike and Hagen suggest that another form of evaluation may have advantages:

The report, essay, or literary product prepared by the student "on his own" out of class provides material for appraising a number of objectives that can be evaluated only poorly, if at all, in a scheduled examination.⁵⁶

Psychologists tell us that all students are different. Each person brings his own cluster of abilities and aptitudes to a course. Evaluation should then be as broadly conceived as possible. For instance, there are those who have great skill in analysis and problem solving who lack ability to communicate ideas readily. There are also those with a gift for communication who have little to communicate. There are those with great recall ability who lack organizing and abstracting ability. Evaluation techniques may arbitrarily select those with a particular ability and just as arbitrarily reject others. Evaluation over as wide a range of abilities as possible is one aspect of evaluation which seems desirable.

Evaluating students only on the basis of timed examinations is an efficient way of arriving at student grades but, nevertheless,

⁵⁵Ibid., p. 237.

⁵⁶Op. cit., p. 479.

poses problems of fairness. Some students are perhaps being discriminated against under such circumstances. Thorndike and Hagen believed the timed examination subject to some limitations:

It is impossible to appraise certain types of competencies within the limits of a scheduled examination. The sample of behavior that can be obtained in an examination of a practical length is limited, and the reliability of the appraisal will be correspondingly restricted.⁵⁷

Ideally, other forms of evaluation are desirable when used in addition to traditional classroom tests because of limitation of competencies that may be tested and because of the way some students react to timed tests. Evaluation should be based upon a wide range of abilities and over a wide range of testing situations. Teachers need to be concerned with standards of student work, as well as with measuring accurately and fairly. In courses covering basic skills and in professional courses especially, adequate standards are important.

The establishing of standards by a teacher, though difficult, should not be avoided. That is, the decision at what level of work each grade shall be determined is usually the teacher's own. Some teachers prefer to use relative rather than absolute standards. For example, they may grade on the basis of group performance as opposed to grading against an ideal standard of some sort. "Grading on the curve" is a practice in which the basis of the grade is the pattern of group performance. This means that a certain number must fail, a certain number must receive A grades, and so on.

⁵⁷Op. cit., p. 477.

Students often object to such a method of grading. Buxton stated the basis of some of their objections:

Samples or classes of students vary widely, performances on one sample or examination with a given group of students may vary widely, and all the factors influencing the quality of an examination or the marking of it may vary widely. Therefore any device which automatically turns the recorded performance into grades without some attempt at the most intelligent and comprehensive judgment as to what is desirable or what is required in the distribution of those grades is simply not good teaching practice, regardless of the amount of sophistication in measurement or statistics upon which it may appear to rest.⁵⁸

There are those who say that if the group is large and representative, grading on a curve is sound practice. It does seem, however, that reference to a standard of some sort, especially for deciding the failing mark, would be wise if only to avoid cynicism of students or resentment against an "inhuman" or mechanical system.

Some teachers prefer to grade on a curve, some on the basis of an absolute standard, and some on a combination of the two. Ideally, the curve would not be used by teachers. Rather, standards would be well defined by each teacher, and those failing to reach the standards as measured by proficient evaluation techniques would be rejected. Practically, however, it is difficult for a teacher to define objectives and to measure precisely how students measure up to prescribed standards.

⁵⁸Op. cit., p. 276.

Students tend to look upon their education as the attainment of a specific standard of achievement. Their attitudes, therefore, would probably be more wholesome if they were graded against a standard than if they were in competition with their fellows.

Helping students realize their shortcomings is another use of evaluation. They need to be able to use tests and other evaluation results for post-mortem purposes. The students can be helped to achieve proper standards of work by knowing their specific weaknesses. Besides being guidance devices for students, evaluation activities can be learning experiences in themselves.

Buxton commented on this point:

It is possible also to make the examination itself . . . serve as a period of further learning, reorganization, of knowledge, and re-examination of concepts, and to have the student come out of that period feeling that the exercise itself was of value no matter what the mark may be.⁵⁹

In summary, evaluation should properly cover as wide a range of abilities as possible, should be based upon clear and consistent standards, should serve a guidance function, and should be a learning experience.

This discussion of teaching methods has been intended to show some rational basis for objectives, teaching techniques, student assignments, helping with academic and nonacademic problems, and evaluation. The next section discusses the literature of supervision.

⁵⁹Op. cit., p. 237.

III. LITERATURE OF SUPERVISION

The third specific objective of this study is to examine the supervision of the part-time teachers. Establishing a frame of reference for that supervision and finding methods of supervision that have been reported are two aims to be accomplished through an examination of literature pertaining to the supervision of college teachers.

Supervision of inexperienced teachers would seem essential to protect the institution, the department, and the undergraduate students. If properly conducted, supervision may also contribute directly to the professional teaching skills of the inexperienced teachers and be one answer to criticisms leveled at college-teacher preparation.

The supervision of a beginning college teacher may take many shapes and forms. Each department is, in a sense, unique. Each has to deal with its own specific problems, course arrangements, and subject matter. The literature reveals many different patterns of supervision.

Research into ways of supervising inexperienced college teachers is needed. The literature reveals descriptions and commentary on programs of supervision that have been tried.

Some cases of supervision have been reported in the literature. Of those cases (seven in all) reported in the literature and discovered by this author, each involved the supervision of a group of part-time teachers. The person reporting described how the group

was supervised. No cases of supervision of one individual were discovered. The supervision of teachers in groups is important, but the supervision of a single teacher in one department is also important, and different methods would probably be employed in the supervision of one as against the supervision of many.

1. The first case to be described is one mentioned previously in this study and reported by Black.⁶⁰

Supervision was organized around a course which appeared to be designed specifically to improve teaching after graduation. Most of those taking the course had previously taught undergraduates and were late in their Ph.D. program. Full- and part-time teachers met together. The course involved discussion of objectives and ways to achieve them. In Black's words: "The course consisted in large measure of discussion and practical work connected with 'demonstration teaching.'" Each member of the class worked up a lesson on a topic which he presented for the others to criticize. Such a situation would appear somewhat artificial, although learning about teaching was, no doubt, occurring.

Black concluded:

That some specific training in the teaching of philosophy is both feasible and desirable; that such training should consist largely of practical work, in conjunction with discussion, given toward the end of the course of graduate study.⁶¹

⁶⁰Max Black, "The Training of Teachers of Philosophy," Journal of Higher Education, Volume 14, January, 1943, pp. 19-24.

⁶¹Ibid., p. 24.

Offering a course, such as that mentioned by Black, at the end of the course of graduate study emphasizes preparation for teaching after graduation rather than helping part-time teachers while they are graduate students.

Here was a situation in which a department was attempting to prepare its students for a teaching career and apparently not attempting to assist directly its part-time teachers. Those part-time teachers involved were probably helped in their teaching, but the course described did not seem to apply directly to the teaching they were doing at the time.

2. The second situation was described by Schilling and includes the supervision of physics teachers at the Pennsylvania State College.⁶²

All staff members met one week before the semester began for an orientation program. The purpose was to familiarize all staff with departmental and college policies, procedures, and standards; with the purposes, scope, and content of the elementary courses; and with the facilities and equipment of the department.

The teaching of junior staff members was supervised during the course of the semester by:

- 1) holding periodic meetings of teaching staffs of each course,

⁶²Harold K. Schilling, "Preparation of College Teachers of Physics at the Pennsylvania State College," American Journal of Physics, Volume 18, December, 1950, pp. 549-52.

- 2) class visitation and observation of teaching in both laboratory and recitation sections,
- 3) offering an elective seminar on college teaching.

Those who took the elective seminar were introduced to contemporary problems of higher education and considered specific teaching responsibilities in classroom teaching, student counseling, curriculum building, scholarship, research, and creative work. Much time and effort, according to Schilling, was spent on studying effective procedures and techniques for the formulation and realization of teaching objectives.

Supervision in this instance was directed toward helping part-time teachers in their current work by means of staff meetings, class visitations, and individual conferences. In addition, the seminar described was oriented toward developing an understanding of a college teacher's professional work. Since the seminar was optional and the supervision was apparently regular practice, the direction of teaching took precedence although the opportunity for further learning about college teaching was available if desired.

3. The third instance was described by Hill in the teaching of history at the University of Wisconsin.⁶³ Regular staff members lectured to large sections of history students. The large sections

⁶³Henry B. Hill, "The Teacher Training Program For Doctoral Candidates in History at the University of Wisconsin," Improving College and University Teaching, Volume 2, February, 1954, pp. 5-6.

were divided into smaller recitation sections conducted by part-time teachers. The part-time teachers were supervised by a staff member (not the lecturer) of the department.

Supervision was oriented around a course which was taken by the part-time teachers. The course was apparently somewhat formal, in that lecture and discussion took place. Topics studied included teaching methods and elements of teaching life not directly involved with teaching, such as departmental and university organization. In addition, the supervisor visited the classes of the part-time teachers and observed their teaching so he could provide them with direct supervision and help on individual problems.

It should be pointed out that in this instance of teaching, the part-time teachers shared responsibility for teaching with the lecturer. The delegation of responsibility for course-of-study, testing, and grading was not spelled out. Supervision was direct, since the supervisor of teaching made class visitations. On the other hand, the course taken by the part-time teachers seemed designed for professional development.

4. The fourth case of supervision of part-time teachers was described by Hodnett. The part-time teachers were all working for the Master's degree in English at Ohio University. They began their teaching in a course which was, apparently, remedial freshman English. Supervision was carried on through group conferences conducted by a committee of the department. Individual conferences were held in conjunction with classroom visitations by the director

of freshman English classes. Direction of teaching was accomplished through the meetings and individual supervision with the opportunity for professional development also present in the same supervisory practices.⁶⁴

5. The fifth case, reported by Jones, involved the supervision of teaching of mathematics at the University of Michigan.⁶⁵ The objectives of the program were stated as follows:

- 1) to provide for the welfare of freshman and sophomore students by maintaining a high quality of instruction,
- 2) to serve thereby the best interest of the university as an educational institution,
- 3) to help the teaching fellow, frequently inexperienced and sometimes lacking in confidence, by making his present job easier, and by providing training in the work to which many of his later years will probably be devoted.⁶⁶

In this case, the objectives were specifically stated as directing teaching for current benefit and working for professional development of the part-time teachers.

⁶⁴Edward Hodnett, "A Company of Scholar Teachers," Journal of Higher Education, Volume 26, April, 1955, pp. 214-216.

⁶⁵Phillip S. Jones, "The Teaching Fellow Program at Michigan," The American Mathematical Monthly, Volume 55, March, 1948, pp. 145-147.

⁶⁶Ibid., p. 145.

The way supervision was carried out was to have weekly group meetings of all part-time teachers of the various mathematics courses. The agenda included administrative details and various topics on teaching, such as methods, typical student errors, enrichment materials, and examinations. Occasional meetings were held for all those teaching a given course in which application of topics to a specific course could be discussed. A consultation service was also part of the supervisory programs, as was class visitation by the supervisor. Two full-period visits were made by the supervisor to the class of each part-time teacher during the semester.

The supervision described here appeared to be both careful and thorough. Individual help was given through the class visitations and the consultation service of the supervisor. The developmental aspect of the program was by individual supervision and group meetings. Since the group meetings appeared to involve teachers of different courses in mathematics, general rather than specific ideas of the subject were probably discussed. Teaching problems of specific courses, however, could be discussed in the occasional meetings for that purpose.

6. The sixth case of supervision was that described by McKeachie at the University of Michigan. In this instance, in the teaching of psychology, the rather involved program appeared oriented toward preparing college teachers for professional

positions upon graduation rather than toward the improvement of part-time teaching.⁶⁷ Admitted into the program were those who taught well in a course of general psychology, implying that those not teaching well were not admitted and that the graduate students were used as teachers before this attempt was made to insure their effectiveness. The program of development was built around the departmental organization of teaching general psychology. A large lecture section was divided into smaller sections of thirty to thirty-five students, taught by the part-time teachers.

Supervision consisted of a teaching seminar which met weekly. Topics of study included discussion of common problems, course administration, techniques of teaching, objectives and principles, measurement, and other aspects of classroom processes. In addition, the part-time teachers were supervised through consultations and class visitations of a supervisor.

During the second semester, the part-time teachers had full charge of two sections of general psychology, apparently unsupervised; and, in the third semester, they had the opportunity to lecture. Questions unanswered by the article were the number of part-time teachers used who did not come under the described program and whether and how they were supervised.

⁶⁷Wilbert J. McKeachie, "Program for Training Teachers of Psychology," The American Psychologist, Volume 6, April, 1951, pp. 119-121.

7. The seventh and last situation presented was that described at Teachers College, University of Nebraska, by Baller and Worcester. In this instance, several part-time teachers were used in teaching educational psychology. Full-time staff members also taught the same course, and the entire staff met weekly for a two-hour planning and seminar period.⁶⁸

The authors stated the arrangement as follows:

It should be emphasized that, while each instructor is given freedom in handling his class, joint participation in preparing a syllabus for the course, outlining the objectives of each lesson and the methods by which they may be achieved, and devising examinations to evaluate these objectives ensures a large degree of correspondence among the various sections of the course.⁶⁹

The part-time instructors were invited to visit the classes of senior staff members and often did so. Visits of the supervisor to classes of the part-time teachers were not made unless requested. Direct supervision appeared to be accomplished in this situation primarily through the staff meetings. Not only was the instruction of the part-time teachers directed, but the opportunity for acquisition of professional skills and attitudes was also present, even though considerable freedom was allowed the part-time teachers.

The seven preceding cases describe some methods of supervision which have been tried. Each instance had its unique characteristics

⁶⁸W. R. Baller and D. A. Worcester, "Supervised Teaching for Doctoral Students," Journal of Higher Education, Volume 25, October, 1954, pp. 383-4.

⁶⁹Ibid., p. 384.

and basic purposes. Some of the examples seem aimed at improving the teaching being done by the part-time teachers, while others seemed aimed at the development of teaching skills and attitudes a professional teacher would need after graduation. A program that could combine both goals would seem most appropriate for part-time teachers. Each of the seven had regular meetings of some form, although some were called classes and some seminars. The regular meetings allowed time for discussion of mutual problems and showed that the department administrator thought teaching important enough to spend time and effort to obtain good teaching.

In five of the cases cited, class visitations and individual conferences of part-time teachers and supervisors were a regular part of the supervision. Individual teaching problems can be made the center of attention in this way, and each part-time teacher may consider how his own abilities and talents can best be utilized in his teaching.

Two of the five cases cited had supervision organized around a formal class in which the teachers systematically studied problems of higher education. The disadvantage of such an arrangement is the possible failure to deal directly with the actual teaching done by the part-time teachers.

Summary

An effort has been made to establish in this chapter a context for discussion of the three aspects of the part-time teacher, that is, the qualifications and functions, methods, and supervision. The primary basis of the context is through a review of the literature which is supplemented by the experience of the author.

The literature shows the desire for college teachers with preparation for a professional career. Although the specific aspects of that preparation are somewhat controversial, those who use college teachers, the colleges, show a desire for teachers with a broad academic education, with knowledge of the purposes, problems, and issues of higher education, with knowledge of effective teaching procedures, and with practical experience in teaching.

The literature relating to teaching methods was reviewed. Teaching methods as defined in this study include objectives of teaching, the means of reaching those objectives, and evaluation. The assumptions to be used in describing the teaching methods of the part-time teachers are based upon the literature and discussion in this chapter.

The ways in which the part-time teachers were supervised can be compared with some of the methods of supervision revealed in the literature and described in this chapter. Supervision may

be of a nature designed to control the quality of teaching of part-time teachers; it may be of a nature designed to promote professional development; or it may be designed for both current control of teaching and professional development.

CHAPTER III

THE DESIGN AND METHOD OF THE STUDY

The population under study consisted of all part-time teachers at the Ohio State University during the spring quarter of 1956 who were doing graduate work there. Those picked for the study had the dual commitment of teaching and of study toward an advanced degree.

To fulfill the purpose of the study, information was obtained on the qualifications and functions in undergraduate education of the part-time teachers, on teaching methods of both part-time and full-time teachers, and on the supervision of the part-time teachers.

The purpose of this chapter is to describe the kinds of data needed, to describe the methods used to obtain the data and why they were chosen, to describe the statistical procedures used to analyze the data, and to discuss the validity of the procedures used.

I. EVOLUTION OF THE STUDY

The purpose of the study as described in Chapter I was a modification of that held when the study was begun. In the early stages of thought concerning a study of graduate students as part-time teachers, the intention was to design a study which would

determine the backgrounds, functions, practices, attitudes, problems, and supervision of part-time teachers and make recommendations for making their use of greater benefit.

The basic questions asked concerning the use of graduate students as part-time teachers were as follows:

1. What educational and experiential backgrounds did they have?
2. What functions did they serve in undergraduate education?
3. What practices did they use in their teaching?
4. What attitudes did they hold toward students, toward teaching, and toward problems of higher education?
5. In what ways were they supervised and governed in their work?
6. What conclusions could be reached, based upon the data, which could be used for making the use of graduate students as part-time teachers more fruitful?

The fundamental purpose was to examine graduate students in all areas which promised insight into their use as part-time teachers. The modification which took place occurred after the data were collected and consisted of eliminating the area of attitudes held toward students, teaching, and some problems of higher education. The data collected in other areas appeared to be of a nature which could be presented and discussed so as to describe the part-time teachers as a group and arrive at conclusions concerning their use

as teachers. The data collected in the area of attitudes, however, appeared to be of little value in describing the group of part-time teachers.

The description of the part-time teachers was to be a group description. Those part-time teachers and full-time teachers participating in the study were promised both anonymity and group treatment of the data. An informed observer might take the data for one individual part-time teacher and arrive at conclusions about his functions as a teacher. The teacher's attitudes would form an integral part of that description. To deal with the attitudes of the entire group of teachers wherein the attitudes had been abstracted from the context in which they were given posed a problem of interpretation. That is, a given attitude needs to be identifiable with a particular group or related to a specific type of behavior. The attitudes determined in this study were found to be classifiable only at the expense of much loss of meaning when removed from the context of the individual teacher and appeared to have little or no identifiable relationship with behavior, functions, preparation, or supervision. The attitudes expressed are of interest to one involved with higher education, perhaps; but, since they did not appear to offer any significant contribution to the basic objective of this study, it was decided to eliminate them from the discussion. Inclusion of attitudes in the original concept of the study did affect the methodology and the research instrument. They are, however, not

reported in the data, conclusions, or recommendations. For the interested reader, the attitudes expressed by the part-time teachers are placed in the appendix.

II. THE DATA NEEDED

The data necessary to the purpose of the study in qualifications for teaching appear to be oriented around teaching experience, academic preparation in the teaching field, academic education of a professional nature (the teaching profession), and the maturity of the teacher. The function of the part-time teacher is oriented around the level of the students taught, the function of the course in the students' program, and the homogeneity of the students.

The data necessary to determine the qualifications for teaching and the functions of the part-time teachers in undergraduate education are, in general, easily classifiable. That is, such data as years of experience in teaching, determination of sex, other jobs than teaching, and level of students taught are examples of information which can readily be placed in preordered categories.

Teaching methods involve data in the objectives of the course taught, classroom-teaching techniques, student assignments, helping students with nonacademic problems, and evaluation. The six areas mentioned were chosen because they could be applied to all teaching departments, because respondents could be expected to be familiar with each of the areas, and because they seemed to the author to represent, comprehensively, the tasks of a teacher.

Other categories could have been used. There is no one way to categorize a complex activity which involves many actions. The ones chosen seemed to the author to be suitable for the purpose of the study.

Teaching methods tend to be an area in which there is much controversy. Teachers do not agree on which are the best means to reach objectives. Often, there is disagreement on the objectives themselves. To assume a particular pattern of objectives as an ideal against which to compare teachers seems somewhat presumptive and likely to evoke the criticism of those who disagree with such an ideal pattern. On the other hand, teaching methods need to be discussed within a context. The assumptions listed in Chapter I, based upon a review of literature of teaching methods, were stated to provide such a context. It is understood that all would not agree with the stated assumptions about teaching. The attempt has been made, however, to show some logical basis for the assumptions and to show that some educators at least seemed to agree with them. To validate further the description of teaching methods of part-time teachers, it was decided to compare their methods with those used by full-time teachers reputed to be good teachers.

Teaching is a complex activity with wide variation among fields and among individuals and often involves the weighing of one objective against another. A comparison of the teaching methods of an inexperienced group, the part-time teachers, against the

methods of an experienced group, the full-time teachers, seemed to be a more valid procedure than that of comparing the part-time teachers' methods against an ideal. To describe the teaching methods of the part-time teachers involved data about methods from both full-time and part-time teachers.

To determine methods of the teachers required investigation into a rather complex activity. A method of gathering data was needed which would allow freedom of response and which would not inhibit responses to a preordered frame of reference. A method was needed which would give a complete picture of the teaching methods used by the teachers and would determine the background and environment in which those methods were used.

The third area in the role of the part-time teachers was that of supervision. Supervision was designated as the control and direction of an inexperienced teacher by others with the responsibility for directing instruction. Data pertaining to supervision consisted of determining how the part-time teachers were delegated responsibility for teaching, what part they played in making decisions relating to teaching, and how they were directed and controlled in their teaching.

Supervision could present a complex pattern. Inasmuch as a complete and accurate representation was desired, a method of gathering data appropriate to ascertaining supervision patterns of the part-time teachers was needed. The method used needed to allow

freedom for discussion by the teachers so that an accurate picture of the supervision they were receiving could be obtained.

III. METHODS OF COLLECTING DATA

The data for this study were collected through personal interviews conducted by the author. The choice of interview as the method for gathering data was made on the basis of the nature of the study and the type of information to be collected. There are two basic methods for gathering data from individuals; namely, the questionnaire and the interview. There is no "best" method of gathering data. There are, however, advantages accruing to each. The characteristics of each method need to be weighed in terms of a particular study to determine which is best.

IV. THE CHOICE OF METHOD

The interview was chosen for the study because of the advantages of the interview for determining the type of information that was to be gathered. While some of the data to be collected could be placed in prearranged categories, and could be ascertained through the mailed-questionnaire technique, it was felt that other data were more complex and could be better ascertained through use of the interview technique. The nearly 100 per cent response, the attempt to determine complex attitudes, the desire to permit the respondents to discuss a given problem without suggesting answers or a frame of reference to them, the freedom of the interviewer in

being certain the respondent understood the question, and the opportunity for probing a particular area if an answer seemed to be a surface one were factors which weighted the decision in favor of the interview.

V. THE PROCEDURE USED IN THE STUDY

The parent population from which this study was made consisted of all part-time teachers at the Ohio State University during the spring quarter of 1956 who were doing graduate work at the same institution. Those picked for the study had the dual commitment of teaching and of study toward an advanced degree.

Choosing the Sample

Since the decision was made to gather the data through a personal interview with each member of the sample and since an interview is time-consuming, it was decided to make the sample one-sixth of the parent population.

The first step in picking the persons to make up the sample was to contact, by telephone, each department secretary or other authorized person with the available information. They were asked which of the persons listed in the directory under their department were included in the population on which this study was based and to designate any whose names did not appear.

After a complete list of names was obtained, every sixth name in the list was chosen to obtain a random sample.

The names were taken from the directory in the same order they were listed. The departments were listed alphabetically; different classifications of teachers were listed under each department such as assistant instructors, assistants, graduate assistants, and assistant instructors part time. Under each category, the participant names were listed alphabetically.

Every sixth name was picked in the order of its listing in the University directory. If a department had less than six names listed as members of the population for this study, that department might be skipped entirely. A department with six or more participant names listed would have one or more members picked.

The number chosen from each department for the sample represented a fraction of the total sample. This fraction was approximately equal to the fraction that department represented of the parent population. The total list contained 386 names. For example, if there were thirty persons in English as members of the parent population, then $30/386$ or 7.8 per cent of the sample of sixty-two should be the approximate number of those in English.

After the sample was chosen, each person on the list was contacted by phone or in person. It was first ascertained if the person was willing to be interviewed, and, second, if he was a member of the parent population.

If the person was not willing, or could not be interviewed for some reason, or if he was impossible to contact with a reasonable amount of effort on the part of the interviewer, the next name on the complete list was substituted. If, however, that person was not a member of the parent population, as happened in three cases, the name was discarded and no substitution was made. This was done to preserve the ratio of sample to population at 1:6. It was assumed that the same proportion was in error in both the complete list and the sample list.

The final list consisted of sixty-two names. All sixty-two of the persons were interviewed, and the data collected from these interviews form part of the basis of this dissertation.

Choosing the Comparison Group

As a basis of comparison, a group of regular staff members was picked to be interviewed. The data collected from this group were to be used in the comparison of the teaching methods of part-time and full-time teachers.

Because of the time-consuming nature of a personal interview, it was decided that fifteen full-time staff members were a sufficient number to furnish a basis of comparison, although no claim is made that the fifteen comprise a sample.

The basic criterion for choice was that the persons picked were to have a reputation as excellent teachers. Those chosen were chosen because of their reputation in the classroom. A person could be noted for research work but not for teaching, and it was

desirable to exclude such persons. At the same time, there is no implication that those chosen were not noted researchers, but only that all had a good reputation in the classroom.

Some of the fifteen were selected from results of the Student Affairs Committee, Faculty Recognition Project, College of Arts and Sciences. No attempt is made here to evaluate that particular project. It is, or was, designed not to rate teachers but to "identify the best teachers." The results were based on a small sample, but it was felt that any one mentioned frequently should qualify as an excellent teacher.

Since the project was limited to the College of Arts and Sciences and since this dissertation concerns the entire campus, some teachers were needed from other colleges. These were chosen on the basis of recommendation of persons in the Department of Education familiar with that particular department. For example, a person in social studies education might be asked to recommend a faculty member in the history or the political science department.

There are many excellent teachers at the Ohio State University, and there is no implication that anyone not chosen for this study is not a good teacher but that the fifteen chosen were picked as samples of that portion of the staff primarily interested in and having a reputation for good teaching.

VI. THE RESEARCH INSTRUMENTS

The instruments used to obtain the data for the study were the interview questionnaires. One questionnaire form was used for the interview of part-time teachers and another for the interview of full-time teachers. A copy of each has been placed in the appendix.

The Interview for Part-Time Teachers

The first portion of the interview consisted largely of factual questions. The reason for placing such questions in the first portion of the interview was related to the psychology of interviewing. Since the questions in this portion were largely of an impersonal nature, that is, the determining of fact and not of opinion, little or no resistance on the part of the respondent was expected. This would begin the interview on a successful basis and would set the pattern for the rest of the interview.

The second portion of the interview covered twelve broad topics in higher education:

1. The teaching techniques used by the part-time teacher.
2. The types of assignments given to students.
3. The allowances made for individual differences among students.
4. The help given slow students.
5. The objectives of the course as viewed by the part-time teacher.

6. The view of the part-time teacher of problems faced by his students and what the teacher did to help students with their problems.

7. The facts relative to the course of study used in the subject taught by the part-time teacher.

8. The method of evaluation and the purpose it served for the teacher.

9. The opinion of the part-time teacher concerning the purpose of academic standards.

10. The facts relative to the supervision received by the part-time teacher.

11. The teaching problems of the part-time teacher.

12. The attitudes of the part-time teacher toward the teaching profession.

It should be pointed out at this time that, because of the evolution of the problem after the data had been collected, all the data collected on the questions listed were not used. The teachers' view of student problems, the opinion of the teachers concerning academic standards, the teaching problems stated by the teachers, and some of the attitudes of the teachers toward the teaching profession were areas for which data collected were not used. The decision was based upon the difficulties involved in classification of responses into meaningful categories for purposes of comparison and discussion. An individual pattern of responses might give a knowledgeable observer insight into the modes of thought and behavior

of that individual teacher. Group treatment of the data, however, involved classifying responses in a way in which the basic objective of the study could be met. Since the study was based upon group data rather than individual cases, it was decided not to use the data described.

To determine information on each of the twelve topics of the interview of part-time teachers, several types of questions were asked. First, some factual information was determined by direct questions. Second, open-ended questions were asked in which the respondent was asked to discuss at some length the area of concern. Third, some questions were asked in which the opinions of the respondent were asked concerning some topic of higher education.

The Interview for Full-Time Teachers

The interviews for the full-time teachers involved questioning in fewer areas. The full-time teachers were not asked about preparation for teaching since it was assumed that the conditions for their being chosen were such as to obviate the necessity for determining preparation. Likewise, the full-time teachers were not asked about supervision. The supervision of full-time teachers was not within the scope of this study. The interviews were conducted, otherwise, in a manner similar to those of the part-time teachers.

VII. GATHERING THE DATA

Seventy-seven interviews were conducted by the author in this study. Each interview was approximately one hour in length. There were variations, but most interviews were conducted within one class period.

Each interview began, after initial pleasantries, with a brief explanation of the purpose of the study, how the respondent was picked, a general establishment of rapport, and general motivation for a successful interview. The interviewer stated that he was trying to establish some facts concerning the backgrounds, teaching activities and techniques, attitudes, and problems of graduate students doing part-time teaching so that recommendations could be made for improving the use of graduate students as teachers for their own good and the good of the school. They were told that they were picked randomly and that one person in six was being interviewed.

It was explained that the questionnaire consisted of two parts--the first part being factual and the second part containing more general questions.

The interviewer had a copy of the questionnaire and read each question for the respondent to answer. As the respondent talked, the interviewer recorded the answers to the questions on the questionnaire.

In the case of a factual answer, the verbatim response was written down. When a more general question was asked, however, and the respondent discussed the situation at some length, the interviewer was forced to condense the statements into a summary. A paraphrasing was often necessary. A paragraph condensed into a sentence, or a sentence into a few key words, was done in many cases as a verbatim transcript was beyond the ability of the interviewer and not essential to the study.

At the end of the interview, when the two parties were separated, the interviewer would then go over the completed questionnaire to be sure that the information recorded was adequately stated. During the rush of the interview, the interviewer was often forced to record a phrase or a few key words that would need amplifying as soon as possible in order to retain the full and correct meaning that was intended by the respondent.

After the sixty-two part-time teachers and the fifteen full-time teachers had been interviewed, the data were transferred to cards. Symbols were used so that all information for one interview could be placed upon one card. This was done so that a rapid count could be made for a response in a given category and so that statistical information could be rapidly determined.

VIII. ANALYZING THE DATA

The three purposes of the study include determining the qualifications and functions, determining the teaching methods, and determining supervision of the part-time teachers.

a. Determining the qualifications and functions of the part-time teachers involved the analysis of data. Qualifications and function were described by giving the number possessing or lacking a given quality. Data were analyzed by giving the per cent of part-time teachers who possessed or lacked each quality.

b. The statistical method used to compare the teaching methods of the part-time teachers with those of the full-time teachers was the "chi-square," using a significance level of 5 per cent. Each of the comparisons was through a three-by-two or a two-by-two contingency table. The basic formula was:

$$\chi^2 = \frac{(O-E)^2}{E}$$

Where O is the observed frequency and E is the expected frequency. The expected frequency "E" is computed in each case from the total number of teachers falling in each category.

If the chi-square as computed turned out to be significant, then a correction was applied to determine if it was, in fact,

significant. The method used to correct chi-square for small samples was that of "Yates correction."¹

The process of using Yates correction as described by Walker and Lev is "to change the (observed) frequency in each cell by .5, keeping the marginal totals unchanged and reducing the size of (chi-square)."²

c. The method used to describe the supervision of the part-time teachers was similar to that used to describe qualifications and functions. The number of part-time teachers subject to or not subject to each type of supervision was given.

IX. VALIDITY OF DATA

Since the interview involves two persons, the respondent and the interviewer, each one is a possible source of inaccuracy. The interviewer is as important as the respondent in producing unbiased results. The ideal to be attained in an interview is for a respondent to understand fully each question, to give his free and uninhibited response to the question, and for the interviewer to record precisely the statements of the respondent. The statement of this ideal points up three possible sources of error--failure of

¹Helen M. Walker and Joseph Lev, Statistical Inference, Henry Holt and Company, New York, p. 106.

²Ibid., p. 106.

the respondent to understand the question, lack of freedom from inhibition and influence for the respondent, and inability of the interviewer to understand the respondent's remarks or to record them correctly.

One advantage of the interview over the questionnaire is to ensure the respondent's understanding of each question. The interviewer can usually determine from the response to a question whether or not it was understood.

Inhibition or influence of the respondent is a possible source of error. The respondent may try to please the interviewer or he may not feel free to answer a question in the face-to-face relationship of the interview. Anonymity may be practiced by the person or persons conducting a study (and for this study it was) but the respondent may not feel anonymous. As a result, he may feel some inhibitions as to the answers he gives. Hyman says, concerning this problem:

It is obvious to the respondent that he can easily be identified, and it is safe to say that he seldom feels anonymous in the situation. The interviewer and the respondent have developed a relationship which, although transient, has identified the respondent in some respects to the interviewer. He is present to the interviewer as a person, and . . . interactional effects may result from the mere existence of a personal relationship.³

³Herbert H. Hyman, William J. Cobb, et. al., Interviewing in Social Research, University of Chicago Press, 1954, p. 182.

The effect of the interviewer in understanding and correctly recording responses is important. For this study, a mechanical recording of the interviews would have reduced errors of recording responses. On the other hand, mechanical recording tends to increase inhibition of respondents. It was felt that freedom of response was more important than possible errors of recording, and a serious attempt was made to keep such errors to a minimum.

Another possible source of interviewer error is in the categorizing of responses. The personal bias of the interviewer may affect his recording of the responses. For this study, however, there is a qualifying factor which should be kept in mind. All the interviewing was done by the author of the study. If there is a bias in terms of a particular ideology, then all the interviews are biased in the same direction. At the same time, the bias is the same as that of the whole study. In other words, the bias represented in the interview results comes from the same point of view as is represented in the entire study. In considering the possible bias of the results to a particular question, however, the reader needs to weigh each question and the type of answer it calls for.

The possible biases mentioned above--trying to please the interviewer, interviewer probing for a "deeper" answer, interviewer recording of responses, and the possible lack of anonymity felt by the respondent in an interview--need to be kept in mind as factors which qualify the results of a study such as this one in which data were collected by a personal interview.

Summary

Sixty-two graduate-student--part-time teachers and fifteen full-time teachers were interviewed by the author of this study. The sample of part-time teachers was one in six of all those included in the population under study. The full-time teachers were chosen as representatives of those with a reputation for good teaching.

The interview was chosen because of the nearly 100 per cent response, the attempt to determine complex attitudes, the desire to have the respondents discuss a given problem without suggesting answers or a frame of reference, the freedom of the interviewer in being sure the respondent understood the question and of probing for a "deeper" answer, and the fact that respondents seemed to take the interview seriously.

Each interview was conducted by the author of the study. Information from each interview was recorded on a fresh questionnaire by the interviewer. Statistics used were the recording of per cent of part-time teachers having each of the qualities and the use of chi-square, with Yates correction when necessary, for comparing the teaching methods of the part- and full-time teachers. A significance level of .05 was used throughout the study.

The validity of the data is subject to the limitations of data collected through a personal interview. An interviewee may fail to understand a question. He may be inhibited in his response. The interviewer may fail to record or interpret the answer correctly.

CHAPTER IV

QUALIFICATIONS AND FUNCTIONS OF PART-TIME TEACHERS

The role of the part-time teacher at a university is somewhat different from the role of a full-time staff member. The differences are primarily those of qualification, function, and supervision. The part-time teachers are often inexperienced and new to the profession of college teaching. They often perform functions which involve only partial responsibility for the courses they teach. And, usually, they are supervised by full-time staff members. The purpose of this chapter is to report the data which show the qualifications and functions of the part-time teachers. Data were collected which show the backgrounds, experiences, education, and teaching environment.

In this chapter, the writer has tried to answer the following questions about the part-time teachers in the sample:

1. What were the vital statistics?
2. What were their professional expectations?
3. What degrees had they earned and what degrees were they working toward?
4. How did their past and current fields of study relate to their teaching fields?

5. What teaching experiences had they had?
6. What professional education had they had?
7. What broadening experiences had they had?
8. What function did they play in undergraduate education?
9. What was the form of organization under which they taught.

The chapter is organized around the preceding nine questions. Each question is taken in turn, the data collected on that question are shown, and the facts revealed by the data are discussed.

1. Vital Statistics

The data include sex, marital status, and estimated age. They show that 79 per cent of the part-time teachers were men and 21 per cent were women; that 52 per cent were single and 48 per cent were married; and that 60 per cent had an estimated age of twenty-five years or older.

The data show that a sizable number of women are part-time teachers, and it is known that there are many women who become college teachers. The conclusion could be drawn that women need to be considered in any discussion about part-time teachers. The data also show that any plan for the use of graduate students as teachers needs to recognize the fact that many are married, since about one-half the number of part-time teachers were married. It should be pointed out that the age of the part-time teachers was estimated by the interviewer, partly on appearance and partly on statements of education and experience. For example, a person with service

experience and in the last stages of a Ph.D. program is rather likely to be over twenty-five years of age. It was felt that age was an important fact to consider in the direction and supervision of part-time teachers. Youth does not disqualify one from being a part-time teacher but might require that the teacher be given more attention and supervision, especially in the beginning stages of teaching.

2. Professional Expectations

Table 1 reveals the professional expectations of the part-time teachers.

TABLE 1

PROFESSIONAL EXPECTATIONS OF THE PART-TIME TEACHERS

Expectations	Per Cent
Expect to become teachers	65
Do not expect to become teachers	11
Do not know	<u>24</u>
	100

Table 1 shows that there were three distinct groups as far as professional expectations were concerned; those who expected to teach, those who did not expect to teach, and those who did not know at the time of the interview. As far as expectation is concerned, teaching is the most likely future occupation of the part-time teachers.

The part-time teaching done by those who expected to become college teachers could be considered as an apprenticeship of a sort. The literature revealed that many educational authorities believed that teaching under supervision was beneficial for the beginning college teacher. Since almost two-thirds of the sample expected to become college teachers, the opportunity existed for the institution to provide teaching under supervision as preparation for a career of college teaching. This is not to say all were supervised, only that the opportunity for supervised teaching existed.

The data also reveal that almost one-third of the sample were either undecided as to their future careers or did not expect to become teachers. This shows that those responsible for hiring part-time teachers did not restrict their choice to those who expected to become teachers. The opportunity to teach part time should have given those undecided an opportunity to see what teaching was like as a basis for a future choice. Those who taught well could be encouraged to become teachers.

A critique of the data can be made about those collected for the part-time teachers who did not expect to make teaching their career. It is unknown why they participated in part-time teaching. It might be assumed, for example, that they taught to make it financially possible to attend graduate school. There is no evidence to back up this assertion, however, since no data were determined in this area. There are questions of motivation for teaching which

may be raised about part-time teachers in terms of career expectancy. It is this author's opinion that part-time teachers who expect to become teachers would, in general, have more motivation to teach successfully and to learn about the profession of teaching than would those who did not expect to become teachers.

3. Degrees Currently Worked for and Degrees Previously Earned

Academic preparation is considered as one of the most important requirements for college teaching. In terms of degree objective, the data show that 68 per cent of the part-time teachers were working for the Ph.D. degree and that 32 per cent were working for the Master's degree. In terms of degrees earned previously, all part-time teachers had a Bachelor's degree and 57 per cent had a Master's degree.

For permanent employment, the Master's degree is usually considered as the minimum in some fields and in some schools, while the Ph.D. is so considered in other fields and other schools. About one-third of the part-time teachers were working toward a Master's degree. If the Bachelor's degree is considered as the minimum preparation needed, then all were adequately prepared. If the Master's degree is considered a minimum, then at least 43 per cent would be considered as inadequately prepared. The expression "at least" is used because 11 per cent were working for the Ph.D. without a previous Master's degree. The academic level of individuals in that group would be a function of the length of time they had spent on the Ph.D. No conclusion about the preparation of

individuals in the group can be reached, assuming the Master's degree as a minimum, as the length of time spent in the Ph.D. program was not determined. Conclusions about the adequacy of preparation of part-time teachers, as far as level of education is concerned, depend upon what is assumed to be the minimum level of preparation needed for college teaching.

4. Fields of Study and Their Relation to the Teaching Field

One of the requirements of a college teacher is that he be well versed in the subject matter he is teaching. Most educators agree that a knowledge of the subject is a necessity for any teacher, and especially for a college teacher. A teacher who is doing current graduate work and also teaching a course to undergraduates is probably doing his teaching and study in the same general field. The teacher is often specializing in some particular aspect of a larger field and teaching a general course in that field. An example would be a graduate student studying physiological chemistry and teaching a course in general chemistry to freshmen. This example would be classified as teaching in the same field as the graduate study.

Another possibility is that a teacher is teaching a course in a field related to his graduate work. The teacher, in his graduate study, would have included work in the field in which he was doing part-time teaching. An example would be a teacher

studying engineering in his graduate work and teaching mechanical drawing. This would be classified as teaching in a related field.

Another situation arising in undergraduate teaching is for the teacher to be teaching a general elementary subject, such as in social studies or science, and have a major field of study in one of the branches of his teaching field. An example would be the sociology major teaching a course in general studies, which is designed to provide an overview of social studies for the non-specialist. Another example would be the physics major teaching a course in physical science dealing with several of the physical sciences.

Data were collected from the part-time teachers revealing the relationship of the course they taught to their current field of study and to degrees previously earned. These data are revealed in Tables 2 and 3.

TABLE 2

RELATIONSHIP OF TEACHING FIELD AND CURRENT
GRADUATE WORK FOR THE PART-TIME TEACHERS

Relationship	Per Cent
Teaching same field as current graduate work	95
Teaching general education course in same general field as specialty	3
Teaching a course in a field unrelated to current graduate work	2
	100

TABLE 3

RELATIONSHIP OF EARNED DEGREES AND TEACHING
FIELD FOR THE PART-TIME TEACHERS

Relationship	Per Cent
Teaching same field as current graduate work with no previous degrees in that field	13
Teaching same field as current graduate work with one degree in a related field	3
Teaching same field as current graduate work with one previous degree in that field	29
Teaching same field as current graduate work with two previous degrees in that field	36
Teaching same field as current graduate work with one degree in that field and one in a related field	2
Teaching same field as current graduate work with one degree in that field and one in an unrelated field	13
Teaching a general education course with one degree in general field and one in an unrelated field	2
Teaching a general education course with one degree in a related field	2
Teaching a course in a field unrelated to current graduate work with one degree in a related field	2
	102

As shown in Table 2, most part-time teachers taught courses which were in the same general field as their current graduate work. The exceptions included two teachers of elementary courses which were of a general education nature, and which, presumably, cut across traditional subject-matter boundaries. These two had

specialties in the same general field. The other exception taught in a field unrelated to his current graduate work, but, as revealed in Table 3, he had a previous degree in a related field.

Table 3 gives a further breakdown which includes fields of previous degrees. It shows that 13 per cent taught in a field in which they had not previously earned degrees. The length of time they had done graduate work in that field would give some indication of their preparation but it was not determined.

The conclusion reached is that those choosing part-time teachers to teach in a given field almost always chose from among those graduate students who were currently majoring in that field. Those chosen did not have, in all cases, a record of having previously earned degrees in that field. The selection of teachers for elementary courses which cut across traditional subject-matter boundaries seems to have been made from specialists in the same general area as the subject field taught.

5. Teaching Experience

Experiences which may contribute to professional development and for which data were collected were college-teaching experience and other teaching experience. The college-teaching experience of the part-time teachers is shown in Table 4. Whether the years of experience revealed in Table 4 were full- or part-time teaching was not determined; only the number of years taught at the college level was ascertained.

TABLE 4
YEARS OF TEACHING EXPERIENCE AT THE COLLEGE
LEVEL OF THE SIXTY-TWO PART-TIME TEACHERS

Number of Years	Per Cent of Part-Time Teachers
One year or less	52
In the second year	21
In the third year	11
In the fourth year	8
In the fifth year	3
In the sixth year	3
In the tenth year	<u>2</u>
	100

Table 4 shows that over half the part-time teachers had had one year or less of college-teaching experience. The median number of years was slightly less than one year. The computed median was .97 years. The part-time teachers were a relatively inexperienced group as far as college teaching is concerned since 52 per cent had had one year or less and 73 per cent had had two years or less of such experience.

The average amount of college-teaching experience was 2.11 years. The average is misleading in this case, however, as a few teachers had more than five years of experience, while more than half had had less than one year.

Sixteen per cent of the part-time teachers had had secondary-school-teaching experience. This fact has some significance as to one source, at least, of college teachers. All of those with secondary-school-teaching experience indicated that they expected to become college teachers with one exception. He was undecided.

Forty-seven per cent of the part-time teachers had had other teaching experience, such as tutoring. While tutoring is not classroom teaching, insight into learning and student characteristics may be gained from the experience.

As stated previously, 52 per cent of the part-time teachers had had one year or less of college-teaching experience. Twenty-three per cent of the part-time teachers had taught one year or less at the college level, had not taught at the secondary level, and had done no tutoring.

6. Professional Education

Professional education is that which contributes to understanding problems of education, to the nature of learning and learners, or to purposes of education. As to whether professional education contributes to the quality of teaching has not been resolved by the college-teaching profession. There are some, at least, who believe that nothing is gained by professional education, that a knowledge of the subject is the only requirement of a college teacher. Others

believe that professional education may contribute to the quality of work of a college teacher by making him acquainted with the psychology of learning and some of the issues, problems, and techniques of teaching.

The nature of a course in education would have some bearing on its usefulness for a college teacher. One specific question asked the part-time teachers was whether they had had course work in education. If the response was positive, the fact was recorded but the nature of the course or courses was not determined. Another question asked was the number of courses taken in which the objectives of the course they were teaching had been discussed. The question referred primarily to the practice of having a seminar in conjunction with supervised teaching or preceding it in which objectives of teaching were discussed.

Course work in psychology may contribute to college teaching by giving insight into the psychological nature of man, into the way people learn, and into specific areas of learning, such as tests and measurements. The part-time teachers were asked if they had had a course or courses in psychology. The nature of the courses were not determined, however. A more specific question was asked at another point in the interview as to whether or not the part-time teachers had had any course work on understanding students and their problems.

Data relating to the professional education of the part-time teachers are presented in Tables 5 and 6.

Table 5 shows that 42 per cent of the part-time teachers had had course work in education. Since the specific courses were not ascertained, the level of work in education and applicability of the courses to college teaching is unknown. The fact that 24 per cent of the part-time teachers were education majors for the Bachelor's degree or both the Bachelor's and Master's degrees seems a somewhat significant fact. This group presumably was prepared to teach below the college level at one time. At the time of the interview, 80 per cent of the group expected to become college teachers and 20 per cent did not know. As recruits for the college-teaching profession, the 24 per cent with education majors had shown an interest in the teaching profession as undergraduates. Two individuals were education majors at the time of the interview and as part-time teachers were teaching courses in education.

TABLE 5
COURSE WORK IN EDUCATION OF THE PART-TIME TEACHERS

Course Work in Education	Per Cent of Part-Time Teachers
Majored in education for the Bachelor's degree	18
Majored in education for both the Bachelor's and Master's degree	6
With one to seven courses in education	18
With no course work in education	<u>58</u>
	100

Table 6 shows that 81 per cent of the part-time teachers had had course work in psychology. The nature of the courses was not determined so their applicability to college teaching could not be directly ascertained. Since psychology as a field deals with human behavior and its study, it is the basis for much educational opinion and technique. Understanding the educational process would seem to be predicated upon a knowledge of psychology. All but twelve (19 per cent) of the part-time teachers had had course work in psychology. Forty-two per cent had had one or two courses in psychology. The probable pattern was to have general psychology as an undergraduate which hardly constitutes preparation for understanding the learning process but would contribute to it.

TABLE 6
COURSE WORK IN PSYCHOLOGY TAKEN BY
THE PART-TIME TEACHERS

Course Work in Psychology	Per Cent of Part-Time Teachers
Majored in psychology for the Bachelor's degree	2
Majored in psychology for the Master's degree	3
Majored in psychology for both the Bachelor's and Master's degrees	5
Took from three to six courses in psychology	29
Took one or two courses in psychology	42
No course work in psychology	<u>19</u>
	100

One method of making supervision more meaningful is to have a course in conjunction with or preceding the teaching that deals with the objectives and methods of teaching in that field. The data show that 85 per cent of the part-time teachers had not had course work dealing with objectives of teaching in that field.

The data also show that 76 per cent of the part-time teachers had not had course work dealing with the understanding of college students and their problems. The objectives of teaching and the understanding of student problems are samples of two of the areas of higher education which would presumably contribute directly to college teaching.

Sixteen per cent of the part-time teachers had had no course work in education, no course work in psychology, no course work in objectives, and no course work in understanding student problems. The conclusion cannot be made that this group is not prepared to teach. There is the fact that this 16 per cent had not had or had not taken advantage of the opportunity to learn in formal courses about problems of education. They may have learned about teaching and learning and learners from other sources, such as literature or experience.

Those who had had courses in education, in psychology, in objectives, or in understanding students or various combinations of these may or may not be prepared to teach. They had, however, been exposed to one or more sources of knowledge on teaching problems, learning, objectives, or methods of teaching.

A critique of the data gathered in the area of professional education is appropriate at this point. College teachers and secondary teachers are members of two different sets. While it is true that there might be some value to a college teacher in the content of a course in education or psychology designed for a secondary teacher, it is also true that the two tasks are somewhat different. There are courses in education and psychology which are directly applicable to college teaching. From the point of view of hindsight, more significant conclusions might have been obtained by directing questions of professional education directly to college

teaching. Having a list of specific course titles taken by each part-time teacher in education and psychology would permit analyses and conclusions of a more significant nature.

7. Broadening Experiences

In teaching, as in other professions, worldly experiences contribute to the maturity of the professional person. There is no attempt here to measure the worldliness of the part-time teachers quantitatively. There are experiences, however, which are fairly common to the general age group of the part-time teachers which would tend to contribute to knowledge of the working world.

Information was determined relative to four fairly common experiences of young people today. The experiences are military service, overseas travel, leadership work with youth groups, and employment in occupations other than teaching and with youth groups.

The data show that 58 per cent of the part-time teachers had not had military service experience, that 11 per cent had had nonoverseas military experience, and that 31 per cent had traveled abroad (including overseas service), 50 per cent had not, and 5 per cent came from a foreign country originally. Forty-four per cent had done leadership work with youth groups. And 89 per cent had held jobs other than teaching and youth work.

Combining the data concerning broadening experiences leads to the conclusion that 6 per cent of the part-time teachers had had none of the four experiences determined and another 24 per cent had had one. The remaining 70 per cent had had two or more.

8. The Nature of the Students Taught and the Place of the Course in Their Curricula

To show further the functions of the part-time teachers at the Ohio State University at the time of the interviews, information concerning the level of the students taught, the place of the course in the curriculum, and other appropriate data were gathered.

The use of graduate students as part-time teachers to supplement the regular staff is of interest in this study. Part of the description of the use of this group of part-time teachers concerns their role in education. The level of students, the homogeneity of the class, the place of the course in the students' program, and whether it is required or elective are important facts to know in determining the ways in which part-time teachers are used.

The level of the students has an effect on some teaching methods. Students at the lower levels, and especially freshmen, are having academic difficulties in large numbers, are less at home in the institution, are less effective at learning, and are less sophisticated intellectually than are advanced students.

Table 7 shows the level of students taught by the part-time teachers.

TABLE 7
LEVEL OF STUDENTS TAUGHT BY THE PART-TIME TEACHERS

Level of Students	Per Cent of Part-Time Teachers
Freshmen	48
Sophomores	16
Juniors	6
Freshmen and sophomores	10
Sophomores and juniors	6
Juniors and seniors	8
All levels	<u>5</u>
	99

Table 7 shows that 74 per cent of the part-time teachers taught lower division students, 15 per cent taught upper division students, and the remaining 11 per cent taught both upper and lower division students. The part-time teachers were used primarily to teach lower division students since about three-fourths (74 per cent) taught that level of students. In addition, almost half (48 per cent) of the part-time teachers taught freshmen exclusively.

Another factor bearing on teaching is whether the students are a mixed group or are homogeneous with respect to their vocational objective. For example, the teacher of chemistry might very well teach a group of chemistry majors and a group of nursing students

differently. Teaching a group of students who represent many different programs may pose special problems of teaching not posed by a group of students all in the same program, such as engineering or nursing.

The data show that 42 per cent of the part-time teachers taught a course to a specialized group of students, as far as vocational objectives were concerned, and that 58 per cent taught a course to students who were mixed as far as vocational objectives were concerned.

A related question as to whether or not the students represented a mixed or homogeneous group is that of the place of the course in the students' programs. Courses may be labeled as general education, as being part of an academic major if the student is in education or liberal arts, or as being a professional course. For example, a sociology course could be general education for a liberal arts student, in the academic major of a secondary education student, or a professional course for a future sociologist. A teacher might very well teach differently in each case.

Data showing the place of the courses taught by the part-time teachers in the programs of the students in the courses are shown in Table 8.

TABLE 8

PLACE IN STUDENTS' PROGRAM OF THE COURSE
TAUGHT BY THE PART-TIME TEACHER

Function of Course	Per Cent of Part-Time Teachers
General education	58
In the academic major	3
In the professional program	23
Mixed purposes	14
The teacher did not know	<u>2</u>
	100

Whether the courses taught were elective or required was determined. Table 9 shows the degree to which the course taught was required of the students.

TABLE 9

PART-TIME TEACHERS TEACHING COURSES IN WHICH THE
COURSE IS ELECTIVE OR REQUIRED FOR THE STUDENTS

Nature of Course (Required or Elective)	Per Cent of Part-Time Teachers
Required for most of the students taking it	87
Required for some of the students taking it	3
Elective for most of the students taking it	6
The teacher did not know	<u>3</u>
	99

The function of the average part-time teacher was mainly that of teaching lower division students with varied vocational objectives a course in general education which was required for most of them. Some part-time teachers did teach upper division students, some taught students with like vocational objectives, and some taught courses which were elective.

9. Organization of Teaching Responsibilities

No picture of the part-time teachers is complete without a look at the way in which teaching responsibilities were delegated. Five different patterns were turned up in this study. The first situation was one in which the part-time teacher taught a classroom subject which met from three to five hours per week. The part-time teacher conducted the class himself. No one else shared responsibility for conducting the class, although the part-time teacher may have been supervised in one or more ways in his teaching.

The second situation was that in which the part-time teacher conducted all aspects of a classroom and laboratory course which included lecture, recitation, and laboratory. He may have been supervised in one or more aspects of his work, but he did all the teaching.

The third situation was that in which the part-time teacher taught a laboratory-recitation section. A professor had the students in a large lecture section which met once or twice a week. The students were divided into smaller groups for the laboratory-recitation sections. The laboratory-recitation sections were taught by

part-time teachers, primarily. The responsibilities of the part-time teacher were necessarily limited since their teaching involved only part of the course.

The fourth situation was that in which the part-time teacher taught a laboratory section. Another teacher had the students in lecture and recitation; the part-time teacher taught the laboratory. The part-time teachers in this group had only limited responsibility for the work of the students in the course.

The fifth situation was that in which the part-time teacher taught a course in which physical activity was the primary purpose. There was very little academic work involved. Table 10 shows the number of part-time teachers teaching in each of the five situations described.

TABLE 10
DISTRIBUTION OF TEACHING RESPONSIBILITIES
FOR THE PART-TIME TEACHERS

Teaching Duties	Per Cent of Part-Time Teachers
Teaching a classroom subject	60
Teaching a classroom and laboratory course in its entirety	8
Teaching a laboratory-recitation section	16
Teaching a laboratory section	13
Teaching a physical activity course	<u>3</u>
	100

Table 10 shows the various situations in which the part-time teachers taught. Those who were responsible for all the teaching in the course, the first, second, and fifth groups above, combine for a total of 71 per cent. These part-time teachers may have been supervised in one or more ways, but they were responsible for all teaching.

The remaining 29 per cent of the part-time teachers shared teaching duties with others.

Summary

The purpose of this chapter was to determine the qualifications and functions of the part-time teachers by attempting to answer nine questions relating to background, experience, education, and the nature of teaching duties.

All the part-time teachers did not expect to become college teachers and some were undecided. All had received the Bachelor's degree and over one-half the Master's degree. Practically all were teaching in a field in which they were specializing as graduate students. About one-half had had one year or less of college-teaching experience. Twenty-three per cent had had one year or less of college-teaching experience, had not taught at the high-school level, and had not done tutoring. Eighty-four per cent had had course work in one or more of the areas of education, psychology, course objectives, or understanding student problems. Some of the part-time teachers had had many of the broadening experiences listed in this study, but some had had none. Twenty-six per cent taught a

required course to freshmen which was of the nature of general education. Seventy-one per cent taught a course in which they were responsible for conducting all activities of the class. Twenty-nine per cent divided teaching duties with other teachers.

CHAPTER V

DESCRIPTION OF TEACHING METHODS OF PART-TIME TEACHERS

A significant part of the description of the role of the part-time teacher is that of teaching methods. The purpose of this chapter is to describe the teaching methods of the part-time teacher by comparing his methods with those of the full-time teachers reputed to be excellent teachers. Teaching methods include objectives of teaching, the means to reach those objectives, and the evaluation of the degree to which the objectives have been met.

A description needs a context for discussion, and the alternatives seemed to be to describe the teaching methods on the basis of ideal ones or by comparing the methods of two distinct groups. Since ideal methods tend to be a source of debate and since there is an apparent wide variation of successful teaching patterns in use, the most appropriate means of description seemed to be that of comparison. The group chosen for comparison was a group of full-time teachers, previously described, who were picked as representatives of those with a reputation for good teaching.

In addition, as pointed out in the previous chapter, there is wide variation in the ways in which teaching duties are organized and wide variation of courses and responsibilities. To compare such

a divergence of teaching situations, comparison factors are needed which are applicable to all teaching situations. An attempt has been made to do this based upon the literature and discussion of Chapter II.*

The comparison factors to be used are, in actuality, a set of assumptions. These assumptions are as follows:

1. A teacher should have teaching objectives in the course he teaches which are in addition to the principles of a body of knowledge, a procedure or a skill, or both.
2. A teacher should use classroom-teaching techniques of a teacher-centered nature, of a student-problem-centered nature, and of an active-student-participation nature, and the techniques used should not be limited to any one classification.
3. A teacher should give assignments which allow students freedom and initiative in their completion, at least part of the time.
4. A teacher should encourage superior students to do more than a minimum by giving extra credit for extra work.
5. A teacher should make a positive effort to help students needing assistance in learning.
6. A teacher should counsel students with personal problems.

*The two part-time teachers teaching physical activities courses were omitted in the description of teaching methods since it was felt that such courses were so different from the others as to be not comparable.

7. A teacher should refer students to campus personnel agencies when feasible.

8. The evaluation of students should be based upon as wide a range of activities as the nature of the course permits.

9. The evaluation of students should be based upon clear and consistent standards.

10. The teacher should see a use for evaluation which is in addition to that of determining student grades.

Each of these ten assumptions will be used as a comparison factor to compare the teaching methods of the part- and full-time teachers and will be the basis of the "null hypothesis" used in each statistical investigation. A chi-square statistical technique will be used with Yates correction when necessary. The level of significance is assumed to be 5 per cent.

Teaching methods are divided into the six basic areas discussed in Chapter II. They are: objectives, classroom techniques, student assignments, handling of student academic problems, handling of student nonacademic problems, and evaluation.

1. Statement of course objectives. Both part- and full-time teachers were asked to state the objectives of the courses they taught. The fifteen full-time teachers stated a total of fifty objectives and the sixty-two part-time teachers a total of 183 objectives. Considerations of space preclude listing all 233 objectives stated.

To apply the comparison factor in the area of objectives, it was necessary to classify objectives into specified categories; namely, to teach the facts and principles of a body of knowledge, to teach a process or a skill, and all objectives different from the first two.

As the literature showed, teachers should have objectives in teaching beyond those of subject matter. Some courses, however, have objectives of skill. For example, an English course may have writing skill as an objective or a chemistry course may include learning laboratory techniques as an objective. It was decided to include as obvious course objectives the learning of skills in addition to subject matter. The assumption was made that a teacher should have objectives in his teaching beyond the obvious ones of subject matter and skills.

Classifying objectives, as indicated above, involves a problem of interpretation. In this study, the classifying of objectives was done by the author. It is probable that other observers might classify some objectives in ways different from that done in this study. The attempt was made, however, to include only those objectives as limited ones which appeared to be obviously subject matter and skills. No attempt was made to evaluate the objectives as "sound" or "unsound," only as being limited or not.

To demonstrate how the choice was made, the author has included samples of objectives stated by individual teachers along with the decision of classification.

Part-Time Teacher No. 1 stated two objectives: learn and apply actual principles of chemistry; learn laboratory techniques. The objectives of this teacher were classified as being limited.

Part-Time Teacher No. 2 stated five objectives: give the underlying principles of chemistry; give a view of the over-all nature or philosophy of a science; tie in observations with everyday life; give an historical view of chemistry; give them the feeling or idea that science is far less cut and dried. Because of the second, third, and fifth objectives stated, this teacher was classified as one not giving limited objectives.

Part-Time Teacher No. 3 stated three objectives: have the students become aware of actual economic conditions of the United States; familiarize them with the history of economic thought; familiarize them with ways of scientific thought. Because of the last stated objective, this teacher was classified as one not stating limited objectives.

Part-Time Teacher No. 4 stated two objectives: teach them a way of thinking about government; teach them ways of thinking about their opinions; this course is a vehicle for these objectives. This teacher was classified as not stating limited objectives.

Full-Time Teacher No. 1 stated four objectives: show why the subject exists; see that economic problems are related to each other; learn good reasoning about economics; have experience in reasoning

and how man's mind tries to conquer the world. None of these objectives were classified as being that of teaching subject matter.

Full-Time Teacher No. 2 stated three objectives: have them acquire knowledge in the field; think in terms of scientific method, reason in a certain way; understand the relation of what they are studying to everyday life. The latter two objectives were classified as beyond those of subject matter.

Table 11 gives the per cent of full- and part-time teachers who were classified as stating limited objectives or as stating objectives beyond those of teaching the principles of a body of knowledge or a procedure or a skill.

TABLE 11
LIMITATION OF OBJECTIVES STATED BY
FULL-TIME AND PART-TIME TEACHERS

Stated Objective	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
Objectives limited to the first two (teach the principles of a body of knowledge, teach a procedure, or both)	33	0
Objectives beyond the first two	<u>67</u>	<u>100</u>
	100	100

Comparison Factor One. A teacher should have teaching objectives in the course he teaches which are in addition to the principles of a body of knowledge, a procedure or a skill, or both.

Hypothesis No. One. There is no significant difference between part- and full-time teachers in the matter of stating course objectives.

Observed Data (O)

	Part-Time Teachers	Full-Time Teachers	Total
Stating limited objectives	20	0	20
Stating additional objectives	40	15	55
Total	60	15	75

Expected Frequencies (E)

16.0	4.0
44.0	11.0

$\chi^2 = 6.819$ with one degree of freedom. This is significant; therefore, Yates correction must be applied.

Adjusted Observed Frequencies (O')

	Part-Time Teachers	Full-Time Teachers	Total
Stating limited objectives	19.5	0.5	20.0
Stating additional objectives	40.5	14.5	55.0
Total	60.0	15.0	75.0

$\chi^2_y = 5.221$ with one degree of freedom. This is significant at the 5 per cent level.

Applying a chi-square analysis to the data of Table 11 shows that the difference between the two groups is significant at the 5 per cent level of significance. The hypothesis is rejected.*

The conclusion is that the full-time teachers were better able than were the part-time teachers to state teaching objectives beyond those of the principles of an organized body of knowledge, a procedure or a skill, or both.

2. Classroom-teaching techniques. A total of fifteen different teaching techniques was stated by the teachers interviewed and classified by the author. The actual techniques are listed in Table 12 along with the per cent of both part-time and full-time teachers using each technique.

Table 12 is shown primarily to indicate the range and descriptions of the teaching techniques used by the teachers. The fifteen techniques are to be placed in three categories.

*The computation of each analysis appears in the appendix.

TABLE 12
TEACHERS WHO USE EACH OF THE FIFTEEN
LISTED TEACHING TECHNIQUES

Teaching Technique	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
Teacher-student discussion (recitation)	90	87
Lecture by the teacher	82	87
Student laboratory work	38	7
Teacher demonstrations	33	27
Students work at the board	23	20
Teacher reads to class	15	7
Audio-visual methods are used	13	27
Students work individually at their seats	10	20
Students give reports or talks	10	13
Teacher helps students individually	5	0
A student reads to class	7	7
An outside lecturer is brought in	3	0
A student or students conduct the class	3	7
Student-student discussions	0	13
Students participate in activities	0	13

The percentage of both part- and full-time teachers using one or more techniques in each category is shown in Table 13 along with a description of the categories. The first category of techniques is that of being teacher and subject-matter centered. In this category, the teacher directs and determines the topics and problems. The students are primarily passive observers, although they may participate to a limited extent at the direction of the teacher. The techniques listed under this category are: lecture, teacher-student discussion, teacher demonstration, outside lecturer is brought in, the teacher reads to the class, or the use of audio-visual aids is employed.

The second category of teaching techniques focuses attention upon individual student work and problems. The students work individually or in groups with the teacher's assistance. The techniques listed in this category are as follows: laboratory work, students work individually at their seats, students work at the board, the teacher helps students individually, and student-student discussions are held.

The third category of teaching techniques is that of student responsibility of conducting the class. This makes the student the center of attention and responsibility for a time. The teacher has the students exercising initiative and imagination and has them holding the floor rather than being passive recipients. The techniques listed in this category are those in which students give reports or talks, a student reads to the class, students conduct all or portions of a class, and students participate in activities.

The number of teachers using each of the three categories of teaching techniques is given in Table 13. Further analysis asks whether a teacher confines his techniques to a single category or uses several.

TABLE 13
TEACHERS USING EACH OF THE THREE CATEGORIES
OF TEACHING TECHNIQUES

Category of Teaching Technique	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
Teacher and subject-matter-centered techniques	98	100
Individual-student-centered techniques	57	33
The students have responsibility for conducting portions of the class	18	27

The data of Table 14 show the number of teachers using techniques in the given number of categories of teaching techniques. The two groups of teachers will be compared on the basis of classroom-teaching techniques by using the data of Table 14.

TABLE 14
TEACHERS USING TECHNIQUES IN THE STATED
NUMBER OF CLASSIFICATIONS OF CLASSROOM
TEACHING TECHNIQUES

Number of Classifications Used	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
Techniques in one classification	33	40
Techniques in two classifications	60	33
Techniques in three classifications	<u>7</u>	<u>27</u>
	100	100

Comparison Factor No. Two. A teacher should use classroom techniques of a teacher-centered nature, of a student-problem-centered nature, and of an active-student-participation nature, and the techniques used should not be limited to any one classification.

Hypothesis No. Two. There is no significant difference between part- and full-time teachers in their use of teaching techniques.

Observed Frequencies (O)	Part-Time Teachers	Full-Time Teachers	Total
One category of techniques	20	6	26
Two categories of techniques	36	5	41
Three categories of techniques	4	4	8
Total	60	15	75

Expected Frequencies (E)	Part-Time Teachers	Full-Time Teachers
One category	20.8	5.2
Two categories	32.8	8.2
Three categories	6.4	1.6

$\chi^2 = 6.214$ with two degrees of freedom. This is significant at the 5 per cent level.

The chi-square test of the frequencies shown in Table 14 shows that the part-time teachers differ significantly from the full-time teachers in their use of teaching techniques. The hypothesis is rejected.

The chi-square test, however, simply shows that the distribution of categories used by the two groups of teachers was not due to chance factors in the selection of respondents. Since a larger proportion of part-time teachers used two categories of techniques and a larger proportion of full-time teachers used three categories of techniques, the two effects would tend to nullify each other. The chi-square test does not differentiate between variation in the same or opposite direction. For example, if the numbers of teachers using two categories of technique and those using three categories were reversed, the chi-square would be unchanged. The conclusion reached is that full-time teachers tended to use techniques in three categories while part-time teachers tended to use techniques in two categories. The conclusion that one group used more categories of techniques than another cannot be made.

3. Student assignments. The data collected from the interviews were classified by the author and showed a total of twenty-one different kinds of student assignments given by the teachers. These assignments are listed in Table 15 along with the per cent of part-time and full-time teachers using each type of student assignment. The four categories of assignments were classified on the basis of the degree of freedom permitted the student in completing them.

The first category offers the students least freedom. In this type, the teacher prescribes a definite amount of specified work to be completed. Of the twenty-one assignments listed in Table 15, the following would be included: text reading, reading outside of a text, specific problems and exercises, materials to be completed and handed in, a workbook or a laboratory manual, syllabus study, drawing plates, mapwork, graph-making, and studying for a test.

The second category is one in which the students may exercise some initiative and imagination concerning the assignment. In this category are included work in the laboratory, writing papers to hand in, having an outside experience of some sort, making up a notebook to hand in, writing book reviews, and writing art form reviews.

The third category is one in which the students work creatively at the teacher's direction. Under this heading are included a project to make or do in or out of class and student talks.

The fourth category of assignments is one in which the student takes responsibility for directing his own work. Under this classification are included personal studies, studying one phase of a field when the choice is that of the student, and student planning of work to take place in class.

TABLE 15
TEACHERS GIVING THE SPECIFIED ASSIGNMENTS LISTED

Student Assignment	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
Reading in a textbook	88	60
Reading outside a textbook	42	47
Laboratory work	36	13
Complete problems or exercises	33	33
Write paper to hand in	27	47
Material given out to be completed	12	7
Work in lab. manual or workbook	12	7
Outside experiences required	3	7
Make a notebook to hand in	3	0
A project to make or do	3	0
Student speeches in class	3	0
Study in a syllabus	2	7
Drawing plates	2	0
Mapwork	2	0
Make graphs	2	0
Study for a test	2	0
Write book reviews	2	7
Write art form reviews	2	7
Personal studies	2	0
Study one phase of a field	2	7
Plan work to take place in class	0	7

The number of teachers giving assignments in each of the four categories is given in Table 16.

TABLE 16
TEACHERS GIVING EACH OF FOUR TYPES
OF CLASSIFIED ASSIGNMENTS

Classification of Assignment	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
A. The student is to complete a set amount of work prescribed by the teacher	98	100
B. The student exercises some initiative and imagination concerning the assignment	70	67
C. The students work creatively at the teacher's direction	7	0
D. The student takes responsibility for directing his own work	3	7

Using Categories A, B, C, and D of Table 16, Table 17 shows the number using assignments in each pattern of categories.

TABLE 17
TEACHERS MAKING ASSIGNMENTS IN EACH
PATTERN OF CATEGORIES INDICATED

Pattern of Categories of Assignments	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
A only	27	33
B only	2	0
A and B	62	60
A and C	2	0
A and D	2	0
A, B, and C	5	0
A, B, and D	<u>2</u>	<u>7</u>
	102	100

Comparison Factor No. Three. A teacher should give assignments which allow students freedom and initiative in their completion at least part of the time.

To use the comparison factor for the data, it was assumed that Categories C and D were those allowing the most freedom, and Categories A and B were those allowing the least freedom. Under that assumption, Table 18 was used to discover whether any significant differences appeared.

TABLE 18

TEACHERS MAKING ASSIGNMENTS ALLOWING GREATER OR LESS
FREEDOM AND INITIATIVE FOR THEIR COMPLETION

Type of Assignments	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
In Categories A and B only, those allowing least freedom and initiative	90	93
Partly or all in Categories C and D, those allowing most freedom and initiative	10	7
	———	———
	100	100

Hypothesis No. Three. There is no significant difference between the part- and full-time teachers in the area of student assignments.

Observed Frequencies (O)	Part-Time Teachers	Full-Time Teachers	Total
Least Freedom	54	14	68
Most Freedom	6	1	7
Total	60	15	75

Expected Frequencies (E)

54.4	13.6
5.6	1.4

$\chi^2 = .158$ with one degree of freedom. This is not significant.

Chi-square computation shows there is no significant difference, and the hypothesis is accepted. The conclusion reached is that part-time teachers did not differ significantly from full-time teachers in the giving of student assignments.

4. Academic problems. Student academic problems were classified into two general groups--those of students with superior background and ability and those involving problems of lack of academic success.

The superior student, one not challenged by a course designed for the average student, may be helped by giving him work beyond that normally required. One way of stimulating work of this nature is through the giving of extra credit.

Table 19 shows data relevant to the question of giving credit for extra work.

TABLE 19

RESPONSES OF TEACHERS AS TO WHETHER THEY
GAVE ANY REWARD FOR EXTRA WORK

Reward for Extra Work	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
Yes	12	20
No	<u>88</u>	<u>80</u>
	100	100

Comparison Factor No. Four. A teacher should encourage superior students to do more than a minimum by giving extra credit for extra work.

Hypothesis No. Four. There is no significant difference between part-time and full-time teachers in the matter of giving extra credit for extra work.

Observed Frequencies (O)

	Part-Time Teachers	Full-Time Teachers	Total
Gave extra credit	7	3	10
Did not	53	12	65
Total	60	15	75

Expected Frequencies (E)

8	2
52	13

$\chi^2 = .721$ with one degree of freedom. This is not significant.

Using the data of Table 19 to examine the hypothesis shows that there is no significant difference. The hypothesis is accepted.

The conclusion reached is that there was no significant difference between part-time and full-time teachers in the giving of extra credit for extra work.

The other aspect of academic problems to be investigated here is that of helping students with academic difficulties. The responses of the teachers, both full- and part-time, as to the course of action they followed with slow-learning students or with students with academic problems are shown in Table 20.

TABLE 20

NUMBER OF TEACHERS TAKING GIVEN COURSE OF ACTION
TO HELP STUDENTS WITH ACADEMIC PROBLEMS

Course of Action Taken	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
The teacher asks them to come in for a conference	52	53
The teacher gives them individual help during class	35	0
They come in if they wish. The initiative is the students'	17	33
The department furnishes a "help" room for students in this subject	8	0
The teacher helps them obtain a tutor	5	0
The teacher has a special class for them	3	7
The teacher prods them if they are not trying	3	0
The teacher sends them to personnel services	3	0
The teacher turns in a form to the college dean who calls them in	2	0
The teacher gives them extra work	0	7
The question does not apply to this teacher's class	0	7
Nothing	0	7

The summary of the data of Table 20 as to whether the teachers took positive or neutral actions is shown in Table 21. The data of Table 21 will be used to apply the comparison factor in the area of helping with student academic problems.

TABLE 21
ANALYSIS OF COURSE OF ACTION TAKEN BY
TEACHERS TO HELP STUDENT

Course of Action	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
Positive action to help students with academic problems	60	60
Not taking positive action	35	33
The question does not apply*	<u>5</u>	<u>7</u>
	100	100

*Some teachers maintained they had no students having academic difficulties.

Comparison Factor No. Five. A teacher should make a positive effort to help students needing assistance in learning.

Hypothesis No. Five. There is no significant difference between part- and full-time teachers in taking positive or neutral action with respect to students with academic problems.

Observed Frequencies (O)

	Part-Time Teachers	Full-Time Teachers	Total
Took positive action	36	9	45
Did not	21	5	26
Total	57	14	71

Expected Frequencies (E)

36.1	8.9
20.9	5.1

$\chi^2 = .003$ with one degree of freedom. This is not significant.

Chi-square analysis shows that there is no significant difference and the hypothesis is accepted.

The conclusion is that there is no significant difference between part- and full-time teachers in taking positive action to help students with academic problems.

5. Student nonacademic problems. The part-time teachers are to be compared with the full-time teachers in the area of nonacademic student problems in two ways. The first is to compare them on the basis of whether or not they counseled students with nonacademic problems, and the second is to compare them on the basis of whether or not they referred students to campus personnel agencies when it seemed advisable to do so.

The teachers were specifically asked whether students ever came to them with nonacademic problems. Their responses are listed in Table 22. The data of Table 22 will be applied to see whether or not there is a significant difference between the two groups of teachers.

TABLE 22

TEACHERS' RESPONSE AS TO WHETHER THEY HELPED
STUDENTS WITH NONACADEMIC PROBLEMS

Helped With Nonacademic Problems	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
Yes	45	100
No	<u>55</u>	<u>0</u>
	100	100

Comparison Factor No. Six. A teacher should counsel students with personal problems.

Hypothesis No. Six. There is no significant difference between full- and part-time teachers in counseling students with personal problems.

Observed Frequencies (O)

	Part-Time Teachers	Full-Time Teachers	Total
Helped with nonacademic	27	15	42
Did not	33	0	33
Total	60	15	75

Expected Frequencies (E)

33.6	8.4
26.4	6.6

$\chi^2 = 14.75$ with one degree of freedom. This is significant; therefore, Yates correction must be applied.

Observed frequencies corrected (O')

27.5	14.5
32.5	0.5

$\chi^2_y = 12.59$ with one degree of freedom. This is a significant difference.

Chi-square analysis shows that the differences between the number of part-time and full-time teachers who counseled students with nonacademic problems was significant. The hypothesis is rejected.

Since all full-time teachers counseled students with non-academic problems and only a fraction of the part-time teachers did so, it is concluded that full-time teachers were more likely to counsel students in nonacademic areas than were part-time teachers.

The second question asked in this area was whether the teacher referred students to personnel agencies when it seemed advisable to do so. Their responses to this question are shown in Table 23.

TABLE 23

RESPONSE OF TEACHERS AS TO WHETHER THEY TOLD STUDENTS
OF OR REFERRED THEM TO CAMPUS PERSONNEL AGENCIES

Referred to Personnel Agencies	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
Yes	28	100
No	<u>72</u>	<u>0</u>
	100	100

Comparison Factor No. Seven. A teacher should refer students to campus personnel agencies when feasible.

Hypothesis No. Seven. There is no significant difference between part- and full-time teachers in referring students to campus personnel agencies.

Observed Frequencies (O)

	Part-Time Teachers	Full-Time Teachers	Total
Referred to personnel	17	15	32
Did not	43	0	43
Total	60	15	75

Expected Frequencies (E)

25.6	6.4
34.4	8.6

$\chi^2 = 25.15$ with one degree of freedom. This is significant; therefore, Yates correction must be applied.

Observed frequencies corrected (O')

17.5	14.5
42.5	0.5

$\chi^2_y = 22.35$ with one degree of freedom. This difference is significant.

Chi-square analysis of the data showed that the difference between the two groups of teachers in this area was significant and the hypothesis is rejected.

Since all full-time teachers referred students to campus personnel agencies and only a fraction of the part-time teachers did so, the conclusion is reached that the full-time teachers were more likely to refer students than were part-time teachers and significantly so.

6. Evaluation. The last area in which the part- and full-time teachers are to be compared is that of evaluation. There are three comparisons to be made. One comparison refers to the types of activities used in evaluation. The second refers to the method of arriving at the grade. And the third refers to the teacher's view of the uses of evaluation.

All teachers could not be compared in the area of evaluation. Some teachers did not have responsibility for evaluating their students. Fifty-two part-time and fourteen full-time teachers were

responsible for all or part of the evaluation of students. These teachers will be compared on methods used in evaluation. Thirty-five part-time teachers and fourteen full-time teachers had the responsibility for deciding grades on the basis of a curve or standard and will be compared in this area. Fifty-five part-time and fifteen full-time teachers responded to the question as to whether they saw purposes for evaluation other than determining student grades. These teachers will be compared on the basis of purposes of evaluation.

Methods used to evaluate students are listed in Table 24, along with the number of teachers using each method. Table 25 shows the number who evaluated only on the basis of timed examinations in class and those who used other methods. The weight of the various devices used for evaluation was not determined, only whether they were used.

TABLE 24
DEVICES USED FOR EVALUATION

Evaluating Device	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
Tests	98	93
Quizzes	44	29
Laboratory work	37	14
Papers or reports written outside of class	19	50
Discussion or class participation	12	21
Attendance	10	0
Cooperation or attitude	6	0
Assignments completed outside of class	6	7
Teacher opinion or judgment	6	7
A class project	4	7
Talks in class	4	0

TABLE 25
LIMITATION OF METHODS OF EVALUATION

Methods of Evaluation	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
Evaluating entirely on basis of tests and quizzes during class	23	21
Using other means in addition to tests and quizzes during class	<u>77</u>	<u>79</u>
	100	100

Comparison Factor No. Eight. The evaluation of students should be based upon as wide a range of activities as the nature of the course permits.

Hypothesis No. Eight. There is no significant difference between part- and full-time teachers in the limitation of evaluation to one type of activity.

Observed Frequencies (O)	Part-Time Teachers	Full-Time Teachers	Total
Evaluate only on tests, quizzes	12	3	15
Use other means	40	11	51
Total	52	14	66

Expected Frequencies (E)

11.8	3.2
40.2	10.8

$\chi^2 = .021$ with one degree of freedom. This is not significant.

Chi-square analysis of the information in Table 25 showed there was no statistical difference between the two groups, and the hypothesis is accepted.

The second area of concern in evaluation is whether the teachers decided student marks on the basis of a curve or a standard. Table 26 shows the number of teachers using each of the methods.

TABLE 26

METHOD OF DECIDING GRADE

Method of Deciding Grade	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
The grade is based on a curve	29	29
The grade is based on a combination curve and standard	23	29
The grade is based on a standard	<u>49</u>	<u>43</u>
	101	101

Comparison Factor No. Nine. The evaluation of students should be based upon clear and consistent standards.

Hypothesis No. Nine. There is no significant difference between part- and full-time teachers on the basis of the method used for deciding the grade of the students.

Observed Frequencies (O)

	Part-Time Teachers	Full-Time Teachers	Total
Grade on curve	10	4	14
Combination	8	4	12
Standard	17	6	23
Total	35	14	49

Expected Frequencies (E)

10.0	4.0
8.6	3.4
16.4	6.6

$\chi^2 = .224$ with two degrees of freedom. This is not significant.

Chi-square analysis of the information in Table 26 showed there was no significant difference between the two groups and the hypothesis is accepted.

The third area in evaluation is that of seeing uses for evaluation other than for determining student grades. Statements of teachers as to the purposes they saw for evaluation are summarized in Table 27.

TABLE 27

STATEMENTS OF TEACHERS AS TO PURPOSES OF EVALUATION

Purpose of Evaluation	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
The students increase their knowledge of the subject	47	60
The teacher learns from it	19	33
They are a means of incentive for the students	16	7
They furnish a guidance basis for the students	15	7
The students have a beneficial experience they would not otherwise have	6	7
It helps the institution categorize students for various purposes	2	0

Table 28 shows the number of teachers having the view that evaluation was only for purposes of determining student marks and the number seeing other values.

TABLE 28
LIMITATION OF VIEW OF TEACHERS
AS TO PURPOSES OF EVALUATION

Purpose of Evaluation	Per Cent of Part-Time Teachers	Per Cent of Full-Time Teachers
Saying evaluation has value only for determining grades	24	13
Saying evaluation has value in addition to determining grades	76	87

Comparison Factor No. Ten. The teacher should see a use for evaluation which is in addition to that of determining student grades.

Hypothesis No. Ten. There is no significant difference between part- and full-time teachers in their view of the purpose of evaluation.

Observed Frequency (O)

	Part-Time Teachers	Full-Time Teachers	Total
Purposes only for grades	13	2	15
Other	42	13	55
Total	55	15	70

Expected Frequency (E)

11.8	3.2
43.2	11.8

$\chi^2 = .727$ with one degree of freedom. This is not significant.

Chi-square analysis of the data of Table 28 shows there is no significant difference between the two groups, and the hypothesis is accepted.

Summary

The purpose of the chapter was to describe the teaching methods of the part-time teachers and compare them with those used by selected full-time teachers. Ten comparisons were made over six areas of teaching: course objectives, classroom techniques, student assignments, student academic problems, student nonacademic problems, and evaluation.

The ten comparisons led to the following ten conclusions:

1. The full-time teachers were significantly better able to state course objectives beyond those of teaching the principles of an organized body of knowledge, or the teaching of a procedure or a skill, or both.

2. The full-time teachers tended to use teaching techniques in three categories, and the part-time teachers tended to use techniques in two categories, and significantly so.

3. There was no significant difference between the part- and full-time teachers in the amount of freedom and initiative allowed students in the completion of assignments.

4. There was no significant difference between the part- and full-time teachers in giving extra credit for extra work.

5. There was no significant difference between the part- and full-time teachers in taking positive action to help students with academic problems.

6. A significantly larger proportion of full-time teachers counseled students with nonacademic problems than did the part-time teachers.

7. A significantly larger proportion of full-time teachers referred students to personnel agencies than did the part-time teachers.

8. There was no significant difference between the part- and full-time teachers in evaluating solely on the basis of tests and quizzes or using additional methods.

9. There was no significant difference between the part- and full-time teachers as to deciding student grades on a curve or a standard.

10. There was no significant difference between the part- and full-time teachers in seeing purposes to evaluation other than deciding student grades.

The areas in which significant differences were found were those of stating course objectives, teaching techniques, counseling students with nonacademic problems, and referring students to campus personnel agencies. The part-time teachers did not differ significantly from the full-time teachers in the other areas investigated.

The question as to whether part-time teachers teach as well as full-time teachers is not to be answered here. No conclusions as to whether one group was superior in teaching methods to another are possible on the basis of the data collected. The conclusions do, however, point out some possible areas for the education and supervision of part-time teachers which could warrant attention. In the matter of stating course objectives, the full-time teachers were better able to state objectives than the part-time teachers. In helping students with personal problems, the full-time teachers were more likely to counsel and refer students than the part-time teachers.

CHAPTER VI

SUPERVISION OF PART-TIME TEACHERS

Supervision influences what teachers do and how they do it. No discussion of the role and responsibility of a teacher seems complete without an examination of the methods by which he is supervised. In determining the role of the part-time teacher, it seemed essential to find out how he was influenced by his supervisor. The degree of influence of the supervisor and the method used to wield that influence were considered important. The purpose in this chapter is to present data showing how the part-time teachers were supervised and how they were delegated responsibilities.

Generally speaking, supervision of a teacher may be through the sharing of responsibility for teaching with others. Responsibility may be shared through the distribution of teaching prerogatives between the teacher and his superiors, through the desire or ability of the supervising department to have the teacher grow in professional skills and attitudes, and through the organization of teaching duties within the department.

The distribution of teaching prerogatives refers to control of a teacher's freedom of choice in selecting the content of the

course, to his choice of evaluating techniques, and to his grading practices. A text may be prescribed or an outline given for the teacher to follow. Examinations may be given which the teacher did not devise or choose. Grades may be set by another, or the teacher may be governed in some prescribed way in his choice of grades assigned to students.

The supervising department may elect to adopt a program designed to improve the teacher professionally. There may be meetings, class visitations, conferences with supervisors, or other programs designed to lead the beginning teacher into effective paths.

The duties a teacher has within the context of the departmental program have an important effect upon the means by which he is supervised. A teacher may be responsible for performing all the teaching duties in relation to the course. He may conduct a recitation or a laboratory following another teacher's lecture to the same students. The course may be a classroom subject. It may be a science course including a session in the laboratory, or it may involve another arrangement of content and activities.

Because the context of the teaching is so important in any description of teaching duties and of supervision, the part-time teachers will be divided into five categories based upon the organization of teaching duties. The five basic categories are those described in Chapter IV and are as follows:

1. The part-time teacher was in charge of a classroom subject meeting from three to five hours per week. The teacher had sole

responsibility for conducting all phases of the class work, although the teachers collectively in this category were supervised by different methods and in different degrees.

2. The teacher conducted a classroom and laboratory course in which he had sole responsibility for lecture, recitation, and laboratory. He may or may not have been supervised.

3. The teacher had only partial responsibility for the teaching duties. Another teacher lectured to the students in large groups. They were then divided into laboratory-recitation sections, one of which was conducted by the part-time teacher in question.

4. The part-time teacher was assigned a laboratory section of a course. Another teacher conducted a lecture-recitation section for the same group of students.

5. The part-time teacher was assigned an activity course in which he was responsible for the conduct of the class.

All the part-time teachers interviewed fell into one of the five categories listed. There may have been other teaching patterns of the part-time teachers on the campus, but the five categories included the assignments of all part-time teachers interviewed.

DESCRIPTION OF SUPERVISION OF PART-TIME TEACHERS OF CLASSROOM SUBJECTS

The part-time teachers discussed under this heading are those who taught a classroom subject meeting three to five hours per week. Each part-time teacher conducted the class work himself. They had

varying degrees of responsibility for some aspects of the teaching and were supervised by various methods which will be reported in this section.

Part-time teachers in the nonlaboratory classes constituted 60 per cent of the sample of the part-time teachers interviewed for this study.

Supervision of the Course of Study

One method of supervising a teacher is through control of the course of study. The course of study designates the organization and selection of topics to be studied. The course of study is usually set out by a text, outline, syllabus, laboratory manual, assignment sheets, or some other device. The typical undergraduate course is designed for a particular purpose in the student's program. The teacher is bound by certain inherent limitations to follow the designed purpose of the course. The flexibility a teacher enjoys in establishing the course of study may yet be substantial.

The supervision may be as specific as to spell out the topics to be studied each day of the term or may be of a more general nature. A teacher may be given a prescribed program to follow, he may participate in a group decision as to the program, or he may be permitted to establish his own course of study within the inherent limitations.

Table 29 shows how the part-time teachers teaching classroom subjects were supervised in regard to the course of study.

TABLE 29
ROLE OF THE PART-TIME TEACHERS OF CLASSROOM SUBJECTS
IN ESTABLISHING THE COURSE OF STUDY

Role	Per Cent of Sample
A supervisor was responsible for establishing the course of study used by the part-time teacher	59
Responsibility for the course of study was divided between the part-time teacher and a supervisor	30
The part-time teacher was responsible for establishing the course of study	<u>11</u>
	100

Table 29 shows that 89 per cent of the part-time nonlaboratory teachers were supervised to some extent in establishing the course of study. Forty-one per cent of this group had at least some apparent responsibility in regard to the course of study.

Supervision Through Examinations

A second method of supervision is through control of examinations. For some courses, departmental examinations are used in such a way that the part-time teacher does not participate in the design of the examinations. In other cases, the part-time teacher may participate in the design of some examinations, and in still others he designs all examinations himself. Table 30 shows examination supervisory data of part-time teachers of classroom subjects.

TABLE 30

DEGREE OF RESPONSIBILITY FOR PART-TIME TEACHERS
OF CLASSROOM SUBJECTS IN DEVISING THE
EXAMINATIONS OF THEIR STUDENTS

<u>Degree of Responsibility</u>	<u>Per Cent of Sample</u>
The part-time teacher devised all examinations used	59
The part-time teacher devised some of the examinations used	8
The part-time teacher devised none of the examinations used	<u>32</u>
	99

Table 30 shows that 40 per cent of the part-time teachers of classroom subjects used examinations designed by others at least part of the time, and that 32 per cent did not devise any of the examinations used.

Supervision of Grading

A third method of supervision is that of controlling the level of grades a teacher gives. Supervision of grading may be an end-of-term check made by a supervising teacher or may be of a type wherein the part-time teacher does not have full responsibility for determining the grades of the students. Table 31 shows the number of part-time teachers of classroom subjects whose grades were supervised.

TABLE 31
PART-TIME TEACHERS OF CLASSROOM SUBJECTS
WHOSE GRADES WERE SUPERVISED

Supervision	Per Cent
Grades were supervised	51
Grades were not supervised	46
Unknown by teacher	<u>3</u>
	100

Table 31 shows that 51 per cent of the sample of part-time teachers of classroom subjects were supervised in the giving of grades and that 46 per cent were not. The actual methods of supervision used are listed in Table 32, along with the number supervised by each method.

TABLE 32
METHODS BY WHICH GRADES OF PART-TIME TEACHERS
OF CLASSROOM SUBJECTS WERE SUPERVISED

Method of Supervision of Grades	Per Cent
The department or a head professor set the grades	8
The part-time teacher evaluated only part of the students' work	11
The grades were checked by a responsible person	30
The entire staff set the grades	<u>3</u>
	52
None of the above	<u>49</u>
	101

Table 32 shows that 30 per cent of part-time teachers of classroom subjects were supervised only at the end of the term by having their grades checked. Combining this group with those unsupervised gives the fact that 76 per cent of the part-time teachers teaching academic subjects were either supervised very little (end-of-term check) or not at all.

Table 32 shows that 8 per cent of the teachers of academic subjects taught students whose grades were determined by other teachers. Another 3 per cent participated in a staff decision for determining student grades. Eleven per cent of the two groups had little or no responsibility for determining student grades.

The three types of supervision discussed so far--supervision of the course of study, of examinations, and of grading--are all primarily designed with control as the central concept. They are designed to protect the student, the institution, and the rest of the staff and to give some standardization to the subject matter and to evaluation. The beginning teacher may develop professionally through supervision of the subject matter, examinations, and grades, but the main purpose of these methods of supervision is that of control. Other forms of supervision may be used more directly to help the beginning teacher become a better teacher.

Supervision of a Developmental Nature

Since teaching is a complex activity requiring many different skills and attitudes, the developing of competent teaching is perhaps best acquired through practice. The personality and talents of each teacher influence what he does in the classroom and how he reacts to the various aspects of a teacher's work. Each teacher develops by actual teaching and contemplation and study of that teaching. Supervision of a developmental nature is that which enhances the contemplation and study of teaching practices.

Some supervisory practices which could be categorized as developmental are as follows: regular staff meetings or discussion groups, class visitations by a supervisor, individual conferences with a supervisor, help available if needed, and preteaching audit of a class in the same subject taught by an experienced person. The number of part-time teachers of classroom subjects supervised in each of the ways listed is shown in Table 33.

TABLE 33
PER CENT OF PART-TIME TEACHERS OF CLASSROOM SUBJECTS
SUPERVISED IN EACH OF SEVERAL WAYS

Type of Supervision	Per Cent of Sample
A. Regular staff meetings or discussion groups	65
B. A professor occasionally visited a class or laboratory and made suggestions	27
C. There was someone available to help if needed	19
D. Individual conferences were held with a supervisor	8
E. The part-time teacher visited a professor's class for one entire quarter prior to teaching	3

Since many of the part-time teachers were supervised in more than one way, Table 34 shows the pattern of supervision, based on the categories (A, B, C, D, and E) of Table 33. This table shows that 81 per cent of the part-time teachers of classroom subjects received one or more of the types of supervision categorized as developmental. Also shown is the fact that 19 per cent did not receive such supervision.

TABLE 34

PATTERN OF SUPERVISION OF PART-TIME TEACHERS OF CLASSROOM
SUBJECTS BASED ON CATEGORIES OF TABLE 33

Type of Supervision	Per Cent of Sample
A only - staff meetings	32
B only - professor visits the class	5
C only - someone is available to help	8
D only - individual conferences	3
A and B - staff meetings and professor visits	16
A and C - staff meetings and someone is available	6
A and D - staff meetings, and individual conferences	3
A, B, and D - staff meetings, professor visits class, and individual conferences	3
A, B, C, and E - staff meetings, professor visits class, someone available, and preteaching class visitation	3
	—
	81
None of the above	<u>19</u>
	100

Table 34 shows the pattern of developmental supervision to which the group of part-time teachers of classroom subjects were subjected. Individual patterns of supervision varied widely, however, and, to emphasize the individuality of supervision, some specific individual cases will be considered. Further data in the

form of case studies will be given showing how individuals were supervised along with some of their comments on supervision.

Individual Case Studies of Supervision of Teachers
of Academic Subjects

1. Teacher No. 34. This woman taught a foreign language and had no previous college-teaching experience. A text and two readers were used which were not chosen by this particular teacher. She stated that she was allowed some flexibility in controlling course content. She devised and graded her own examinations and otherwise was entirely responsible for student evaluation. Her grades were not checked or otherwise supervised.

There was one staff meeting at the beginning of the quarter. This teacher had had one class visitation from the supervisor which was followed by a conference. She stated she would have liked to have had more supervision in the beginning but was, in general, satisfied with supervision at the time of the interview.

2. Teacher No. 30. This man was teaching a subject in communications. He had had one year of college-teaching experience. An outline was provided him which he was expected to follow, roughly, from day to day. The teacher devised and graded his own examinations, and his grades were not supervised.

There were regularly scheduled staff meetings, and the teacher had had one class visitation from the supervisor. This teacher indicated that lack of a consistent measuring standard in his subject

was a problem and that he would have liked more detailed information on grades. He said he did not know what to expect of the students. He was otherwise satisfied with the supervision he had received.

3. Teacher No. 39. This teacher taught a course in the liberal arts college which had a somewhat specific content. He had had one year of college-teaching experience at the time of the interview. The department assigned the text he was to use but did not otherwise bind him to a specific course of study.

The teacher devised and graded his own examinations. There was no supervision of evaluation except that his grades were checked by a supervisor at the end of the term for a normal distribution of marks. There were staff meetings at the beginning of the year. The supervisor had observed the teacher in class and had made suggestions.

The teacher indicated he would have liked more help in the beginning of his teaching. He mentioned that "controlling the class" was somewhat of a problem and that he needed more time to work with the students in order to make the work more interesting for them.

4. Teacher No. 45. This teacher taught a classroom course in science. He had had three years of college-teaching experience at the time of the interview. There were several part-time persons of the course and a weekly staff meeting was held. Responsibility for the course of study was divided between department and teacher. The department chose the text and the part-time teachers were given a "loose idea" of where to be each week.

All the part-time teachers whose sections of the course met at the same hour combined to make up tests and assign marks. There was no outside supervision of grades or testing. This teacher expressed satisfaction with the supervision he had received.

5. Teacher No. 42. This man taught a course which is usually characterized as one of the humanities. He had had two years of college-teaching experience. The text was specified by persons other than the teacher, but he had considerable flexibility in course content. The teacher devised and graded his own tests. The only supervision of evaluation was that his grades were checked at the end of the term by the supervising professor.

There were staff meetings in which course objectives were discussed although they were not regularly scheduled. There was someone available to help if needed. The teacher said, "No one visits my class as this would be embarrassing." He believed the supervision under which he taught to be ideal. He stated his teaching problems as, "I don't know how to teach. A sort of mass therapy should be accomplished. Some people know how to do this, but I do not."

6. Teacher No. 1A. This man taught a course in the College of Commerce. He was in the first quarter of his college-teaching experience. There were "informal" staff meetings and a regular staff seminar in which course objectives were discussed. No one visited his class, but someone was available to help if needed.

The course of study, established by the department, was quite specific in nature, and little flexibility was allowed the teacher. He devised and graded his own examinations and was not supervised on the grades he gave.

The teacher indicated that some details of college policies regarding specific procedures to be taught as part of the course content were not clear to him and that he would have welcomed help. He indicated that he was otherwise satisfied with the supervision he had received.

7. Teacher No. 61. This man taught a course in one of the social sciences. He had had two years of college-teaching experience. He was subject to almost no supervision. There was one staff meeting each year for the departmental staff. The teacher was allowed to choose his own text and set up his own course of study. He devised and graded his own examinations and his grades were not supervised. He indicated satisfaction with the supervision he had received.

The seven persons just described, as far as supervision received, represented 19 per cent of the part-time teachers of academic subjects. The seven were representative cases of the thirty-seven individuals included in the category of teachers of academic subjects.

Many of the cases cited indicated satisfaction with supervision. The author believes this to be a sensitive area for an interview, however. In other words, a teacher under supervision

might fear reprisal if he were to speak against his supervisor. More significant, perhaps, is the fact that many of the teachers listed teaching problems which would indicate a need for supervision. Teacher No. 42, for example, expressed satisfaction with supervision but also indicated he "did not know how to teach." It is, of course, speculation only to suppose that he thought someone else could help him or that anyone, in fact, could. Nevertheless, a capable teacher might observe the teaching and point out some areas for improvement which the part-time teacher might never discover by himself.

DESCRIPTION OF SUPERVISION OF PART-TIME TEACHERS TEACHING COURSES WHICH INVOLVED RECITATION, LABORATORY, AND LECTURE

The second group of part-time teachers whose supervision will be discussed were those teaching a course in which all activities took place under the part-time teacher's direction and included lecture, recitation, and laboratory. Those included under this heading represented 8 per cent of the sample of part-time teachers interviewed in this study.

Supervision of persons in this category of part-time teachers will be described through the tables and by descriptions of some specific individuals.

Supervision of the Course of Study, Examinations,
and Grades

Part of the data of supervision of part-time teachers of classroom and laboratory courses is shown in Tables 35, 36, and 37. Data pertaining to supervision of course of study, the devising of examinations, and the giving of grades are shown.

TABLE 35
ROLE OF THE PART-TIME TEACHERS OF CLASSROOM AND
LABORATORY COURSES IN ESTABLISHING THE
COURSE OF STUDY

Role	Per Cent
A supervisor was responsible for establishing the course of study used by the part-time teacher	80
Responsibility for the course of study was divided between the part-time teacher and a supervisor	20
The part-time teacher was responsible for establishing the course of study	<u>0</u>
	100

Table 35 shows that all the part-time teachers of classroom and laboratory courses were supervised to some extent in establishing the course of study. It also shows that 20 per cent had some apparent responsibility in cooperation with a supervisor.

Table 36 shows that 40 per cent of the part-time teachers of classroom and laboratory courses devised at least some of the examinations used and that none devised all of them. The other 60 per cent did not participate in this aspect of a teacher's work.

TABLE 36

RESPONSIBILITY OF PART-TIME TEACHERS OF CLASSROOM AND
LABORATORY COURSES IN DEVISING EXAMINATIONS

Degree of Responsibility	Per Cent
The part-time teacher devised all the examinations used	0
The part-time teacher devised some of the examinations used	40
The part-time teacher devised none of the examinations used	<u>60</u>
	100

All the part-time teachers of classroom and laboratory courses were supervised in grading. Table 37 shows the methods by which they were supervised.

TABLE 37

METHODS BY WHICH GRADES OF PART-TIME TEACHERS OF
CLASSROOM AND LABORATORY COURSES WERE SUPERVISED

Method of Supervision	Per Cent
The part-time teachers participated in only part of the student's grade	60
The department or a head professor set each student's grade	40
The grades were checked by a responsible person	0
The entire staff set each grade	<u>0</u>
	100

The tendency toward unifying content and the tendency to use department examinations seem to dominate supervision of grades. Since none of the part-time teachers in this group had full responsibility for evaluation, all were supervised on grading by either participating in part of the grade decision or by having another person decide the grades.

Supervision of a Developmental Nature

The categories of supervision defined as being developmental were described previously. The per cent of part-time teachers of classroom and laboratory subjects supervised by the use of each method is given in Table 38.

TABLE 38

THE PER CENT OF TEACHERS OF CLASSROOM AND LABORATORY
COURSES SUPERVISED BY THE VARIOUS TYPES OF
DEVELOPMENTAL SUPERVISION

Type of Supervision	Per Cent
A. There were regular staff meetings or discussion groups	80
B. A professor occasionally visited the class or laboratory and made suggestions	40
C. There was someone available to help if needed	20
D. There were individual conferences with a supervisor	0
E. The part-time teacher visited a professor's class for one quarter prior to teaching	40

The pattern of supervision under which the part-time teachers of classroom and laboratory subjects worked is shown in Table 39.

TABLE 39
PATTERN OF DEVELOPMENTAL SUPERVISION OF PART-TIME TEACHERS
OF CLASSROOM AND LABORATORY SUBJECTS BASED ON
CATEGORIES OF TABLE 38

Pattern of Supervision	Per Cent
A and B - staff meetings and professor visits	40
A and B - staff meetings and teacher visits a professor's class	20
A, C, and E - staff meetings, someone available, and teacher visits a professor's class	<u>20</u>
	80
None of the above	<u>20</u>
	100

Table 39 shows that 80 per cent of the part-time teachers of classroom and laboratory subjects were supervised in one or more ways classified as developmental. Also shown is that 20 per cent were not so supervised.

To illustrate further the supervision of part-time teachers of classroom and laboratory subjects, individual cases will be described.

Individual Case Studies of Supervision of
Classroom and Laboratory Teachers

1. Teacher No. 17. This teacher taught a laboratory course in a physical science. He had had one year of college-teaching experience. He met weekly with the head professor and other instructors of the course. The head professor visited the class occasionally and made suggestions during staff meetings, telling them "what to watch for."

The department set the course of study through a laboratory manual. The teacher had little flexibility. The teacher graded the students on laboratory work. Departmental examinations were given; hence the part-time teacher did not set the test marks.

This teacher stated that he was satisfied with the supervision he received.

2. Teacher No. 16. This man taught a laboratory course in physical science. He had five years of college-teaching experience. The teacher and head professor shared responsibility for the course of study. There was little flexibility since this was one course in a sequence. The part-time teacher "had a hand" in devising and grading examinations. The grades were, however, supervised by the professor in charge.

There were no regular staff meetings of instructors of the course. This teacher said he was not supervised. He would have liked more supervision, "provided it would help the course but not just to find something wrong."

3. Teacher No. 6M. This man taught a course in biological science and had had no prior college-teaching experience. The course consisted of lecture, laboratory, and recitation, all under the same teacher and in the same room, which allowed flexible time allotment during each class period. The course of study was set by the department. The teacher had only slight flexibility within each topic. All examinations were departmental, with grades assigned by the department. There were weekly staff meetings but no class visitations from a supervisor. This teacher visited a professor's class for one quarter prior to teaching.

The teacher indicated that he would like to polish his method so the course would flow more smoothly. He wished to learn more about the subject and about teaching techniques.

4. Teacher No. 2. This teacher taught a course in biological science. He had had one year of college-teaching experience at the time of the interview. The course of study was assigned by the department through designating a text. The teacher devised and graded some of his own examinations and used departmental ones also. The grades were not supervised, but the grades on departmental examinations were set by others.

There were weekly staff meetings but otherwise no direct supervision. The teacher audited a professor's class the quarter before he himself began to teach the same course.

DESCRIPTION OF SUPERVISION OF PART-TIME TEACHERS
OF LABORATORY-RECITATION SECTIONS

Each teacher under this heading taught a combined laboratory-recitation section. A professor had a large lecture section of students which met once or twice a week. The students were divided into sections of approximately thirty for recitation and laboratory. These sections were usually taught by part-time teachers doing graduate work. The responsibilities of the part-time teachers were necessarily limited since their teaching involved only a portion of the students' work in the course.

The teachers in this category represent 16 per cent of the entire sample of the part-time teachers.

Supervision of the Course of Study, Examinations,
and Grades

The degree of responsibility of the part-time teachers of laboratory-recitation sections for the course of study is shown in Table 40.

TABLE 40

RESPONSIBILITY OF PART-TIME TEACHERS OF LABORATORY-
RECITATION SECTIONS FOR THE COURSE OF STUDY

Type of Responsibility	Per Cent
The head professor was responsible for the course of study	90
The responsibility for the course of study was divided between the teacher and the head professor	10
The part-time teacher was responsible for the course of study	<u>0</u>
	100

As would be expected, Table 40 shows that the part-time teachers had little responsibility for establishing the course of study. One claimed to have some responsibility since he was "given a free hand in recitation."

Table 41 gives data relevant to the responsibility of part-time teachers of laboratory-recitation sections for devising examinations.

TABLE #1

RESPONSIBILITY OF PART-TIME TEACHERS OF LABORATORY-
RECITATION SECTIONS IN DEVISING EXAMINATIONS

Degree of Responsibility	Per Cent
The part-time teacher devised all the examinations	0
The part-time teacher devised some of the examinations	30
The part-time teacher devised none of the examinations	<u>70</u>
	100

The devising of examinations was not usually a responsibility of the part-time teachers in this category as shown by Table #1. Inasmuch as the part-time teachers shared responsibility for teaching, it would be expected they would also share responsibility for the examinations.

Another expectation would be that the part-time teachers would be supervised in grading since they shared teaching responsibility. All the part-time teachers in the category being discussed were supervised in their grading.

TABLE 42

METHOD BY WHICH GRADES OF PART-TIME TEACHERS OF LABORATORY-
RECITATION SECTIONS WERE SUPERVISED

Method of Supervision	Per Cent
The part-time teacher participated in only part of the student's grade	40
The department or a head professor set each grade	60
The grades were checked by a responsible person	0
The entire staff set the grades	<u>0</u>
	100

Table 42 shows that the type of supervision was either that of sharing responsibility for grading or of having someone else set the grade. In the latter case, the part-time teacher had no voice in determining the grades and may not have been witness to the making of the decision as to grades.

Supervision of a Developmental Nature

The categories of supervision defined as being developmental are listed in Table 43 along with the number of part-time teachers of laboratory-recitation sections falling within each category.

TABLE 43

PER CENT OF TEACHERS OF LABORATORY-RECITATION SECTIONS
SUPERVISED BY THE VARIOUS TYPES OF
DEVELOPMENTAL SUPERVISION

Type of Supervision	Per Cent
A. There were regular staff meetings or discussion groups	90
B. A professor occasionally visited the class or laboratory and made suggestions	80
C. There was someone available to help if needed	0
D. There were individual conferences with a supervisor	0
E. The part-time teacher visited a professor's class for one quarter prior to teaching	0

The patterns of supervision of the part-time teachers of laboratory-recitation sections are shown in Table 44.

TABLE 44

PATTERNS OF SUPERVISION OF PART-TIME TEACHERS OF
LABORATORY-RECITATION SECTIONS BASED
ON CATEGORIES OF TABLE 43

Pattern	Per Cent
A only - staff meetings	20
B only - professor visits to class	10
A and B - staff meetings and professor visits to class	<u>70</u>
	100

Individual Case Studies of Teachers of
Laboratory-Recitation Sections

1. Teacher No. 13. This man taught a laboratory-recitation section of a freshman physical-science course. He was a native of a European country. He had had two and one-half years of college-teaching experience.

The head professor lectured to the students two hours per week. He set the course of study with an outline. The part-time teacher had one of many laboratory-recitation sections. During the recitation, the teacher tried to answer any questions and to amplify further the lecture of the professor. The part-time teacher also conducted the laboratory in which students performed experiments. Students were tested during the lecture meeting. The part-time teacher did not devise the examinations or set the grades of the students, although he may have assisted in scoring the test papers.

Supervision consisted of weekly meetings of the teachers of the laboratory-recitation sections and the head professor. The professor did not visit the teacher's class or laboratory. The teacher indicated satisfaction with the supervision he had received.

2. Teacher No. 18. This man taught a laboratory-recitation section of a freshman physical-science course. He had had one year of college-teaching experience. The professor set the course of study. He provided the students with outlines and assignment sheets. Testing was done in lecture section but the part-time teacher

evaluated part of the students' work as he had responsibility for laboratory grades and quizzes.

Supervision consisted of weekly staff meetings and occasional class visits from the professor. The professor criticized their work and gave them suggestions for improvement. The part-time teacher would have liked more of the visits. He indicated that the biggest problems were how to present material effectively in class and the large number of students in his section which prevented him from getting to know them well.

3. Teacher No. 36A. This woman taught a laboratory-recitation section of a practical science course. The head professor set the course of study with a text and outline. Examinations were given during lecture periods. The part-time teacher played no part in the examinations. She did, however, grade the students on their work in the laboratory.

Supervision consisted of weekly staff meetings, class visitations by the supervisor, and the attendance of the part-time teacher at the two weekly lectures of the professor. She indicated satisfaction with the supervision.

DESCRIPTION OF SUPERVISION OF PART-TIME TEACHERS
TEACHING A LABORATORY SECTION

The part-time teachers in this category taught a laboratory section. Another teacher had the students in lecture and recitation. These teachers had jurisdiction of a limited part of the students' involvement in the course.

The part-time teachers in this category constituted 13 per cent of the entire sample of part-time teachers in this study.

Supervision of the Course of Study,
Examinations, and Grades

The degree of responsibility of the part-time teachers of laboratory sections for the course of study is shown in Table 45.

TABLE 45

RESPONSIBILITY OF PART-TIME TEACHERS OF LABORATORY
SECTIONS FOR THE COURSE OF STUDY

<u>Type of Responsibility</u>	<u>Per Cent</u>
The head professor was responsible for the course of study	75
The responsibility for the course of study was divided between the part-time teacher and the head professor	25
The part-time teacher was responsible for the course of study	<u>0</u>
	100

As would be expected in this situation of divided responsibility, the part-time teacher had little responsibility in establishing the course of study.

Data showing responsibility of the part-time teachers for devising examinations are given in Table 46.

TABLE 46
RESPONSIBILITY OF PART-TIME TEACHERS OF LABORATORY
SECTIONS FOR DEVISING EXAMINATIONS

Degree of Responsibility	Per Cent
The part-time teacher devised all the examinations	38
The part-time teacher devised some of the examinations	25
The part-time teacher devised none of the examinations	<u>36</u>
	101

The fact that some of the part-time teachers in this group claimed responsibility for devising all examinations may seem contradictory. In this case, such a response indicated the devising of all examinations over the work in the laboratory and not all course examinations.

The part-time teachers in this category did not have responsibility for the total student grades in the course. Some, however, did have responsibility for deciding student marks in the work done in the laboratory. All were supervised in their grading. The method of supervision is shown in Table 47. Data refer to student grades in the laboratory.

TABLE 47

METHOD BY WHICH GRADES OF PART-TIME TEACHERS OF
LABORATORY SECTIONS WERE SUPERVISED

Method of Supervision	Per Cent
The part-time teacher participated in only part of the student's grade	36
The department or a head professor set each grade	38
The grades were checked by a responsible person	25
The entire staff set the grade	<u>0</u>
	101

Most part-time teachers of laboratory sections were supervised by having another person have all or part of the responsibility for deciding student grades. A few were responsible for the laboratory portion of the grade.

Supervision of a Developmental Nature

Sharing responsibility for a course with other teachers would seem to require supervision. Some of the part-time teachers of laboratory sections, however, stated that they were not supervised by any of the methods described as developmental.

Table 48 shows the number of part-time teachers in this category who were supervised by each of the methods of developmental supervision.

TABLE 48

PART-TIME TEACHERS OF LABORATORY SECTIONS SUPERVISED
BY THE VARIOUS TYPES OF DEVELOPMENTAL SUPERVISION

Type of Supervision	Per Cent
A. There were regular staff meetings or discussion groups	50
B. A professor occasionally visited the class or laboratory and made suggestions	10
C. There was someone available to help if needed	38
D. There were individual conferences with a supervisor	25
E. The part-time teacher visited a professor's class for one quarter prior to teaching	0

Table 49 shows the pattern of supervision under which each part-time teacher taught.

TABLE 49

PATTERN OF SUPERVISION OF PART-TIME TEACHERS OF LABORATORY
SECTIONS BASED ON THE CATEGORIES OF TABLE 48

Pattern of Supervision	Per Cent
C only - someone available if needed	12
D only - individual conferences	12
A and B - staff meetings and class visits	12
A and C - staff meetings and someone available	12
A and D - staff meetings and individual conferences	25
None	<u>25</u>
	98

Twenty-five per cent maintained that they were not supervised by any of those methods defined as developmental, and another 12 per cent only by there being someone available if needed. The remainder were supervised by staff meetings, class visitations, or individual conferences, or combinations.

Individual Case Studies of Teachers of
Laboratory Sections

1. Teacher No. 14. This man taught a laboratory section of a course in physical science. The course was of a rather specialized nature and was taught to sophomores and juniors in a premedical curriculum.

The department set the course of study with an outline. The teacher stated that he was allowed some flexibility. The part-time teacher used only his own examinations in laboratory. His grades were checked by the head professor. He received no class visitations and there were no staff meetings. He was, in general, satisfied with supervision but thought it would help the students to know the head professor was interested.

2. Teacher No. 173. This man taught a laboratory section of a course in physical science. He had had four years of college-teaching experience. The professor had the students in recitation for three hours per week. The part-time teacher had them in laboratory four hours per week. The department specified the course of study. The part-time teacher had only freedom to vary the order of experiments.

The teacher devised and graded his own examinations over laboratory work. The grades were turned over to the recitation teacher who could weigh them as much as he wished in determining each student's mark. Supervision consisted of having someone available to help if needed.

3. Teacher No. 48. This teacher had a laboratory section of a general education course in physical science. He had had one year of college-teaching experience. Another teacher had the students for three hours per week in recitation. The part-time teacher had them for four hours per week in the laboratory. The department established the course of study to be followed. The part-time teacher was provided with an outline. He had only slight flexibility within each class period.

Supervision consisted of a staff meeting at the beginning of each quarter. In addition, the recitation teacher met with the laboratory teacher before each class period to help organize the laboratory work to follow. The part-time teacher would have liked more help in the first quarter of his teaching and would have liked a greater hand in evaluation at the time of the interview.

The part-time teacher indicated that the course had a bad reputation among students and that they had a negative attitude toward it. He said that it was difficult for him to interest them in the subject.

4. Teacher No. 49A. This teacher directed a laboratory section of a physical-science course. Another teacher had the

students in a lecture. The part-time teacher had had six years of college-teaching experience. The department set the course of study, although the part-time teacher had some choice in the matter of experiments. The part-time teacher devised and graded his own examinations over the laboratory work. His grades were checked by the supervisor. There were regular staff meetings and someone available to help if needed.

The part-time teacher indicated satisfaction with the supervision he received.

DESCRIPTION OF SUPERVISION OF PART-TIME TEACHERS TEACHING AN ACTIVITY COURSE

The teachers in this classification taught courses in which physical activity was the primary purpose. There was little academic work involved. Those in this category comprised 3 per cent of the sample of part-time teachers involved in this study. Because there are only two teachers in this category, they will be described individually.

1. Teacher No. 43. This teacher had had one year of college-teaching experience. He was supervised very little. An outline was provided which he could use if he wished but he was not bound by it. He was free to do his own evaluation and was not supervised in his grading. He had had only one visit from a supervisor and was quite satisfied with supervision.

2. Teacher No. 44. This woman had taught four years at the college level. There was one general staff meeting at the beginning of the term. There was no other supervision except in setting up the schedule of activities. She had the power to choose topics within a general framework. She could evaluate the students without supervision.

SUPERVISION OF THE TOTAL SAMPLE OF PART-TIME TEACHERS

The supervision of the part-time teachers in each of the five categories of teaching duties has been described through tables of data and individual case studies. A comparison of the five areas seems appropriate to permit general conclusions about supervision of the part-time teachers. Examining the entire sample of part-time teachers for each type of supervision, in turn, should allow comparisons among the five categories of teaching duties.

Table 50 describes responsibility of the part-time teachers for the course of study. All those part-time teachers having freedom to establish the course of study fall within the classroom group. Those sharing responsibility with a supervisor for the course of study were distributed among all five categories, and no striking differences seemed to appear. For those teaching a course wherein the supervisor established the course of study, the three categories of classroom and laboratory, recitation-laboratory, and laboratory teachers showed more supervision than did the classroom teachers or activity teachers.

TABLE 50

RESPONSIBILITY OF THE PART-TIME TEACHERS FOR ESTABLISHING THE COURSE-OF-STUDY

Responsibility	Per Cent Classroom Teachers	Per Cent Classroom and Laboratory Teachers	Per Cent Recitation- Laboratory Teachers	Per Cent Laboratory Teachers	Per Cent Activity Course Teachers	Per Cent Total Group
A supervisor was responsible for the course-of-study	59	80	90	75	0	66
Responsibility was divided between a supervisor and the teacher	30	20	10	25	100	27
The part-time teacher 11 was responsible for the course-of-study		0	0	0	0	6
Totals	100	100	100	100	100	99

Table 51 shows that in devising examinations the teachers of classroom subjects had more responsibility proportionally than did the total group. It shows that of the entire group of part-time teachers 40 per cent did not devise examinations.

Supervision of grades, as shown in Tables 52 and 53, was somewhat dependent upon responsibility. Those teaching courses wherein duties were shared with other teachers were all supervised in the matter of grading, either through the sharing of grading or the choice of grades being the supervisor's. Since for the entire group 68 per cent were supervised in grading and in the classroom group 51 per cent were supervised, the classroom teachers were less supervised on grading than the three categories of teachers who shared teaching duties with others.

Table 54 shows the number of part-time teachers who were supervised by each of the five types of developmental supervision; namely, staff meetings, class visitations by a supervisor, someone available to help if needed, individual conferences with a supervisor, and preteaching class visitation by the part-time teacher.

TABLE 51

RESPONSIBILITY OF PART-TIME TEACHERS FOR DEVISING EXAMINATIONS

Responsibility	Per Cent Classroom Teachers	Per Cent Classroom and Laboratory Teachers	Per Cent Recitation- Laboratory Teachers	Per Cent Laboratory Teachers	Per Cent Activity Course Teachers	Per Cent Total Group
The part-time teacher devised all examinations	59	0	0	38	100	43
The part-time teacher devised some examinations	8	10	30	25	0	16
The part-time teacher devised no examinations	32	60	70	38	0	40
Totals	99	100	100	101	100	99

TABLE 52

SUPERVISION OF GRADES OF PART-TIME TEACHERS

Extent of Supervision	Per Cent Classroom Teachers	Per Cent Classroom and Laboratory Teachers	Per Cent Recitation-Laboratory Teachers	Per Cent Laboratory Teachers	Per Cent Activity Course Teachers	Per Cent Total Group
The grades were supervised	51	100	100	100	0	68
The grades were not supervised	46	0	0	0	100	31
Did not know	3	0	0	0	0	2
Totals	100	100	100	100	100	101

TABLE 53

METHOD BY WHICH GRADES OF PART-TIME TEACHERS WERE SUPERVISED

Method	Per Cent Classroom Teachers	Per Cent Classroom and Laboratory Teachers	Per Cent Recitation- Laboratory Teachers	Per Cent Laboratory Teachers	Per Cent Activity Course Teachers	Per Cent Total Group
The department or a head professor set the grades	8	40	60	38	0	23
The part-time teacher evaluated only part of each student's work	11	60	40	38	0	23
Grades are checked by a responsible person	30	0	0	25	0	21
The entire staff sets the grade	3	0	0	0	0	2
Totals	52	100	100	101	0	69

TABLE 54

NUMBER OF PART-TIME TEACHERS SUPERVISED BY DEVELOPMENTAL SUPERVISION

Type of Supervision	Per Cent Classroom Teachers	Per Cent Classroom and Laboratory Teachers	Per Cent Recitation- Laboratory Teachers	Per Cent Laboratory Teachers	Per Cent Activity Course Teachers	Per Cent Total Group
A. Regular staff meetings or discussion groups	65	80	90	50	0	66
B. Professor visited the class and made suggestions	27	40	80	12	50	35
C. Someone was available to help if needed	19	20	0	38	0	18
D. Individual conferences with the supervisor	8	0	0	25	0	8
E. Audits professor's course prior to teaching	3	40	0	0	0	5

Further information about developmental supervision of part-time teachers is shown in Table 55. Table 55 shows that 18 per cent of the part-time teachers were not supervised by any of the five types of developmental supervision.

Category C (there is someone available to help if needed) is likely in most cases to be of very limited influence. There were 6 per cent supervised by the method of Category C only. Combining this 6 per cent with the 18 per cent without supervision gives a total of 24 per cent supervised not at all or by someone's being available if needed.

More important, perhaps, is the fact that 76 per cent were supervised by one of the other methods of developmental supervision.

TABLE 55

PATTERN OF DEVELOPMENTAL SUPERVISION OF PART-TIME TEACHERS

Pattern of Supervision*	Per Cent Classroom Teachers	Per Cent Classroom and Laboratory Teachers	Per Cent Recitation-Laboratory Teachers	Per Cent Laboratory Teachers	Per Cent Activity Course Teachers	Per Cent Total Group
A only	32	0	20	0	0	23
B only	5	0	10	0	50	6
C only	8	0	0	12	0	6
D only	3	0	0	12	0	3
A and B	16	40	70	12	0	26
A and C	3	0	0	25	0	8
A and D	3	0	0	12	0	3
A and E	0	20	0	0	0	2
A, C, and E	0	20	0	0	0	2
A, B, and D	3	0	0	0	0	2
A, B, C, and E	3	0	0	0	0	2
None of the above	19	20	0	25	50	18
Totals	100	100	100	98	100	101

*Based on categories of supervision in Table 54, page 191.

Summary

The purpose of the chapter was to describe the pattern of supervision under which the part-time teachers taught. The teachers were divided into five categories of teaching assignments for establishing the picture of supervision since it was felt that supervision could not be divorced from the departmental organization of teaching responsibility. The five categories were teachers of classroom subjects, teachers of classroom and laboratory courses, teachers of recitation-laboratory sections, teachers of laboratory sections, and teachers of physical activity courses.

Sixty per cent of all part-time teachers were teachers of classroom subjects. Forty-one per cent of the classroom group had some responsibility for the course of study, 60 per cent had some responsibility for devising examinations, and 51 per cent were supervised in the giving of grades. They had, in general, more freedom in the course of study, examinations, and grades than did those in the three categories wherein teaching duties were shared with others.

Eight per cent of the part-time teachers were teachers of classroom and laboratory subjects. They had little responsibility for the course of study, for devising examinations, and for grading.

Those teaching laboratory-recitation sections (16 per cent of the sample) and those teaching laboratory sections (11 per cent of

the sample) had little responsibility for the course of study, for devising examinations, and for grading students.

The two teachers of physical activity courses were relatively unsupervised in grading and testing, although little or no academic work was involved in the course.

For all part-time teachers, the majority received supervision of a nature classified as developmental. Sixty-six per cent participated in staff meetings which provided the opportunity for discussing common problems and agreement on some common aims and practices. Thirty-five per cent were visited in class by the supervisor who ostensibly observed them teach and made comments and suggestions. Eight per cent had individual conferences. A total of 76 per cent was supervised by one or more of the methods classified as developmental and 24 per cent were not.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter, the writer will summarize the study, state the conclusions arising from the data, and make recommendations for the effective use of part-time teachers. To make recommendations in the use of graduate students as part-time teachers to make that use more productive is the general purpose of this study.

SUMMARY

The Problem

A common practice at institutions having a graduate school and undergraduate colleges on the same campus is to use graduate students as part-time teachers. This practice serves several useful purposes. It helps graduate students earn money while attending graduate school; it helps the university solve a staff problem; and it offers the teaching profession an opportunity for improvement through proper guidance of prospective members of the profession.

The use of graduate students as part-time teachers also poses some problems. Many part-time teachers are young and inexperienced, are used primarily to teach basic courses to

freshmen and sophomores, and often teach with little or no supervision. Questions of qualifications for teaching, methods used, and supervision of graduate students as part-time teachers seem appropriate. They are being employed, and their use will probably increase in the future under the pressure of expansion of higher education. They play an important part in undergraduate education, and yet little is known of the precise role they play.

The purpose of this study was to determine the role played by graduate students as part-time teachers at the Ohio State University, and to make recommendations for making that role a more productive one. Implications for other institutions are valid to the degree that the situations are similar.

The role of the part-time teachers was divided into three parts: qualifications and functions, teaching methods, and supervision. Specifically, the purposes of the study were to describe the qualifications and functions of the part-time teachers, to describe their teaching methods, to describe the ways in which they were supervised, and to recommend ways of making their use more productive both for their teaching as graduate students and their teaching as full-time members of the college-teaching profession in the future.

The Procedure

For each of the three areas in the role of the part-time teachers, the literature was perused to see what research and writing had been done and what general concepts were applicable to

this study. The decision was made as to what information was needed to fulfill the purpose of the study. The decision was made as to the means of obtaining and describing that information.

1. Qualifications and functions. The literature revealed that in the opinion of some individuals in higher education all qualities needed in college teachers were not being obtained through the traditional Ph.D. program. The colleges were asking for teachers with a broader academic education, with course work in some areas of higher education, and with supervised teaching as a graduate student. Others felt the traditional program was sound and opposed any change.

The basic areas of qualification asked for by the colleges appeared to be academic and professional preparation. The areas of investigation were chosen to include that of personal qualification as well. The complete list of areas of investigation to determine the qualifications of the part-time teachers included personal data, professional intention, academic education and its relation to the teaching field, professional education, professional experiences, and other experiences.

The functions of the part-time teachers were deemed important. Reference is made to the ways in which part-time teachers were used. The level of students taught, the function of the course in the student's program, and the specific duties of the part-time teachers within each department were considered essential to the understanding of their teaching role.

The description of the data was to be that of giving the per cent of teachers having each of the qualities and functions measured.

2. Teaching methods. The literature and the author's experience were used as the source of the organization of teaching methods. The process of teaching begins with objectives, then to the ways and means to achieve the objectives, and concludes with an evaluation of the degree to which the objectives are met. Teaching methods were examined in six basic areas. These areas were objectives, classroom-teaching techniques, student assignments, student academic problems, student nonacademic problems, and evaluation.

The description of the data on teaching methods was to be a comparison of the methods of the part-time teachers with those of full-time teachers. To determine the comparison factors to be used, the literature and the author's experience were used as resources. The comparison factors were in the nature of assumptions about teaching. They were ten in number and covered the six areas of teaching. They are as follows:

1. A teacher should have teaching objectives in the course he teaches which are in addition to the objectives of teaching an organized body of knowledge, a skill, or both.

2. A teacher should use classroom-teaching techniques of a teacher-centered nature, of a student-problem-centered nature, and

of an active-student-participation nature, and the teaching techniques used by the teacher should not be limited to any one category.

3. A teacher should give assignments which allow students freedom and initiative in their completion at least part of the time.

4. A teacher should encourage superior students to do more than a minimum by giving extra credit for extra work.

5. A teacher should make a positive effort to help students needing assistance in learning.

6. A teacher should counsel students on personal problems.

7. A teacher should refer students to campus personnel agencies when appropriate.

8. The evaluation of students should be based on a wide range of activities.

9. The evaluation of students should be based on clear and consistent standards.

10. The process of evaluation should be used for guidance purposes and to promote learning.

The comparisons of teaching methods of part-time teachers to those of full-time teachers were to be made on the basis of the ten assumptions. A chi-square statistical technique was to be used with a significance level of .05.

3. Supervision. Supervision of inexperienced teachers, as reported in the literature, takes a variety of forms. Some supervisory methods seemed designed to control the quality of output, while others were oriented towards developing professional skills and attitudes. The areas of control seemed to be through the course of study, through examinations, and through grading. Methods of supervision oriented toward development were those of staff meetings, observation of teaching by supervisors, individual conferences of teachers and supervisors, and the observation of experienced teachers by beginning teachers.

Data to be collected in the area of supervision were those showing both control and developmental methods. The reporting of the data was to be through per cent of the part-time teachers experiencing each of the methods of supervision.

Choosing Personnel and Method

Data were collected through personal interviews since they permitted probing for information, called for a high percentage of response, and were adapted to gathering information on fairly complex topics.

Since interviews are time-consuming and were to be conducted entirely by the author of the study, it was felt that one in six would be an adequate random sample of part-time teachers and that a total of fifteen full-time teachers would be ample for the comparison of teaching methods. The sample of part-time teachers

consisted of sixty-two individuals. A total of seventy-seven interviews was conducted, including those of the fifteen full-time teachers.

The full-time teachers were not chosen randomly but were selected as representatives of those with reputations for being excellent teachers.

The Findings

The findings were obtained in each of the three areas of the problem. They are the qualifications and functions of the part-time teachers, the teaching methods of the part-time teachers, and the supervision of the part-time teachers.

1. Qualifications and functions. The data of qualifications and functions were gathered in an attempt to answer nine questions. Each question related to the preparation, experience, and function of the part-time teachers.

1. What were the vital facts of the part-time teachers in the sample?

The data showed that 79 per cent were men and 21 per cent were women; that 48 per cent were married and 52 per cent were single; and that 60 per cent were estimated to be twenty-five years of age or older.

2. What were their professional expectations?

Sixty-five per cent expected to become college teachers, 11 per cent did not, and 24 per cent were undecided at the time of the interview.

3. What degrees had they earned and what degrees were they working toward?

Sixty-eight per cent were working for the Ph.D. and 32 per cent for the Master's degree. For previously earned degrees, all had the Bachelor's and 57 per cent the Master's. Eleven per cent were working for the Ph.D. without a previously earned Master's degree.

4. How did their past and current fields of study relate to their teaching fields?

Ninety-five per cent were teaching in the same general field as their specialty for graduate study. Three per cent taught general education courses in the same general field as their specialty. Two per cent (one teacher) taught a course in a field unrelated to the current graduate work. Thirteen per cent were teaching in a field in which they had not previously earned a degree. All others had a previously earned degree in their teaching field or in a related field.

5. What teaching experiences had they had?

Fifty-two per cent had had one year or less of college-teaching experience. Seventy-three per cent had had two years or less. Eight per cent had had five or more years. The computed median was .97 years of college-teaching experience. Sixteen per cent of the part-time teachers had had secondary teaching experience, and 47 per cent had had other teaching experiences, such as tutoring. Twenty-three per cent had taught one year or less at the college level and had no other teaching experience.

6. What professional education had they had?

Fifty-eight per cent had had no course work in education at any level, while the remainder had had one or more courses. Twenty-four per cent had majored in education for a previous degree. In the related field of psychology, 61 per cent had had two courses or fewer. Fifteen per cent had taken a course which dealt with objectives of the course taught, and 24 per cent had had a course dealing with understanding college students and their problems. The latter two courses are specifically applicable to college teaching.

7. What broadening experiences had they had?

Forty-two per cent had had service experience, with 31 per cent having had overseas duty. Forty-five per cent had traveled abroad, including those with overseas service duty, and 5 per cent had come from a foreign country. Forty-four per cent had done leadership work with youth groups, and 89 per cent had held jobs other than teaching. Seventy per cent had had two or more of the broadening experiences, and the remainder had had one or none.

8. What function did they play in undergraduate education?

Seventy-four per cent of the part-time teachers taught lower division students exclusively, 15 per cent taught upper division students, and the remaining 11 per cent taught both levels. Forty-two per cent taught a course to students with the same specialty, and the remainder taught a mixed group. The function served by the course taught was that of general education for the

students of 58 per cent of the part-time teachers; that of an academic major for the students of 3 per cent; that of a professional course for the students of 23 per cent; and was of mixed purposes for the students of 14 per cent. Eighty-seven per cent of the part-time teachers taught a course which was required for most of the students who took it, and 6 per cent taught a course which was elective for most students.

9. What was the form of organization under which they taught?

Sixty per cent taught a classroom subject in which they were responsible for all teaching. Eight per cent taught a classroom and laboratory course in its entirety. Sixteen per cent taught a laboratory-recitation section, while another teacher had the lecture. Thirteen per cent taught a laboratory section with recitation and lecture performed by another teacher. Three per cent taught a physical-activity course. Those having responsibility for all teaching of the course included 71 per cent, while the remaining 29 per cent shared teaching duties with others.

2. Teaching methods. The teaching methods of the part-time teachers were described by comparing those methods with those of full-time teachers. The comparisons were made in six areas of teaching by the use of the ten comparison factors. The six areas were teaching objectives, classroom-teaching techniques, student assignments, student academic problems, student nonacademic problems, and evaluation.

A significant difference appeared for the comparison factor used in comparing the two groups on teaching objectives. The data seemed to indicate that the full-time teachers were better able to state objectives beyond those of teaching subject matter than were the part-time teachers. A significant difference appeared in the area of classroom-teaching techniques. The significance, however, merely indicated that more part-time teachers used two categories of techniques while more full-time teachers used three categories of techniques, and the difference was not due to chance. No conclusion could be made that one group used a wider variety of techniques than the other. Significant differences appeared in the two comparison factors used in the area of nonacademic problems. The full-time teachers seemed more likely to counsel students with nonacademic problems and to refer students to campus personnel agencies than did the part-time teachers.

There were no significant differences appearing in the other six comparison factors used in the areas of student assignments, academic problems, and evaluation.

3. Supervision. Almost all the part-time teachers were supervised in the course of study with about two-thirds having little responsibility. The few with any great responsibility were teachers of classroom subjects. About two-fifths of the part-time teachers devised no examinations taken by their students, and an equal number devised all the examinations. The remainder had some responsibility. Approximately two-thirds of the part-time teachers

were supervised in the giving of grades. Control of grades ranged from an end-of-term check to having the grades determined by a teacher other than the part-time teacher.

In the matter of supervision designed for professional development, 24 per cent had little or none. The remaining 76 per cent were supervised through staff meetings, observation of teaching by professors, individual conferences, observation of professors by part-time teachers, or combinations of these methods of developmental supervision.

IMPLICATIONS OF THE DATA

The main factors to be considered in the appropriate use of graduate students as part-time teachers seem to this author to be those of preparation requirements, selection, placement, and supervision. Requirements of preparation refer to the educational experiences needed for college teaching. Selection refers to the process of choosing part-time teachers from the available graduate students. Placement refers to the assignment of part-time teachers for specific duties. Supervision refers to the direction of part-time teachers by regular staff members. The primary paths through which the enhancement of the use of part-time teachers may be attacked appear to be preparation requirements, selection, placement, and supervision.

1. Requirements of preparation. The preparation a college teacher needs for effective teaching is controversial. The

literature revealed that there were some areas of agreement and some areas of disagreement. All authorities seem to agree that a knowledge in depth of the teaching specialty and a broad general education are essential. Professional education and supervised teaching are areas in which authorities disagree to some extent. Some feel that course work in education and psychology is needed to acquaint college teachers with the nature of learning and the nature of higher education today, while others feel the time taken for such courses could be better applied elsewhere. Many feel that teaching under supervision is a worthwhile adjunct to preparation for a teaching career, but some feel that such activity should not be required since it takes time from essential academic study.

The data showed that almost all the part-time teachers selected to teach under a given department were chosen from the graduate students within that department. Some of those chosen had not previously earned a degree in their teaching field, but others had specialized in that field throughout their college career. Some were working for the Master's degree and some for the Ph.D. degree. The question is raised as to whether all part-time teachers had adequate academic preparation, but further research is needed to establish a definitive answer to the question. The author believes the question of adequate academic preparation of part-time teachers to be an important one and that further research on the subject would be a valuable contribution to knowledge of part-time teachers.

Data were gathered on academic preparation for the profession of college teaching through professional course work. Course work specifically applicable to college teaching as revealed in the literature included, in general, the purposes of higher education, the organization of higher education in the United States, the nature of learning, problems of college students, effective teaching methods, and the study of teaching problems directly related to teaching practice. The data of this study were previously criticized in the area of professional course work, as it was discovered that the questions tended to ask for less specific data than was desired.

The data of the study show that 42 per cent of the part-time teachers had had course work in education but did not reveal the nature of the courses nor their applicability to college teaching. They show that 81 per cent had had one or more courses in psychology, without revealing the nature of those courses. The responses to two specific questions show that 15 per cent had taken a course in conjunction with a college-teaching experience and that 24 per cent had taken a course dealing, at least, in part, with college students and their problems. The data do permit the conclusion that 42 per cent had studied problems of education, that 81 per cent had studied psychology, and that 84 per cent, in formal courses, may have studied topics applicable to college teaching. Conversely, it may be concluded that 16 per cent had not had formal course work in education, psychology, or either of the courses applicable to college

teaching and were not exposed to the study of college teaching from this source.

Those who agree that professional education is essential for the preparation of college teachers might conclude that some of the part-time teachers were unprepared for college teaching. The data on teaching methods would tend to support that conclusion for those who believed teaching methods essential for acquainting prospective teachers with the full range of teaching activities. The data on teaching methods show significant differences in three areas. They are statements of objectives, counseling students with nonacademic problems, and referring students to campus personnel agencies. Proponents of methods courses might argue that if all prospective teachers had been exposed to the study of methods, such differences would not have appeared. No such conclusion may be made from the data, however, except by inference.

The third aspect of college-teacher preparation as revealed in the literature is that of teaching under supervision. The data reveal that all part-time teachers were not supervised by methods designated in this study as contributing to professional development. Those who believe teaching under a program of developmental supervision is necessary for college-teacher preparation would conclude that some of the part-time teachers were unprepared.

Perhaps it should be recognized that the process of preparation for a career of college teaching and teaching full time after graduation from a graduate program are essentially different.

It is true, however, that some undergraduate students are taught by part-time teachers and that those students should be subject to the same rights and privileges as other students. If teaching under supervision is to be considered a requirement for preparation, it would seem that part-time teachers would also need to teach under supervision even though that supervision might have been concurrent with their teaching at the time this study was made.

Preparation for part-time teaching was held to be consistent with that needed for a full-time teaching position. Academic preparation in the teaching field, academic work in professional courses, and supervised teaching were aspects considered in the previous discussion. The data do not permit evaluation of preparation for individuals. That is, the conclusion may not be made that a given number were academically and experientially prepared for college teaching while others were not. Such an evaluation would require the careful establishment of specific criteria and the collection of data applicable to those criteria. The author believes that such a study would be a worthwhile contribution to the knowledge of part-time teachers.

Preparation for college teaching is one aspect to be considered in the next topic to be discussed, that of selection.

2. Selection. Part-time teachers are presumably chosen from a given supply to fulfill a given demand. Someone exercises selection by deciding which part-time teachers are to teach which

courses. Selection might be based upon many factors, including some for which data were gathered in this study.

Selective factors might be operative, such as preparation for teaching through academic education in the specialty, through breadth of academic education, through having had course work of a professional nature, and through judgments of maturity and fitness for teaching. There has been no attempt in this study to determine by whom or on what basis part-time teachers were selected. The author considers it to be true, based upon his own experience as a part-time teacher, that they are not selected on the same basis as full-time teachers nor with equal care.

The author believes that some of the factors which could influence choice have been investigated in this study. They include vital statistics, degrees earned and worked for, relationship of fields of study to the teaching field, previous teaching experience, professional course work, and professional intention. On the basis of these data, some conclusions about selection of part-time teachers may be made. For example, the data of this study show that the part-time teachers, who were selected to teach, and were subsequently interviewed in this study, had had identifiable experiences, held identifiable attitudes, and had identifiable characteristics. For example, the data of professional intentions have implications for selection. It can be concluded from the data that some part-time teachers were selected who did not expect to become career teachers after graduation, and some were selected who

were undecided. About two-thirds stated they did expect to teach professionally.

A second set of characteristics of those chosen is revealed in the data of vital statistics. Some were men, some were women, some were young, some were older, some were married, and some were single.

Other characteristics and experiences were determined which indicate some facts relative to those selected without revealing whether consideration was given to those characteristics and experiences in the process of selection. The data show that some part-time teachers were inexperienced and that some had had considerable teaching experience. Some were working for the Master's degree, and the rest for the Ph.D. Some had previously earned degrees in the teaching specialty, but some had not. A few had had none of the maturing experiences which were asked in this study, such as travel abroad, experience in youth work, military service, and jobs other than teaching and youth work.

No conclusions were reached that part-time teachers with one identifiable set of characteristics were "better" teachers than those with another set. Experience and the literature might lead one to expect that part-time teachers with many outside experiences, with a sound education beyond the Master's degree, with previous teaching experience, with a previous degree in the teaching field, and with the expectation of making teaching a career would make "better" teachers than those with less impressive

backgrounds. No such conclusions may be made based upon the data of this study, however. Further research would be needed to establish a relationship between "quality" of teaching and the characteristics of the part-time teachers. A study similar to that portion of this one wherein two identifiable groups of teachers were compared in their teaching might be carried out. Comparisons could be made of experienced versus inexperienced, between mature and immature, between those with professional education courses and those without, or between other identifiable groups. Such comparisons could show whether or not the criteria used were valid for the selection of part-time teachers.

Another promising area for research is that of determining how part-time teachers are selected from among graduate students. No data are available which show what qualities and backgrounds are considered in the selection of part-time teachers, nor are there any data which indicate supply and demand and other limiting considerations operative in that selection. Some departments with large staff needs at the freshman and sophomore teaching levels habitually employ many part-time teachers. Other departments use only a very few. Departmental differences, institutional considerations, and personal qualifications of candidates are aspects of selection which research could clarify.

3. Placement. A question related to selection of part-time teachers is that of placement. Data were gathered which show the general range of responsibility and functions of part-time teachers.

The process of selection seems linked with that of placement. That is, a teacher is needed to teach a particular course. If a part-time teacher is chosen, then both selection and placement are involved. A teacher considered suitable for teaching one course might not be considered suitable for another. For example, a graduate student in the last stages of a Ph.D. program might be considered adequate to teach an advanced course in a given area, whereas another graduate student just beginning a Master's degree might not be acceptable. No data were gathered which show how part-time teachers were placed to teach a particular course or on what basis they were chosen.

The data of this study do show that graduate students were placed in teaching positions wherein they had full responsibility for teaching or wherein they shared duties with other teachers. Most taught introductory courses in their teaching field, but a few taught more advanced courses. A few part-time teachers taught courses of a general education nature which cut across traditional subject boundaries. As in selection of part-time teachers, research is needed to establish on what basis part-time teachers are placed in the teaching tasks they are asked to fulfill.

4. Supervision. One of the most important means for enhancing the use of part-time teachers appears to be through supervision. An institution may take steps to improve the teaching of graduate students and to develop them for career teaching directly through the use of appropriate supervision. The data

gathered in this study show the kinds of supervisory practices to which the part-time teachers were subjected but do not show which were most effective.

The literature revealed that little research into effective supervision had been conducted. It did reveal that various individuals have reported examples of kinds of supervision that were employed in some institutions. Few data are available to show which methods are most promising, although many statements reflecting each author's opinion are to be found in the literature.

Since there appears to be no evidence as to which methods of supervision are most effective for improving teaching and for professional development, no conclusions may be reached as to the effectiveness of the supervision of the part-time teachers investigated in this study. Conclusions can be made that some part-time teachers were unsupervised, that some were subject to supervision characterized as "control" in this study, and some were supervised by methods characterized as "developmental."

It was assumed at the beginning of this study that suitable supervision of part-time teachers would enhance their teaching ability and promote their professional development. It was assumed that suitable supervision was that which encouraged the study and contemplation of teaching activities and problems by the inexperienced teacher in cooperation with experienced, full-time staff members. On the basis of the stated assumption, conclusions may be reached.

It may be concluded that 18 per cent were not subject to supervision which was characterized as developmental and that 24 per cent were unsupervised except for there being someone available. Based upon the assumption made, it could be concluded that 24 per cent were teaching as part-time teachers in a situation where study and contemplation of teaching were not part of the organized pattern of supervision. However, no conclusions could be made, based upon the data, that those supervised were better teachers than those unsupervised.

The data of teaching methods are of interest in a discussion of supervision. Conclusions were reached based upon a comparison of teaching methods of full- and part-time teachers that significant differences did appear in some areas. The full-time teachers were better able to state objectives beyond those of teaching subject matter and skills than were the part-time teachers. The full-time teachers were more apt to help students with nonacademic problems. The full-time teachers were more likely to refer students to campus personnel agencies. A significant difference was found in the area of classroom-teaching techniques, but no conclusion could be reached that one group of teachers used a wider variety of techniques than another.

It is interesting to note that teaching objectives, counseling with nonacademic problems, and referrals to campus personnel agencies are all areas of a teacher's job which are somewhat hidden from the classroom observer. Classroom techniques,

student assignments, and evaluation practices are all teaching activities observable as a student. If a graduate student teaches as he was taught or as he observed the teaching he received, he would perpetuate those practices. He might be unaware of other aspects of a teacher's work which would not be perceived by routine observation. Deciding objectives of teaching is one area of teaching which would probably be hidden from a student. Helping with nonacademic problems and referral to personnel agencies are activities which many students might never observe.

One implication of the differences found between the full-time and part-time teachers could be that some means should be found which would acquaint the part-time teachers with all aspects of a teacher's task. One such means was discussed earlier and is that of professional course work. Supervision is another means by which an experienced teacher may make part-time teachers aware of the need for contemplation of teaching objectives, the need for assisting students with nonacademic problems, and the need for acquainting students on occasion with campus personnel agencies.

The data of this study and the survey of the literature on supervision also point up the need for research into methods of supervision which is effective. This study showed some methods of supervision in use at one institution. Staff meetings or seminars in conjunction with teaching, class visitation by a supervisor, individual conferences between part-time teachers and supervisors, and the auditing of a course prior to teaching were methods

discovered in this study which could facilitate the contemplation and study of a teaching experience. The literature revealed that these and other methods were used in other institutions.

Research needed in the area of supervision is that of determining which methods are most effective in developing professional skills and attitudes in inexperienced teachers. The opportunity is present at the graduate-student stage of teacher development to promote professional abilities for a future teaching career and for improving teaching of part-time teachers. Knowing which methods are most effective would facilitate effective supervisory programs of development.

RECOMMENDATIONS

The means of achieving the study objective through recommendations are of three types: one, recommend further research in the subject of part-time teachers; second, recommend steps based upon the data for enhancing the use of part-time teachers; and, third, recommend steps for enhancing the use of part-time teachers.

Recommendations for Further Study

1. It is recommended that the academic preparation appropriate for part-time teachers be the subject of further research.

The data of this study indicated some facts of academic preparation of the part-time teachers, but more specific data are

needed. Specific criteria of preparation in a teaching field, general education, and professional course work need to be established, and data need to be gathered which would measure the characteristics of the part-time teachers against those criteria.

2. It is recommended that the influence of educational characteristics of part-time teachers on their teaching knowledge and performance be the subject of further research.

The question of whether part-time teachers differ in their teaching knowledge and performance with differences of education and experience needs to be answered. The need for academic education in the teaching specialty, professional course work, level of education, and other qualities of teachers are discussed by educators and recommendations are made. However, little research had been done which shows that different backgrounds result in different teaching.

3. It is recommended that a study of selection and placement practices of part-time teachers be made.

The institutional background dictates, to some extent, the selection of part-time teachers. Staff needs, financial needs of graduate students, and the financial structure of the university probably influence selection. These influences need to be clarified. In addition, the bases of selection need to be discovered. The level of education, previous study in the teaching field, professional course work, previous teaching experience

and other experiences may influence selection but no data are, at present, available. Such data would be valuable in knowing about the use of part-time teachers.

4. It is recommended that research be carried out in determining the best methods of supervising part-time teachers.

The opportunity is present during the preparatory stages for college teaching to adopt a program of supervision designed to develop professional skills and attitudes in part-time teachers. The question as to which methods are most effective in achieving the purposes of supervision needs to be answered. Staff meetings or seminars in conjunction with teaching, class visitations, individual conferences, and observations are possible methods of supervision. Knowing which methods are most effective would assist in making supervisory programs more profitable.

Recommendations for Enhancing the Use of Part-Time Teachers

1. It is recommended that a means be adopted whereby all part-time teachers may become acquainted with the full range of a teacher's work.

The need for teaching objectives and the need for counseling students and referring them to campus personnel agencies are examples of teaching tasks, knowledge of which could be imparted to part-time teachers through appropriate means. One such means is that of professional course work. Another is by supervision.

2. The use of part-time teachers should be continued.

The practice is helpful from several points of view. Attending graduate school is costly. Part-time teaching is one source of financial help available to graduate students. A second benefit is that the institution solves a staff problem. Where there is a shortage of teachers in the field or where there is not enough money available for a full-time staff adequate to teach all classes, part-time teachers may supplement the full-time staff. A third benefit of using part-time teachers is that of the opportunity to improve the teaching profession through this one source of future college teachers. Helping the part-time teachers realize the importance of teaching and helping them learn sound practices and attitudes in all aspects of teaching may be accomplished.

3. It is recommended that careful selection of part-time teachers be made before they be permitted to teach.

The basis of the selection should be that of obtaining good teaching risks. Readiness for teaching and professional intention appear to be important factors in selection. Academic preparation to teach a specific course and professional preparation for college teaching in general would seem important considerations in judging readiness for teaching. Recommendations might be made to individual applicants of additional work needed before they should begin part-time teaching. The second consideration is that all the part-time teachers did not expect to become career teachers. While

these individuals might realize personal benefits from part-time teaching, their teaching could be considered as a temporary occupation. Such individuals would appear to be poorer risks for teaching than those who were preparing for a career of college teaching.

4. It is recommended that the success of the part-time teachers be judged and that selection for further teaching be made based upon that level of success.

Since it is not always possible to select those who will make effective teachers, it would seem wise to judge the effectiveness of those who teach and, in some cases, recommend that they adopt some profession other than teaching. To make an adequate judgment of teaching requires that those responsible attempt to evaluate each part-time teacher on the basis of reports, observations, or other methods. Part of any plan of supervision would seem to include evaluation of teaching.

5. It is recommended that the part-time teachers be supervised.

Supervision of inexperienced teachers would seem essential to ensure a high quality of teaching. Besides the need of evaluation of teaching for purposes of selection, supervision can control essential practices, improve the quality of the teaching done, and develop professional skills in the part-time teachers.

6. It is recommended that each academic department supervise the part-time teachers among its teaching staff.

Since there is wide variation among departments in objectives, effective teaching procedures, and organization of teaching duties, it would seem wise to place the responsibility for supervision of part-time teachers within the academic department. There are specific problems and objectives of each department which need to be treated specifically. Since the graduate students are almost invariably doing graduate work in the same department in which they are teaching, they are working under professors whose ideas they respect and in a field in which they are interested. It would seem that most benefit to teaching would accrue from supervision by some of the same professors as those in charge of graduate work. Care, however, needs to be exercised in the choice of those who are to supervise.

7. It is recommended that one person (perhaps more in departments with large numbers of part-time teachers) be given general responsibility for supervision of part-time teachers in his department.

The person picked for such responsibility should be one who is interested in good teaching, one who has the reputation of being a good teacher himself, and one who can emphasize the importance of good teaching to the part-time teachers in the department.

8. It is recommended that the person responsible for supervision of part-time teachers be encouraged to do research into effective ways of supervising part-time teachers and into effective methods of teaching in his academic field.

There is ample opportunity for research into effective ways of supervising graduate students as they do part-time teaching and into effective methods of teaching in each academic area. Much such research is needed. The person responsible for supervising the part-time teachers is in a good position to carry out such research.

9. It is recommended that graduate students be encouraged to take professional course work as preparation for or in conjunction with part-time teaching.

There are courses available on many university campuses designed for the benefit of the college-teaching profession. The literature revealed the desire of colleges to have such courses included as part of the education of college teachers. There are many who oppose the requirement of such courses. Since academic departments usually have considerable autonomy in establishing Ph.D. and Master's programs, it would seem unwise to require, unilaterally, professional courses of all graduate students who expect to become part-time teachers. As electives for future college teachers, however, such courses could be beneficial. All departments could encourage those who want to be part-time teachers or who are currently doing part-time teaching to take professional courses.

10. It is recommended that each department adopt methods of supervision which will contribute to the professional development of the part-time teachers.

Supervision of part-time teachers is needed to judge the teaching done and to control the quality of output. Unless provision also is included for the development of teaching ability in the part-time teacher, however, full advantage is not being taken of the possibilities available in supervision.

11. It is recommended that supervision include some means of studying effective teaching practices systematically, concurrent with actual teaching.

If the study of effective teaching is coordinated with actual teaching practice (and with part-time teachers, it could be), ideas and concepts may be tried in practice. Results may be evaluated and contemplated within the means of studying effective teaching. The simultaneous study and practice of teaching should be an effective means of professional development.

12. It is recommended that supervisors observe the teaching of part-time teachers and discuss those observations with them.

An intelligent observer will often call attention to difficulties and successes of which the teacher himself is unaware. Comments and suggestions from an experienced observer could help the beginner to recognize some of the mistakes he makes and help him to achieve effective practices.

APPENDIX

INTERVIEW GUIDE FORM*

Part A: Factual Information

1. Code Number _____
2. Male Female
3. Married Single
4. Number children _____
5. Age. Twenty-five or under, over twenty-five.
6. Educational status. Working for Master's, Ph.D.
Field _____
7. School and field for B.A. _____
M.A. _____
8. Class or classes now teaching _____

9. Class level of most students _____
10. Career expectations of most students _____
11. Is the course required for most of them? _____
12. Are they taking it for general or special education?

13. What classroom-teaching experience have you had and on what
level? Elementary _____ Secondary _____ College _____
14. Have you had any other teaching experience such as tutoring?

15. Service experience? _____ Overseas? _____
16. Have you ever traveled abroad? _____

*This form was used for the part-time teachers.

17. Have you ever been in a leadership position with groups of young people other than teaching? _____
18. What jobs other than teaching or youth work have you had?

19. Have you ever had courses in education? _____ Number _____
Have you ever had courses in psychology? _____ Number _____
20. How many hours per week does your teaching take? _____
How is it divided? In class _____ Preparation _____
Grading papers _____ Student conferences _____

Part B: Attitudes, activities, and techniques

1. Teaching techniques. Describe the way in which you teach the class.
- a) One predominate method or use several methods?
 - b) Commonly used teaching methods: (1) _____
(2) _____ (3) _____
 - c) Infrequently used methods: (1) _____
(2) _____ (3) _____
 - d) Do students ever play other than passive roles? _____
 - e) Do the students ever play any part in the operation of the class?
2. Assignments. Describe the types of assignments you give.
- a) General or specific assignments? _____
 - b) Kinds of assignments given _____
 - c) Any freedom in way in which assignment is carried out?
 - d) Do you check on whether they do them or not?

3. Individual differences.

- a) Is there any differentiation in the work done by the students? _____
- b) Is there any reward for extra work? _____
- c) Does either the department or the subject matter permit allowing for individual differences? _____
- d) Is there any chance to assist slow learners? _____

4. Remediation.

- a) What do you do for slow learners in your class?

- b) What suggestions do you give them? _____

5. Objectives of the course being taught.

- a) What are the objectives of the course?
 - (1)
 - (2)
 - (3)
 - (4)
 - (5)
- b) What problems do you encounter in trying to meet these objectives?
- c) Have you had any departmental meetings dealing with these objectives?
- d) Have you had any courses dealing with these objectives?

- e) Are there broader objectives than those of teaching subject matter? (1)_____ (2)_____ (3)_____

6. Student problems.

- a) What seem to be the major problems of the students you are teaching?
- (1)
- (2)
- (3)
- b) Do you ever help them with personal problems not related specifically with their classwork?
- c) Do you ever tell them of or send them to campus personnel agencies?
- d) Have you ever read any books or articles dealing with student problems?
- e) Have you had any courses or other help in understanding students?
- f) What do you feel is their prime motivation?

7. Course of study.

- a) Who is responsible for establishing the course of study?
- Teacher_____ Department_____ Divided_____.
- b) How is it presented? Text_____ Syllabus_____ Outline_____
- Other_____
- c) Is the course of study fixed or is flexibility allowed?

8. Evaluation.

- a) What activities are used as the basis for evaluation?

Tests___ Papers___ Class discussion___ Home problems___

Other___ (specify).

- b) What do you see as the purpose(s) of evaluation?

- c) Do you devise and grade your own examinations?_____

- d) Do you use departmental examinations?_____

- e) Are students graded on curve?_____ Class or departmental?

- f) Are the grades supervised?_____ How?_____

- g) Do you see yourself as an "easy," "medium," or "tough" marker? Why?_____

9. Academic standards.

- a) In your opinion, what is the function of academic standards?

- b) If you could, how would you improve or change them?

10. Supervision.

- a) What sort of help and supervision do you receive from the department in which you are teaching?_____

- b) What sort of help and supervision would you like to have had in the past or would like to have now?_____

10. (continued)

- c) Are you satisfied with the supervision you are now receiving? _____
- d) Were you satisfied with the help and supervision you received when you began teaching at Ohio State? _____

11. Teaching Problems.

- a) In your work as a teacher, what are the major problems you encounter? _____
- b) If you had a friend just beginning to teach, who asked your advice, what would you tell him that you thought would help him? _____

12. Attitude Toward Teaching.

- a) Do you expect to make a career of teaching? _____
- b) What do you feel are the chief benefits of your present teaching experience? _____
- c) What do you most dislike about teaching? _____

- d) What do you especially like about teaching? _____

THE INTERVIEW PROCEDURE FOR PART-TIME TEACHERS

It is doubtful that any two interviews were identical. The attempt was made to conduct each interview as close to a conversational pattern as possible. In addition, the pattern of interviewing varied in detail from the first group of interviews to the last as better ways were discovered to phrase some of the questions or to combine two or more questions into a single question. The description which follows is to provide the reader with the details of the interview procedure in a general way. The way in which questions were stated and some techniques of interviewing are described.

I. The establishment of a feeling of rapport with the part-time teacher and explanation of the purpose of the study. It was explained that the purpose of the study was to find out something about the backgrounds of and teaching methods used by the part-time teachers, some of their teaching problems, and some of the attitudes they had toward their work and some problems of higher education.

II. Part A of the interview. "This interview consists of two sections: The first series of questions asks for factual information; the second series is to find out some of the teaching techniques you use, how responsibility is divided between yourself and the department, and some of the attitudes you have toward education."

Interviewer filled in Items 1 and 2.

3. "Are you married?"
4. "Do you have any children?"
5. The interviewer estimated age based on appearance or in doubtful cases filled this blank on the basis of later information.
6. "Which degree are you working for?" "In which field?"
7. "Where did you get your Bachelor's degree? In what field? Where did you get your Master's degree? In what field?"
8. "What class are you teaching this quarter?"
9. "What is the class level of the students you teach?"
10. "Can you generalize about their vocational goals? That is, are they all engineers, 'pre-meds,' etc.?"
11. "Do you know if the course is required for most of them?"
12. "Are they taking the course for general education purposes, or will they be specialists in the field or in a related field?"
13. "What classroom-teaching experience have you had? How long have you taught at all levels?"
14. "Have you had any other teaching experience such as tutoring?"
15. "Were you in the service? Did you go overseas?"
16. "Have you ever traveled abroad?" (This question was not asked if the answer to the second part of No. 15 was positive.)

17. "Have you ever been in a leadership position with groups of young people in a capacity other than teaching? For example, scouts, church groups, summer camp, etc.?"

18. "Have you held jobs other than teaching or youth work?"

19. "Have you ever had courses in education?" (if "yes")
 "Do you know how many?" "Have you ever had courses in psychology?"
 (if "yes") "Do you know how many?"

20. "Do you know in a rough way about how many hours per week you spend on teaching, and would it be possible to break this down into actual class time, preparation, grading papers, conferring with students?"

"That concludes the factual portion of the questionnaire; now for Part B and the more general questions."

III. Part B of the interview.

1. Teaching techniques.

a), b), c) "Could you describe a typical class for me?
 I am interested in the types of teaching techniques you use. Do you lecture, have discussions, etc.?"

After obtaining the answer to the preceding question, the interviewer would ask specific questions to get as complete a picture as possible. "Do you use visual aids, movies, have panel discussions, students report, send students to the blackboard, etc.?"

d) This question may have been answered previously.

If not, "Do students have an opportunity to play other than passive roles?"

e) This question may have been answered previously.

If not, "Do the students have an opportunity to play any part in the operation and conduct of the class?"

2. Assignments.

a), b) "What sort of assignments do you give? Are there readings in the text, outside readings, problems, papers, reports?"

After obtaining the answer to this question, interviewer might ask a more specific question. "Do you ever assign term papers, oral reports, etc.?"

Questions c) and d) may have been answered by the previous statements of the interviewee. If not, the two questions were asked:

c) "Is there any freedom in the way in which they can carry out the assignments?"

d) "Do you check on whether they do them or not?"

3. Individual differences.

a) "Is there any differentiation in the work done by the students or do they all supposedly do the same work?"

b) "Is there any means by which they may get extra credit?"

- c) "Is there any way to allow for individual differences?"
- d) "Is there any opportunity to assist slow learners?"

4. Remediation.

- a) "What do you do for slow learners?"
- b) "When you talk to them, is there anything you tell them you think will help them other than just helping with their subject-matter deficiency?"

5. Objectives of the course.

- a) "What do you feel are the objectives of the course you teach? What are you trying to achieve, both of a specific nature and a general nature?"
- b) "What problems do you encounter in trying to meet those objectives? What tends to keep you from meeting them as well as you would like?"
- c) "Have you had any departmental or staff meetings dealing with those objectives?"
- d) "Have you had a course such as a seminar which dealt with those objectives?"
- e) If a) was answered in a specific and a narrow way, then e) was asked, but only if it had not been answered previously.

"Are there more general objectives than those of the subject matter?" This question would be phrased according the answer in a) above. For example, "Why should they learn French? What benefit

will they derive from it?" Or, "Other than teaching them the basic principles of chemistry, are there more general benefits they might derive?"

6. Student problems.

- a) "What do you see as the major problems of the students you are teaching?"
- b) "Do they ever come to you with personal problems not related to their classwork?"
- c) "Do you ever tell them of or send them to campus personnel agencies?"
- d) "Have you ever read any books or articles dealing with student problems?"
- e) "Have you had any courses or other help in understanding student problems?"
- f) "What do you feel motivates these students to come here to school? What do you think they are after? What are they trying to achieve? They spend all this time, effort, money. Why?"

7. Course of study.

- a) "Part of a teacher's job is to decide the course of study for the course he teaches. As a part-time teacher, you may not have full responsibility for this. How is responsibility divided? Does the department or a professor decide the contents of the course, or do you?"

7. (continued)

- b) "How is the course of study presented? By means of a text, syllabus, outline, etc.?"
- c) "Is the course of study fixed, or is flexibility allowed?"

8. Evaluation.

- a) "What activities are used as the basis for evaluation? Do you use tests, quizzes, paper, etc.?"
- b) "What do you see as the purpose of evaluation other than determining the grade? Do you use tests as a teaching device of any kind?"
- c) "Do you devise and grade your own examinations or
- d) do you use departmental examinations?"
- e) "Do you base grades on a standard, or do you base them on a curve? Is it a class curve or departmental?"
- f) "Are the grades supervised and if so, how?"
- g) "Do you see yourself as an 'easy,' 'medium,' or 'tough' marker? Why? I am trying to get at your philosophy of grading."

9. Academic standards.

- a) "What do you feel is the function served by having academic standards?"
- b) "If you could, how would you improve or change them?"

10. Supervision.

- a) "What sort of help and supervision do you receive from the department in which you are teaching?"
- b) "What sort of help and supervision would you like to have had in the past or would like to have now?"
- c) "Are you satisfied with the supervision you are now receiving?"
- d) "Were you satisfied with the help and supervision you received when you began teaching at Ohio State?"

11. Teaching problems.

- a) "Considering all the activities you engage in as a teacher, not just the classroom work, but including classroom work, what do you consider are the major problems you encounter as a teacher?"
- b) "If you had a friend just beginning to teach who asked your advice, what would you tell him that you thought would help him?"

12. Attitude toward teaching.

- a) "Do you expect to make a career of teaching?"
- b) "The last question has three parts, and concerns
- c)
- d) again the whole range of teaching activities and not just the act of teaching in the classroom.

12. (continued)

First, what do you like most about teaching;
second, what do you like least about teaching;
and, third, what do you feel are the chief
benefits to you personally of this teaching
experience?"

INTERVIEW GUIDE FORM*

Part A: Factual Information

1. Code Number _____
2. Male Female
3. Do you normally teach a class during the year to lower division students? _____ to undergraduates? _____
Course number and title _____
4. What are the career expectations for those students? _____
5. Is the course required for most of them? _____
6. Are they taking it for general or special education? _____
7. How many years have you taught at the college level? _____
8. How many hours per week do you spend on activities related to the teaching of undergraduate students? _____
In class _____ Preparation _____ Grading papers _____
Student conferences _____ Staff meetings _____

Part B: Attitudes, Activities, and Techniques

1. Teaching techniques. Describe the way in which you teach a typical class.
 - a) Commonly used teaching methods: _____
 - b) Infrequently used teaching methods: _____
 - c) Do students play other than passive roles? _____
 - d) Do students play any part in the operation of the class? _____
2. Assignments. Describe the types of assignments you give.
 - a) Types of assignments: _____

*This form was used for the full-time teachers.

2. (continued)

b) Do you check on whether they do them or not? _____

3. Individual differences.

a) Is it possible for a student to get extra credit for doing extra work? _____

b) Is there much opportunity to assist slow learners?

c) What kinds of suggestions do you give them? _____

4. Objectives of a course you teach to undergraduates.

a) What do you consider to be the main objectives of the course, both specific subject-matter objectives and more general objectives? _____

b) What are the main obstacles you encounter in trying to meet those objectives? _____

5. Student problems.

a) What seem to be the major problems faced by the students you are teaching? _____

b) How frequently do they come to you with problems not specifically related to their class work? _____

c) How frequently do you refer them to campus personnel agencies? _____

d) What do you feel motivates these students to come to a college and spend their time, effort, and money? _____

6. How is the course presented?

7. Evaluation.

7. (continued)

- a) What activities are used as the basis for evaluation?
Tests___ Papers___ Class discussion___ Home problems___
Other___ (specify)_____
- b) Do you see evaluation as having other value than
determining the grade of the student?_____
- c) Do you devise and grade your own examinations?_____
- d) Are students graded on a curve?___ An arbitrary
standard?_____
- e) As a personal question, do you consider yourself an
"easy," "medium," or "tough" marker?_____
- Why?_____ What is your philosophy of grading?_____

8. Academic standards.

- a) In your opinion, what is the function served by the
grading system and the use of academic standards?_____
- b) If you could, how would you improve or change them?_____

9. Teaching problems.

- a) Considering all the activities in which a teacher engages,
what do you consider to be the major problem areas or
areas of greatest challenge?_____
- b) If you had responsibility for starting a young person
in teaching, what would you tell him in the way of
personal advice that you thought would help him?_____

10. Attitude toward teaching.

- a) What do you consider to be the chief benefits of
being a teacher? _____
- b) Which aspects of the work of a teacher do you like
least? _____
- c) Which aspect of the work of a teacher do you like the
most? _____

INTERVIEW PROCEDURE FOR FULL-TIME TEACHERS

The purpose for interviewing the full-time teachers was that of providing comparisons with the part-time teachers. As a result, only some of the questions asked of the part-time teachers were asked of the full-time teachers, and some questions were reworded slightly.

I. Establish a feeling of rapport with the full-time teacher and explain the purpose of the study to him.

It was explained that the purpose of the study was to find out something about the backgrounds and teaching methods used by the part-time teachers, some of their teaching problems, and some of the attitudes they had toward their work and some problems of higher education. To establish a basis of comparison, information was needed from full-time teachers who had reputations for being good teachers.

II. Part A of the interview.

"This interview consists of two sections: The first series of questions asks for factual information; the second series is to find out some of the teaching techniques you use and some of the attitudes you have toward education."

Questions 1 and 2 were filled in by interviewer.

3. "Do you normally teach a class to lower division students or to undergraduates?" (This question required a "yes" answer for the interview to apply.) "What is the number of the course and the

title?" (Since the full-time teachers often taught many courses at all levels, they were asked to restrict their remarks to a specific course taught to undergraduates which would allow comparisons to be made with the part-time teachers.)

4. "Can you generalize about their vocational goals? That is, are they all engineers, 'pre-meds,' etc.?"

5. "Do you know if the course is required for most of them?"

6. "Are they taking the course for general education purposes? Will they be specialists in the field, or in a related field?"

7. "How many years have you taught at the college level?"

After the first interview with a full-time teachers, Question No. 8 was omitted from the questionnaire, since it seemed extremely difficult for the teacher to answer and took considerable time from the interview.

"That concludes the factual portion of the questionnaire; now for Part B and the more general questions."

III. Part B of the interview.

1. Teaching techniques.

- a) "Could you describe a typical class for me? I am
- b) interested in the types of teaching techniques you use. Do you lecture, have discussions, etc.?"

After obtaining the answer to the preceding question, the interviewer asked specific questions to get as complete a picture

as possible. "Do you use visual aids, movies, have panel discussions, student reports, send students to the blackboard, etc.?"

c) This question may have been answered previously.

If not, "Do the students have an opportunity to play other than passive roles?"

d) This question may have been answered previously.

If not, "Do the students have an opportunity to play any part in the operation and conduct of the class?"

2. Assignments.

a) "What sort of assignments do you give? Are there readings in the text, outside readings, problems, papers, reports?"

After obtaining the answer to this question, the interviewer might ask a more specific question such as "Do you ever assign term papers, oral reports, etc.?"

b) "Do you check on whether they do them or not?"

3. Individual differences.

a) "Is it possible for a student to get extra credit for doing extra work?"

b) "Is there an opportunity to assist slow learners?"

c) "What do you do for slow learners?" "When you talk

d) to them, is there anything you tell them that you think will help them other than just helping with their subject-matter deficiency?"

4. Objectives of the course.

- a) "What do you feel are the objectives of the course you teach? What are you trying to achieve, both of a specific nature and a general nature?"
- b) "What problems do you encounter in trying to meet those objectives? What tends to keep you from meeting them as well as you would like?"

5. Student problems.

- a) "What do you see as the major problems of the students you are teaching?"
- b) "Do they ever come to you with personal problems not related to their classwork?"
- c) "Do you ever tell them of or send them to campus personnel agencies?"
- d) "What do you feel motivates these students to come here to school? What do you think they are after? What are they trying to achieve? They spend all this time, effort, money, why?"

6. Course of study.

"How is the course of study presented to students?"

7. Evaluation.

- a) "How do you determine the grades of the students? On what basis? Do you use tests, papers, etc.?"

7. (continued)

- b) "What do you see as the purpose of evaluation other than determining the grade? Do you use tests as a teaching device of any kind?"
- c) "Do you devise and grade your own examinations or do you use departmental examinations?"
- d) "Do you base grades on a standard, or do you base them on a curve?"
- e) "Do you see yourself as an 'easy,' 'medium,' or 'tough' marker and why? I am trying to get at your philosophy of grading."

8. Academic standards.

- a) "What do you feel is the function served by having academic standards?"
- b) "If you could, how would you improve or change them?"

9. Teaching problems.

- a) "Considering all the activities you engage in as a teacher, not just the classroom work, but including classroom work, what do you consider are the major problems you encounter as a teacher?"
- b) "If you had responsibility for starting a young person in teaching, what would you tell him in the way of personal advice that you thought would help him?"

10. Attitude toward teaching.

- a) "The last question has three parts and concerns
- b)
- c) again the whole range of teaching activities--not just the act of teaching in the classroom. First, what do you consider to be the chief benefits of being a teacher; second, which aspect of the work of a teacher do you like least; and, third, which aspect of the work of a teacher do you like most?"

STATISTICAL ANALYSIS OF DATA FOR COMPARING
PART- AND FULL-TIME TEACHERS

1. Statement of objectives.

Observed Data (O)

Stating limited objectives

Stating additional objectives

Totals

Part-Time	Full-Time	Total
20	0	20
40	15	55
60	15	75

(E) Expected Frequencies

16.0	4.0
44.0	11.0

O - E

4.0	4.0
4.0	4.0

(O - E)²

16.00	16.00
16.00	16.00

$\frac{(O - E)^2}{E}$

Total

	Total	
1.000	4.000	5.000
0.364	1.455	1.819
1.364	5.455	6.819

$\chi^2 = 6.819$ with one degree of freedom. This is significant;
therefore, Yates correction must be applied.

1. Statement of objectives (continued).

Observed Frequencies (Adjusted)	Part-Time	Full-Time	Total
	19.5	0.5	20.0
	40.5	14.5	55.0
Total	60.0	15.0	75.0

Expected Frequencies (Same)

16.0	4.0
44.0	11.0

O - E

3.5	3.5
3.5	3.5

 $(O - E)^2$

12.25	12.25
12.25	12.25

 $\frac{(O - E)^2}{E}$

Total

		Total
.766	3.063	3.839
.278	1.114	1.392
1.044	4.177	5.221

$\chi^2_y = 5.221$ with one degree of freedom which is significant at the 5 per cent level of significance.

2. Use of teaching techniques.

Observed (O)

	Part-Time	Full-Time	Total
One category of techniques	20	6	26
Two categories of techniques	36	5	41
Three categories of techniques	4	4	8
Total	60	15	75

Expected (E)

20.8	5.2
32.8	8.2
6.4	1.6

(O - E)

0.8	0.8
3.2	3.2
2.4	2.4

(O - E)²

.64	.64
10.24	10.24
5.76	5.76

 $\frac{(O - E)^2}{E}$

Total

		Total
.031	.123	.154
.312	1.248	1.560
.900	3.600	4.500
1.243	4.971	6.214

$\chi^2 = 6.214$ with two degrees of freedom. This is significant at the 5 per cent level.

3. Student assignments.

Observed Frequencies

	Part-Time	Full-Time	Total
Least freedom	54	14	68
Most freedom	6	1	7
Total	60	15	75

Expected Frequencies (E)

54.4	13.6
5.6	1.4

(O - E)

0.4	0.4
0.4	0.4

(O - E)²

0.16	0.16
0.16	0.16

 $\frac{(O - E)^2}{E}$

Total

		Total
.003	.012	.015
.029	.114	.143
.032	.126	.158

$\chi^2 = .158$ with one degree of freedom. This is not significant.

4. Student academic problems.

Observed Frequencies (O)

Gave extra credit

Did not

Total

Part-Time Full-Time Total

7	3	10
53	12	65
60	15	75

Expected Frequencies (E)

8	2
52	13

(O - E)

1	1
1	1

(O - E)²

1	1
1	1

 $\frac{(O - E)^2}{E}$

Total

		Total
.125	.500	.625
.019	.077	.096
.144	.577	.721

$\chi^2 = .721$ with one degree of freedom. This is not significant.

4. Student academic problems (continued).

Observed Frequencies (O)

	Part-Time	Full-Time	Total
Took positive action	36	9	45
Did not	21	5	26
Total	57	14	71

Expected Frequencies (E)

36.1	8.9
20.9	5.1

(O - E)

.1	.1
.1	.1

(O - E)²

.01	.01
.01	.01

 $\frac{(O - E)^2}{E}$

Total

	Total	
	.000	.001
	.000	.002
Total	.000	.003

$\chi^2 = .003$ with one degree of freedom. This is not significant.

5. Nonacademic student problems.

Observed Frequencies (O)

Helped with nonacademic

Did not

Total

Part-Time

Full-Time

Total

27	15	42
33	0	33
60	15	75

Expected Frequencies (E)

33.6	8.4
26.4	6.6

(O - E)

6.6	6.6
6.6	6.6

(O - E)²

43.56	43.56
43.56	43.56

 $\frac{(O - E)^2}{E}$

Total

Total

1.30	5.20	6.50
1.65	6.60	8.25
2.95	11.80	14.75

$\chi^2 = 14.75$ with one degree of freedom. This is significant;
therefore, Yates correction must be applied.

5. Nonacademic student problems (continued).

Observed Frequencies Corrected (O')

27.5	14.5
32.5	0.5

 $(O' - E)$

6.1	6.1
6.1	6.1

 $(O' - E)^2$

37.21	37.21
37.21	37.21

 $\frac{(O' - E)^2}{E}$

Total

		Total
1.11	4.43	5.54
1.41	5.64	7.05
2.52	10.07	12.59

$\chi^2 = 12.59$ with one degree of freedom. This is significant at the 5 per cent level.

5. Nonacademic student problems (continued).

Observed Frequencies (O)

Referred to Personnel

Did not

Total

Part-Time	Full-Time	Total
17	15	32
43	0	43
60	15	75

Expected Frequencies (E)

25.6	6.4
34.4	8.6

(O - E)

8.6	8.6
8.6	8.6

(O - E)²

73.96	73.96
73.96	73.96

 $\frac{(O - E)^2}{E}$

Total

		Total
2.88	11.54	14.42
2.14	8.59	10.73
5.02	20.13	25.15

$\chi^2 = 25.15$ with one degree of freedom. This is significant, so Yates correction must be applied.

5. Student nonacademic problems (continued).

Observed Frequencies Corrected (O^c)

17.5	14.5
42.5	0.5

 $(O^c - E)$

8.1	8.1
8.1	8.1

 $(O^c - E)^2$

65.61	65.61
65.61	65.61

 $\frac{(O^c - E)^2}{E}$

Total

		Total
2.56	10.25	12.81
1.91	7.63	9.54
4.47	17.88	22.35

$\chi^2_y = 22.35$ with one degree of freedom. This is significant.

6. Evaluation.

Observed Frequencies (O)

Evaluate only on tests and
quizzes

Additional means

Total

Part-Time	Full-Time	Total
12	3	15
40	11	51
52	14	66

Expected Frequencies (E)

11.8	3.2
40.2	10.8

(O - E)

.2	.2
.2	.2

(O - E)²

.04	.04
.04	.04

 $\frac{(O - E)^2}{E}$

Total

		Total
.003	.013	.016
.001	.004	.005
.004	.017	.021

 $\chi^2 = .021$ with one degree of freedom. This is not significant.

6. Evaluation (continued).

Observed Frequencies (O)

Grade on curve

Combination

Standard

Total

Part-Time	Full-Time	Total
10	4	14
8	4	12
17	6	23
35	14	49

Expected Frequencies (E)

10	4
8.6	3.4
16.4	6.6

(O - E)

0	0
.6	.6
.6	.6

(O - E)²

0	0
.36	.36
.36	.36

 $\frac{(O - E)^2}{E}$

Total

		Total
0	0	0
.042	.106	.148
.022	.054	.076
.064	.160	.224

$\chi^2 = .224$ with two degrees of freedom. This is not significant.

6. Evaluation (continued).

Observed Frequency (O)

Purpose only for grade

Other

Total

Part-Time	Full-Time	Total
13	2	15
42	13	55
55	15	70

Expected Frequency (E)

11.8	3.2
43.2	11.8

(O - E)

1.2	1.2
1.2	1.2

(O - E)²

1.44	1.44
1.44	1.44

 $\frac{(O - E)^2}{E}$

Total

		Total
.122	.450	.572
.033	.122	.155
.155	.572	.727

$\chi^2 = .727$ with one degree of freedom. This is not significant.

DATA GATHERED SHOWING ATTITUDES OF PART-TIME TEACHERS
TOWARD SELECTED PROBLEMS OF HIGHER EDUCATION

What problems do you encounter in trying to meet your course objectives?

<u>Statements of Part-Time Teachers</u>	<u>Number of Teachers</u>
The students lack background knowledge or intellectual maturity	24
The students lack ambition or motivation in this subject, or they think it is unimportant to them	13
The students have preconceived ideas	6
They lack manual skill or do sloppy work	6
There is too much to cover in the time given	6
They emphasize the wrong things; they cannot pick out the important points	5
They are poor in communications skills	5
There is something wrong with the way the course is organized or it emphasizes the wrong things	5
They lack study skills	4
They cannot think logically; they jump to conclusions	4
The lab equipment or the physical facilities are poor	4
The students have had poor previous teaching	4
They do not do all they are supposed to do or work hard enough	3
This subject has a bad reputation among students	3
The class is too large for the teacher to reach all students	3
They lack confidence in themselves or in their ability to handle the subject	2

<u>Statements</u>	<u>Number</u>
They resent having to take this required course	2
The students won't take the initiative	2
They do not look at their own work objectively	2
The text is inadequate or hard to understand	2
The subject is difficult for them	2
I cannot get across the main idea to some students	2
They lack vocational orientation	1
They cannot relate what they learn to themselves or to other fields	1
They do not think independently	1
They cannot visualize	1
There are conflicting ideas between the text and some of the teachers	1
The departmental exams ruin what I am trying to do	1
I cannot understand the problems of the students	1
The teaching problem of whether to emphasize the work or the theory	1
I am unable to motivate the students	1
The heterogeneity of the class is a problem	1
There are no obstacles	3

What are the major problems of the students you teach?

<u>Statements of Part-Time Teachers</u>	<u>Number of Teachers</u>
They lack background knowledge or ability	15
They are not motivated in this subject	14
They are deficient in communication skills	10
There is too much course content and not enough time	10
They do not know how to study	9
They do not do what they are supposed to do or work hard enough	6
The school is too big and too impersonal	6
They have preconceived ideas	5
They cannot apply the theory	5
They cannot pick out the important points or they emphasize the wrong things	4
They lack ability to think logically	4
They have had poor high school training or teaching	4
This course has a specialized vocabulary which is unfamiliar to them	4
They are having poor teaching now	3
It is a difficult subject	3
The text is difficult for them	3
They do not have a vocational choice	3
They emphasize the grade rather than learning for its own sake	2
They lack confidence in themselves	2
They lack practical or worldly knowledge	2

<u>Statements</u>	<u>Number</u>
They lack intellectual experience	2
They cannot visualize	2
They lack intellectual ability of some sort	2
They lack initiative and imagination	2
They do not know how to act correctly in class	2
They do not have enough time	2
The materials are unavailable or inadequate	2
They think this is an easy course	1
They cannot be objective about their own work	1
They are not used to the competition	1
They have an anti-intellectual attitude	1
They have difficulty in memorizing	1
It is difficult for them to grasp new ideas	1
They jump to conclusions	1
They cannot apply what they learn to themselves	1
They do not plan their work	1
The teachers do not spend enough time with the students	1
This course is entirely new to them; they cannot picture the new methods they have to use	1
They are not used to a democratic environment	1
Some have to work and carry a full load	1
I do not know their problems	1

What do you feel is their prime motivation?

<u>Statements of Part-Time Teachers</u>	<u>Number of Teachers</u>
They come to advance themselves professionally or economically	42
They come because they are after a particular educational goal; they want to learn something	32
They come because they are pushed into it by their families or social group; it is the thing to do	30
They come for psychological reasons; the prestige, to get away from home, etc.	13
They come to find a spouse	10
They come for a good time	6
They come to escape from the military	4
I do not know	4

Do you consider yourself as an easy, medium, or tough marker?

Why?

<u>Statement of Part-Time Teachers</u>	<u>Number of Teachers</u>
1 Easy	9
2	7
3 Medium	15
4	7
5 Tough	7
The question does not apply	17
Those who answer 1	
It is the nature of the course	2
The level of the students	1
I give them the benefit of the doubt	1

<u>Statements</u>	<u>Number</u>
Out of sympathy for them	2
The inaccuracy of the grading system	2
It is easier to keep from failing one than to keep someone from an A	1
Those who answer 2	
Because of the nature of the class	1
No answer	1
Out of sympathy for the students	2
I give them the benefit of the doubt	1
The level of the students	1
I mark fairly but easily	1
Those who answer 3	
No answer	7
It is my method	5
I am tough in the beginning, then ease up	1
Because of the level of the students	2
Those who answer 4	
That is the way I am	2
It is our responsibility to society, the school	1
We need high standards, not pity	2
No answer	2
Those who answer 5	
No answer	1
That is the way I am	1
My high standards	3

<u>Statements</u>	<u>Number</u>
I put responsibility on them	1
It motivates them	1

In your opinion, what is the function of academic standards?

<u>Statements of Part-Time Teachers</u>	<u>Number of Teachers</u>
They serve a function for motivation	31
They set aside those with honors and establish those who can't do the work	18
They serve a guidance function for the student	14
They are a guide for employers	7
They maintain the prestige of the degree	6
They compare this institution with others and give it prestige	5
They have a bearing on whether he gets a job	3
They put all the students in categories	2
They maintain the level of education	2
They imply the students have learned a certain amount	2
They tell whether students are unfit for college	1
They keep us from emphasizing mediocrity	1
In my course they serve a purpose for the university, that of seeing whether the students can write or not	1
They make teachers responsible	1
They assure the student he is getting his money's worth	1
A professional person needs to learn to work to a certain standard	1
They reward good work	1

<u>Statements</u>	<u>Number</u>
They tell the student how much he has accomplished	1
They help the student later on	1
They help raise the standards of individual students	1
They teach the student how to think	1
They foster initiative in the student	1
They preserve education for the elite	1
It is our responsibility to society	1
They enable me to evaluate myself as a teacher	1
No response or I don't know	5

If you could, how would you improve or change academic standards?

<u>Statements of Part-Time Teachers</u>	<u>Number of Teachers</u>
Leave them as they are; they are all right	25
I would change the marking system to include fewer categories	6
They should be made higher	4
There should be a sound selection program	3
Give the students much more individual attention and guidance	3
I would change the marking system to a per cent or to numbers	2
They should be emphasized less	2
Develop ways of determining failing work more precisely	1
I would eliminate them entirely	1
Eliminate grades, adopt some other system such as comprehensive examinations	1
Train teachers to be more effective	1
No response or I don't know	19

In your work as a teacher, what are the major problems you encounter?

<u>Statements of Part-Time Teachers</u>	<u>Number of Teachers</u>
There is not enough time	7
How to make the course interesting	5
The equipment is not ready or there is not enough of it	4
The school is too big; there is no time to help or get to know individuals	3
There are too many students; I do not get to know them well or to help them individually	3
The students have a negative attitude toward this course	3
It is difficult to reach them all	3
It is difficult to find time for my own work and the teaching also	3
I lack confidence in class	3
How to motivate students	3
The difficulty of grading objectively	3
I waste time doing mechanical things	2
There is not enough money	2
The lack of background the students have	2
Getting students to assume responsibility and initiative	2
Students who could do better	2
How to help all students without going over the heads of some or boring others	2
Controlling or conducting the class	2
Polishing my method; learning more about teaching	2

<u>Statements</u>	<u>Number</u>
There is not enough time for my own work	2
The lack of space	2
The lack of freedom	2
Having to read papers and grade them; the difficulty of deciding grades	2
College policies are not understood or not known	1
I can only help a few; I hate to have to overlook so many	1
The lack of secretarial help	1
They pressure me for higher grades	1
There are too many poor students who drag back the rest of the class	1
Mechanical matters of teaching are not clear	1
To teach people something they don't know	1
How to present something adequately so they understand it	1
Finding varieties of method	1
I don't know how to teach the way I would like	1
Getting across all I want	1
What new questions will come from the students; how can I keep alert?	1
To learn more about my subject	1
There is not enough time for teaching properly	1
The lack of privacy	1
I don't know if I am doing a good job	1
The lack of prestige enjoyed by the teaching profession	1
It is difficult for me to adjust to a big university; it is too impersonal	1

<u>Statements</u>	<u>Number</u>
I lack confidence in my knowledge of the subject matter	1
There is a lack of communication between myself and the supervising professor	1
Teachers don't agree and that confuses my students	1
Being able to communicate with students	1
Students think the problems unfair	1
Trying to keep students happy	1
I am young; it is hard to get their respect	1
Achieving the confidence of students	1
The course has a vague content	1
I don't agree with the purpose of the course	1
There is too much factual information in the course	1
The feeling that the grading system is unjust	1
There are no major problems	6

If you had a friend who was going to teach, what would you tell him that you thought would help him?

<u>Statements of Part-Time Teachers</u>	<u>Number of Teachers</u>
Prepare for each class; use an outline	13
If you don't know, say so; don't try to hide your ignorance or bluff	6
Know your subject well	6
Simplify your language; downgrade your thinking; talk at their level	5
Let them know what to expect from you and from the class	4

<u>Statements</u>	<u>Number</u>
Try to see what their problems are; be sympathetic	4
Be sure you want to teach; if not, don't	4
Watch experienced people teach; learn from them	3
Try to have discussions with them for interest's sake; not too much lecture	3
Keep a tight rein on the class	3
You are teaching people, not subject matter; have a heart for them; be warm	3
Have confidence; you know more than they do	3
Nothing; it wouldn't help him	3
Know what you expect to cover that day and several days ahead	2
Show them how the course will benefit them in order to create their interest	2
They don't lose respect if you don't know	2
Get to know your students	2
Learn to be patient with them	2
Be friendly, but keep your distance	2
Make them feel you like them all	2
Don't take yourself too seriously; relax and have fun	2
You must like your subject to teach it; be enthusiastic	2
Expect stagefright at first, it won't last forever	2
The only real problem is how to handle a class	1
Learn to repeat things	1
Don't look at the book while you are teaching	1

<u>Statements</u>	<u>Number</u>
Give applications of what you are teaching	1
Make it interesting	1
If interrupted, go back to the beginning of the sequence	1
Be informal, but keep control	1
Organize the mechanics of the class	1
I would tell them how I teach	1
The hardest thing to do is arouse their interest	1
Figure what they are after when they ask questions	1
Be able to find homely examples for all terms	1
Let their questions start a discussion	1
Don't try to impress them	1
Give them prestige; they need it	1
If a student acts up, see him after class; don't call him down in front of everybody	1
Treat them as adults, not as children	1
Be firm with them in the beginning	1
Try to identify yourself with them	1
Let them know your mind is open	1
Always be fair and honest with the students	1
Try to spot problem students early; it is better for both of you	1
Make yourself available to them	1
Expect them to be different from each other	1
Keep high standards, but encourage them	1

<u>Statements</u>	<u>Number</u>
Criticize them, but be friendly	1
Don't set yourself up as a "know-it-all"	1
You must like young people to teach	1
Be conscientious; teaching is interesting if you try	1
I would want to know the person before answering	1
I would give them references	1
I don't know	2

What are the chief benefits to you personally of the teaching experience you are now having?

<u>Statements of Part-Time Teachers</u>	<u>Number of Teachers</u>
Learning new things about my own field	23
I have gained self-assurance and poise before people	18
Experience in my possible future profession	14
The money	12
I am getting a sound basic knowledge of my field	9
I have gained confidence in my ability to teach	7
I can better express myself before a group	6
I have had practical experience in my future vocation	6
Associations with higher echelon people	5
I have learned how to present topics and put over ideas	5
I have gained in understanding people and in working with them	4
I have learned how to deal with students	3

<u>Statements</u>	<u>Number</u>
Learning the problems of students, I am now better able to help them	3
Contacts with students	2
I enjoy the academic life	2
The enjoyment I get from teaching	2
It has helped me as a person	2
Experience in directing people and getting along with underlings	2
The three-month vacation every year	2
It has decided me about my career	2
I have learned to appreciate the problems of a teacher	2
I am in a field whose purposes and aims I like	1
The prestige of being a teacher	1
It satisfies my personality needs	1
It is a secure position for an unmarried woman	1
I make a living	1
I have developed a liking for teaching	1
It gave me the chance to see what teaching at a large university was like	1
I have learned how to organize a class	1
The opportunity to watch other teachers work	1
I have gained basic knowledge of the structure of a department and of a university	1
I am learning to use research work in my teaching	1
Getting to know other staff members	1
I have the teaching viewpoint of several professors	1

<u>Statements</u>	<u>Number</u>
I have learned more about the serious problems of education	1
The appreciation of how much a teacher really knows	1
Broadening myself intellectually	1

What do you most dislike about teaching?

<u>Statements of Part-Time Teachers</u>	<u>Number of Teachers</u>
Grading tests or papers	11
The routine clerical work	9
Having to give low grades	9
The low pay	7
Students who don't care	5
The difficulty in deciding grades	3
Giving tests	3
There is too much repetition	2
Having to teach people because they paid their fees, even though they don't want to learn	2
Having too many students who won't profit from the course; who won't or can't learn	2
Trying to force unwilling students to learn	2
The difficulty of finding materials	2
The lack of facilities	2
Pay and promotions are not based upon teaching ability; there is too much research emphasis	2
It takes a lot of time	2

<u>Statements</u>	<u>Number</u>
Working long hours	2
Teaching a required, low-level course	1
Not being able to get it across	1
The lack of freedom in running my class	1
Having to spend time with students who will not try to think	1
Students who don't do as well as you expect	1
Having unhappy students	1
Having to keep my distance from students	1
Students who don't appreciate what you do for them	1
Students talking in class	1
The anti-intellectual attitudes of students	1
Large classes	1
The red tape	1
There are not enough funds for the class	1
The long class sessions	1
The department bias that keeps students from getting the whole view in this field	1
The low academic standards	1
The institution taking unprepared students	1
The many people going into college teaching because they can make more money as a consultant rather than because of a professional interest	1
Some of the uninspired teaching I see	1
There is so much poor teaching	1
Having to rely on the support of a professor	1

<u>Statements</u>	<u>Number</u>
The professional politics and jealousies you find	1
The feeling that I can't help much under this setup	1
It is nerve-racking	1
The lack of respect for a teacher among the general public	1
Interruption of my research schedule as a graduate student	1
There is not enough time	1
Making a good appearance on an inadequate salary	1

What aspect of teaching do you especially like ?

<u>Statements of Part-Time Teachers</u>	<u>Number of Teachers</u>
The joy of seeing someone benefit from your work; seeing them learn	28
Dealing with students in a face-to-face relationship	21
Being able to work in a field I like	10
The classroom work	8
The associates one meets, colleagues	6
I like to help society and individuals	5
The good vacations	4
Being able to interest someone in my field, knowing they may contribute to it	4
The prestige	3
The freedom of approach in teaching	3
The idea that I am getting people to think about problems	3
Working with high-level students	2

<u>Statements</u>	<u>Number</u>
The system they have here of coordinating lab, lecture, recitation	2
The college life	2
It is always interesting, always different	2
It gives me a chance to show off	2
Arranging and preparing materials	1
It is the most creative of all arts	1
Good hours	1
The chance to study and travel	1
I like to talk	1

DATA GATHERED SHOWING ATTITUDES OF FULL-TIME TEACHERS
TOWARD SELECTED PROBLEMS OF HIGHER EDUCATION

What are the main obstacles you encounter in trying to meet your course objectives?

<u>Statements of Full-Time Teachers</u>	<u>Number of Teachers</u>
The students lack background knowledge or intellectual maturity	5
There is too much to cover and not enough time	5
They lack ambition in this subject; they think it is unimportant to them	2
They do not understand the purpose of a university	2
The students have preconceived ideas	2
Equipment or facilities are inadequate	2
The course is improperly organized	2
The class is heterogeneous and it is difficult to reach them all	2
They resent having to take this course	1
The students resent the teachers	1
The students are unable to relate what they learn to other fields or to their own lives	1
The students cannot think logically	1
There are not enough reading materials in the library	1
The text is difficult to understand or inadequate	1
This subject has a bad reputation among students	1
I cannot get across the main idea to some students	1

<u>Statements</u>	<u>Number</u>
My very broad objectives are very difficult to realize	1
It is hard to establish easy relations with the students	1
They have had poor teaching previously	1

What seem to be the major problems of the students you are teaching?

<u>Statements of Full-Time Teachers</u>	<u>Number of Teachers</u>
The students lack communications skills	3
The students lack background ability or knowledge	3
There is a lack of vocational choice on their part; they don't know what they want	3
They lack intellectual experience	2
They lack intellectual ability	2
They lack study skills	2
They have had poor high school training	2
The impersonal contacts with teachers	2
They don't have enough time	2
They are not motivated in this subject	1
They emphasize the grade rather than trying to learn for its own sake	1
They don't do what they are supposed to do or work hard enough	1
They have an anti-intellectual attitude	1
They lack confidence in themselves	1
There is a social-sex relationship problem with their peers	1

<u>Statements</u>	<u>Number</u>
They lack practical or worldly knowledge	1
They lack initiative and imagination	1
The school is too big; they have an adjustment problem	1
The facilities are inadequate	1
They can't apply what they learn to themselves	1
The teachers don't spend enough time with them; the school is too big	1
Some poor teaching they have	1
They are of diversified ability; the teachers can't reach them all	1
The teachers give them too much work to do	1
This course is entirely new to them; they can't picture the new methods	1
They don't know how to get along with their teachers	1
They are in a new and difficult environment	1
Some work and carry a full academic load	1
Materials are unavailable or inadequate	1
They lack adequate study facilities	1

What do you feel motivates these students to come to a college and spend their time, effort, and money?

<u>Statement of Full-Time Teachers</u>	<u>Number of Teachers</u>
They come because they are pushed into it by their families or their social group	11
They come to advance themselves professionally or economically	9
They come because they are after a particular educational goal	8
They come for psychological reasons, prestige, to get away from home, etc.	4
For a good time	4
To find a spouse	3
To escape the military	2
They come because they want to serve	1
I don't know	2

Do you consider yourself an easy, medium, or tough marker?

Statements of Full-Time Teachers	Number of Teachers
1 Easy	1
2	7
3 Medium	5
4	1
5 Tough	0
I don't know	1

Why?

Those who answer 1

I get the poor ones to drop out	1
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Those who answer 2

Because of the level of the students	3
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I give students the benefit of the doubt	1
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I mark them fairly but "easy"	1
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For society	1
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I try to encourage them	1
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Those who answer 3

No response	1
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It is my method	3
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Because of the level of the students	1
--------------------------------------	---

Those who answer 4

They need to feel they have earned their marks	1
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In your opinion, what is the function served by the grading system and the use of academic standards?

<u>Statements of Full-Time Teachers</u>	<u>Number of Teachers</u>
It is a form of motivation	7
They serve a guidance function for the student	2
It implies they have learned a certain amount	2
They enable the teacher to evaluate himself as a teacher	2
They set aside those with honors; establish those who can't do the work	1
They allow comparisons of this institution with others	1
It is an estimate of ability	1
It is a means of picking out those to go on to professional schools	1
Tells if they are ready to go on	1
Helps to pick out graduate students	1
Identifies the exceptional student	1
Establishes a minimum level of achievement	1
Present standards pick out academic ability only	1
Maintains the prestige of the degree	1
Gets them out of an area in which they are not succeeding	1
A guide to employers	1
Ideally, it would certify to society a demonstrated capacity to get these ideas	1
They are imposed by society; a good performance is rewarded, a bad one is punished	1
Selects those competent to go on	1

If you could, how would you improve or change academic standards?

<u>Statements of Full-Time Teachers</u>	<u>Number of Teachers</u>
I would change the marking system to include fewer categories	2
Give the students much more individual attention and guidance	2
Leave them as they are they are all right	2
I would change the marking system to a per cent	1
Eliminate grades; adopt some other system such as a comprehensive examination	1
They should be emphasized less	1
Make time demands flexible	1
Make the teaching and grading program more effective	1
Establish an honor system	1
Find a better way	1
I don't know	2

Considering all the activities in which a teacher engages,
what do you consider to be the major problems?

<u>Statements of Full-Time Teachers</u>	<u>Number of Teachers</u>
How to reach all students without going over some heads or boring others	4
How to make the course interesting	3
Getting across all I want to	3
The emphasis is not on good teaching but on the trimmings or research	2
Teaching them to apply what they learn	2
Getting to know and understand students	2
The students have a negative attitude toward this course or the way it is run	1
Students who try but just can't make it	1
How to present something adequately so they understand it	1
Having them learn to think and make value judgments	1
How to deal with the superior student adequately	1
How to find time for my own work and teaching	1
There is not enough time for teaching properly	1
Communicating my ideas to other staff members	1
Being able to communicate with students	1
How to make students study or otherwise to motivate them	1
Trying to keep students happy	1
The problems of evaluating accurately	1

If you had responsibility for starting a young person in teaching, what would you tell him in the way of personal advice that you thought would help him?

<u>Statements of Full-Time Teachers</u>	<u>Number of Teachers</u>
Try to see what their problems are; be sympathetic	7
Know your subject well	7
Be yourself	4
If you don't know, say so; don't try to hide your ignorance or bluff	4
Get to know your students	3
Prepare for each class; use an outline	2
Get the "feel" of a class; learn when you lose them	2
Speak clearly	2
Simplify your language, talk at their level, downgrade your thinking	2
Know what attitude you want to achieve	1
Let them know what to expect from you and from the class in the beginning	1
Try to have discussion with them for interest's sake; not too much lecture	1
Be informal but keep control	1
I would tell them how I teach	1
Use a variety of methods	1
Personal appearance is important	1
You are teaching people, not subject matter	1
Try to identify yourself with them	1

<u>Statements</u>	<u>Number</u>
Let them know your mind is open	1
Always be fair and honest with the students	1
Criticize them, but be friendly	1
Try not to frighten them	1
Don't take yourself too seriously; relax, have fun	1
Have confidence, you know more than they do	1
You must like your subject to teach it; be enthusiastic	1
Expect stage fright at first, it will leave	1
They should have practical experience in the field before they try to teach	1
They won't be able to concentrate on method until after they have taught a course once	1

What do you consider to be the chief benefits of being a teacher?

<u>Statements of Full-Time Teachers</u>	<u>Number of Teachers</u>
I enjoy the academic life	6
Contacts with students	4
I am in a field whose purposes and aims I like	3
The self-satisfaction of teaching someone something	3
Broadening myself intellectually	3
It satisfies my personality needs	2
The enjoyment I get from teaching	2
It has given me the opportunity to serve	2
The associations with higher echelon people	1
I am so busy with student problems I have no time for my own; this is good	1
The money	1
Associations with people who think	1
I am getting a sound basic knowledge of my field	1

Which aspect of the work of a teacher do you like least?

<u>Statements of Full-Time Teachers</u>	<u>Number of Teachers</u>
Grading tests or papers	4
Having to give low grades	4
The routine clerical work	3
The difficulty in deciding grades	1
Giving tests	1
Not being able to get it across	1
The university has no respect for what I am trying to achieve	1
I spend too much time on committee work	1
The rigidity of the university	1
Many teachers think themselves more important than their students	1
Trying to salvage those who shouldn't be there	1

Which aspect of the work of a teacher do you like the most?

<u>Statements of Full-Time Teachers</u>	<u>Number of Teachers</u>
The classroom work	7
Dealing with students in a face-to-face relationship	7
The joy of seeing someone benefit from your work; seeing them learn	7
The idea that I am getting people to think about problems	2
Arranging and preparing materials	1
Working with high-level students	1
The research	1
Having graduates turn out well	1
I like to help society and individuals	1
It is always interesting, always different	1
Being able to interest someone in my field, knowing they may contribute to it	1

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I, John Wesley Walcott, was born in Sparta, Michigan, October 21, 1921. I received my secondary-school education at the University of Michigan High School, Ann Arbor, Michigan. I received the Bachelor of Science degree from the University of Michigan in 1946 and the Master of Arts degree in 1949 from the same institution. I have taught mathematics in the public schools of Michigan and New Mexico. I served for two years at Rio Grande College, Rio Grande, Ohio, as instructor of mathematics and registrar. I began work on the Ph.D. in higher education at the Ohio State University in 1953. While in residence there, I taught part time in the mathematics department. Since 1956, I have been employed by the State University of New York, College of Education, Oswego, New York.