AN EXAMINATION OF EARLY CHILDHOOD TEACHER EDUCATION: ENGLAND AND NEWFOUNDLAND

A thesis submitted for the degree of

Doctor of Philosophy

by

ROSANNE McCANN

School of Education

University of Leicester

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CONTENTS

	ABBREVIATIONS	iii
	LIST OF TABLES	iv
	LIST OF DIAGRAMS	ix
Chapter I	INTRODUCTION	1
Chapter II	EDUCATION IN ENGLAND AND NEWFOUNDLAND	6
	Part 1. Education in England	8
	Part 2. Education in Newfoundland	42
Chapter III	A REVIEW OF THE LITERATURE	68
	Part 1. A Review of Relevant Literature	69
	Part 2. The James Report, The White Paper, and Circular 7/73	95
Chapter IV	DESIGN OF THE RESEARCH	122
Chapter V	DESCRIPTION OF THE MEASURING INSTRUMENTS AND THEIR ADMINISTRATION	142
Chapter VI	AN ACCOUNT OF PRELIMINARY VISITS MADE TO ENGLISH COLLEGES OF EDUCATION	157
Chapter VII	STATEMENT, INTERPRETATION, AND DISCUSSION OF QUESTIONNAIRE RESULTS: STUDENTS	183
Chapter VIII	STATEMENT, INTERPRETATION, AND DISCUSSION OF QUESTIONNAIRE RESULTS: STAFF	270
Chapter IX	SUMMARY AND DISCUSSION OF INTERVIEWS WITH HEADS OF EDUCATION DEPARTMENTS	353
Chapter X	SUMMARY AND CONCLUSIONS	365
	POSTSCRIPT	388
	APPENDIX I EDUCATION IN NEWFOUNDLAND	392
	APPENDIX II PROGRAMME TO BE FOLLOWED DURING INITIAL VISITS TO COLLEGES OF EDUCATION	400

APPENDIX III MEASURING INSTRUMENTS 402

APPENDIX IV TABLES: STUDENT QUESTIONNAIRE RESULTS 470

APPENDIX V TABLES: STAFF QUESTIONNAIRE RESULTS 488

BIBLIOGRAPHY. 543

ABBREVIATIONS

ATCDE	Association of Teachers in Colleges and Departments of Education
ATO	Area Training Organisation
CNAA	Council for National Academic Awards
DES	Department of Education and Science
Dip.H.E.	Diploma in Higher Education
LEA	Local Education Authority
MUN	Memorial University of Newfoundland
NFER	National Foundation for Educational Research
NTA	Newfoundland Teachers' Association
NUS	National Union of Students
NUT	National Union of Teachers
PGCE	Postgraduate Certificate in Education
UCET	Universities Council for the Education of Teachers

TABLES

1. Colleges in the sample 135

2. Staff sample: England. 137

3. Student sample: England. 138

4. Interviews during initial college visits 149

5. Administration of questionnaires and returns received: England. 152

6. Staff returns: England 152

7. Colleges included in preliminary visits. 159

8. University institutes included in college visits 160

9. Colleges by student population 160

10. Student sample by sex. 185

11. Student sample by age groups 186

12. Student sample by marital status 188

13. Educational institutions attended: England 189

14. Educational institutions attended: Newfoundland. 191

15. Occupations prior to commencing present studies. 192

16. 'O' level passes 193

17. 'A' level passes 195

18. Grade XI examination passes. 197

19. Grade XI honours passes. 198

20. Students with a first degree 471

21. Degree and main subject studied. 472

22. First choice of profession: primary school teacher. 199

23. First choice of profession other than primary school teacher 473

24. Attending college of first choice. 201

25. Other institutions to which students had applied. 474

26. Qualifications towards which students were working 203

27. Age groups for which students were training 204

28. Main subject studied. 206

29. Early commitment to teaching. 207

30. Persons from whom students sought advice. 209

31. Student participation in course planning. 210

32. Main forms of teaching used 211

33. Lecture presentation. 213

34. Lecturers' knowledge of primary schools 215

35. Changes in academic requirements for primary students. 216

36. Student views on the theory of education. 218

37. Curriculum requirements 219

38. Components of the programme 225

39. Components of the programme 229

40. Working with children other than in Teaching Practice. 236

41. Satisfaction with Teaching Practice provision 237

42. Suggested distribution of Teaching Practice 475

43. Suggested distribution of Teaching Practice 477

44. Suggested distribution of Teaching Practice 479

45. Distribution of Teaching Practice 480

46. Distribution of Teaching Practice 482

47. Distribution of Teaching Practice 484

48. Preparation for Teaching Practice 242

49. Practice-related activities 243

50. Opportunity to discuss Teaching Practice. 246

51. Supervision of Teaching Practice. 247

52. Assessment of Teaching Practice 248

53. Teaching Practice activities. 250

54. Teaching Practice activities. 251

55. Areas wherein students recommended increased emphasis. 254

56. Main weaknesses in programme. 485

57. The extent to which students would recommend their college to other students 260

58. Student comments pertaining to their college. 261

59. Staff with at least 30% primary students. 489

60. Staff sample by sex 272

61. Staff sample by age groups. 274

62. Academic qualifications of staff: undergraduate 276

63. Academic qualifications of staff: graduate. 278

64. Other professional training 489

65. Other professional training specified 280

66. School teaching experience: English staff 490

67. School teaching experience: English staff 492

68. School teaching experience: MUN faculty 494

69. School teaching experience: MUN faculty 494

70. School teaching experience: MUN faculty 495

71. Experience at the college level 496

72. Experience in education field other than teaching 497

73. Head of a school. 498

74. Headships of schools: English staff 499

75. Principalships of schools: MUN faculty. 500

76. School teaching experience since taking present post. 285

77. Circumstances of teaching 287

78. Years teaching in present position. 288

79. Department membership 501

80. Rank: English staff 290

81. Rank: MUN faculty 291

82. Administrative post 501

83. Administrative post specified 502

84. Number of courses teaching. 503

85. Level of courses teaching 504

86. Year(s) of students' programmes 505

87. Main form(s) of teaching. 506

88. Adviser to undergraduate students 507

89. Number of undergraduate advisees. 508

90. Adviser to graduate students. 509

91. Number of graduate advisees 510

92. Staff who were involved in in-service teaching. 298

93. Number of full-time teachers as students. 511

94. Standard of students' speech and grammar. 299

95. Students' study time. 301

96. Student experiences before college. 303

97. Teachers better trained in multipurpose institutions. 512

98. Secondment to schools 306

99. Consecutive or concurrent training. 307

100. Introduction of professional components in programme 513

101. Staff views on academic requirement 514

102. Change in academic emphasis in the programme. 515

103. Connections between training and teaching 516

104. Programme components: academic studies. 313

105. Programme components: professional studies. 314

106. Programme components: school experiences. 316

107. Course requirements 517

108. Supervision and assessment of Teaching Practice 320

109. Emphasis on Teaching Practice notebooks 518

110. Supervision of Teaching Practice. 519

111. Assessment of Teaching Practice 520

112. Students working with children. 521

113. Staff opinions of their contact with primary schools 327

114. Satisfaction with Teaching Practice provision 333

115. Suggested distribution of Teaching Practice 523

116. Suggested distribution of Teaching Practice 525

117. Suggested distribution of Teaching Practice 527

118. Views on teacher participation in programme planning. 335

119. Adequacy of facilities: English staff 528

120. Adequacy of facilities: English staff 529

121. Adequacy of facilities: English staff 530

122. Adequacy of facilities: MUN faculty 531

123. Aims of primary teacher education 532

124. Weaknesses: Teacher's Certificate 534

125. Weaknesses: B.Ed. 537

126. Weaknesses: Postgraduate Course 540

127. Weaknesses: B.A.(Ed.) 542

DIAGRAMS

1. Educational provision in England and Wales 10

2. Organisation of Department of Education and Science: England 11

3. Organisation of Department of Education: Newfoundland 45

4. Structure of the Faculty of Education: Memorial University of Newfoundland 62

5. Location of the colleges: preliminary visits 161

6. Student recommendations for increased programme emphasis 256

7. Main form(s) of teaching 294

8. Main form of teaching: lectures. 295

9. Main form of teaching: combination of lectures, seminars, tutorials. 296

10. Teachers better trained in multipurpose institutions. 305

11. Academic requirement: staff and student views. 309

12. Change in academic emphasis in the programme: staff and student views. 311

13. Course requirements: staff and student views 319

14. Supervision and assessment of Teaching Practice: staff and student views. 323

15. Students working with children: staff and student views. 326

16. Lecturers very or moderately conversant with primary school practices: student responses. 329

17. Adequate school contacts: staff responses. 330

18. School teaching since taking present post: staff responses. 331

19. Weaknesses in programmes 343

CHAPTER I

INTRODUCTION

INTRODUCTION

In recent years a great deal of research[1] has been devoted to various aspects of child development. Much has been written and published to underline the importance of the early years of a child's life. In particular, the fostering of the child's intellectual development and the provision of optimum learning opportunities have received unprecedented attention. It has been suggested that a good Primary School can have a very positive influence on even those children whose home circumstances might militate against it. A study by Douglas prompted him to state:

> It seems that good teaching in the primary schools can make up for deficiencies in parental interest. . . . By improving the level of teaching in the primary schools it seems that the waste of ability through lack of interest and stimulation at home can be much reduced and perhaps eliminated.[2]

In fact, the Primary School years have now become widely recognized as the most crucial and most influential in the entire educational process.

With this recognition of the importance of the Primary School has come an equal recognition of the importance of Primary School teachers. Their contribution to children's education is now seen to be more significant, and to have more far-reaching effects on children's learning, than that of any teachers to whom subsequently they are entrusted. This being so, it follows that the initial

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[1] E.g., In North America the work of Jerome Bruner and Burton White; in Europe the work of Piaget and Inhelder; in Britain the work of Halliday, Bernstein, Tough, and others on children's language.

[2] Douglas, J. W. B., The Home and the School (St. Alban's, 1967), pp. 142-3.

training which these teachers receive must also have an important influence (albeit an indirect one) on the education of children.

Given an ever-increasing understanding of children and their learning processes, and given their growth and development in a changing society, the education programmes of their teachers cannot afford to remain static. On the contrary, as advances are made in the understanding of what constitutes an optimum learning environment for children, so is it necessary to modify Primary teacher education in the light of these advances.

It is often fruitful to examine programmes being implemented in one country and to borrow from them certain aspects which could profitably be incorporated into those of another. The Province of Newfoundland offers only one education programme for its Primary teachers - that given by the Faculty of Education at Memorial University. Hence, there is a real need for those involved in the development and teaching of that programme to look to and keep abreast of developments outside the Province. The traditional ties which have linked Newfoundland with Britain since the early colonial period, and which remain strong today, tend to lead quite naturally to a focusing on teacher education in England. Furthermore, from a purely professional point of view, accepting the premise that any initial teacher education programme has a direct bearing on the quality of teaching which takes place in the schools wherein the students of that programme later work as classroom teachers, it is natural that one would look to the English system of training Primary School teachers. During the past decade or more, and particularly in the post-Plowden period, British Primary Schools have earned a great deal of admiration around the world, especially in North America. A constant flow of educators has visited and

made on-the-spot surveys of British Primary Schools; these visits have resulted in a proliferation of literature describing and praising the teaching styles in these schools, but relatively little attention has been focused on the teachers themselves and the training which they have received.

The writer, as an educator engaged in the development and teaching of the Primary teacher education programme in Newfoundland, spent several weeks visiting English Primary Schools in 1970, paying particular attention to the training of the teachers who work in these schools. This interest was heightened by the fact that the Newfoundland programme was about to undergo revision. Concerned with improving that programme, and believing that many of the positive features of the English Primary Schools could be attributed to the teachers in these schools and to the manner in which they had been trained, the writer endeavoured to make a critical examination of Primary teacher education in England.

It was felt that this examination of teacher education could best be undertaken by means of a major field study. Consequently, visits of 1-3 days' duration were arranged and carried out in 24 English colleges of education and in one University School of Education. This experience provided crucial background information for the pilot study and the formal survey which followed. The latter included return visits, for the purpose of data collection, to 12 of these colleges and to the School of Education. A study was also made of the educational systems of England and Newfoundland, with particular attention to Primary Schools and Primary teacher education.

The aim of the study was twofold: to examine Primary teacher education in England, and to examine Primary teacher education in

Newfoundland in the light of it. It was hoped that this kind of study would lead to changes in the latter programme, which might result in an improved initial training programme for Newfoundland's Primary School teachers.

CHAPTER II

EDUCATION IN ENGLAND AND NEWFOUNDLAND

CHAPTER II

EDUCATION IN ENGLAND AND NEWFOUNDLAND

The structure of the educational system of Newfoundland is unique, and does not lend itself easily to comparison with the English system. There are, however, some aspects of the Newfoundland system which can fruitfully be examined in connection with the English experience. This will be done in the section on the Newfoundland system.

PART 1

EDUCATION IN ENGLAND

A. ADMINISTRATION OF THE ENGLISH EDUCATION SYSTEM

The provision of public education in England and Wales is shown in Diagram 1. The system is a partnership of national and local government and has been described as a "'national system locally administered,' with the DES /Department of Education and Science/ a major operational partner rather than its sole controller."[1] The basis for this partnership stems from the 1944 Education Act, which made it the duty of the Minister of Education to:

> promote the education of the people of England and Wales and the progressive development of institutions devoted to that purpose, and to secure the effective execution by local authorities, under his control and direction, of the national policy for providing a varied and comprehensive educational service in every area.[2]

In 1964 these duties were put in the hands of the Secretary of State for Education and Science, who heads the Department (which was created in that year), and who is a member of the Cabinet.

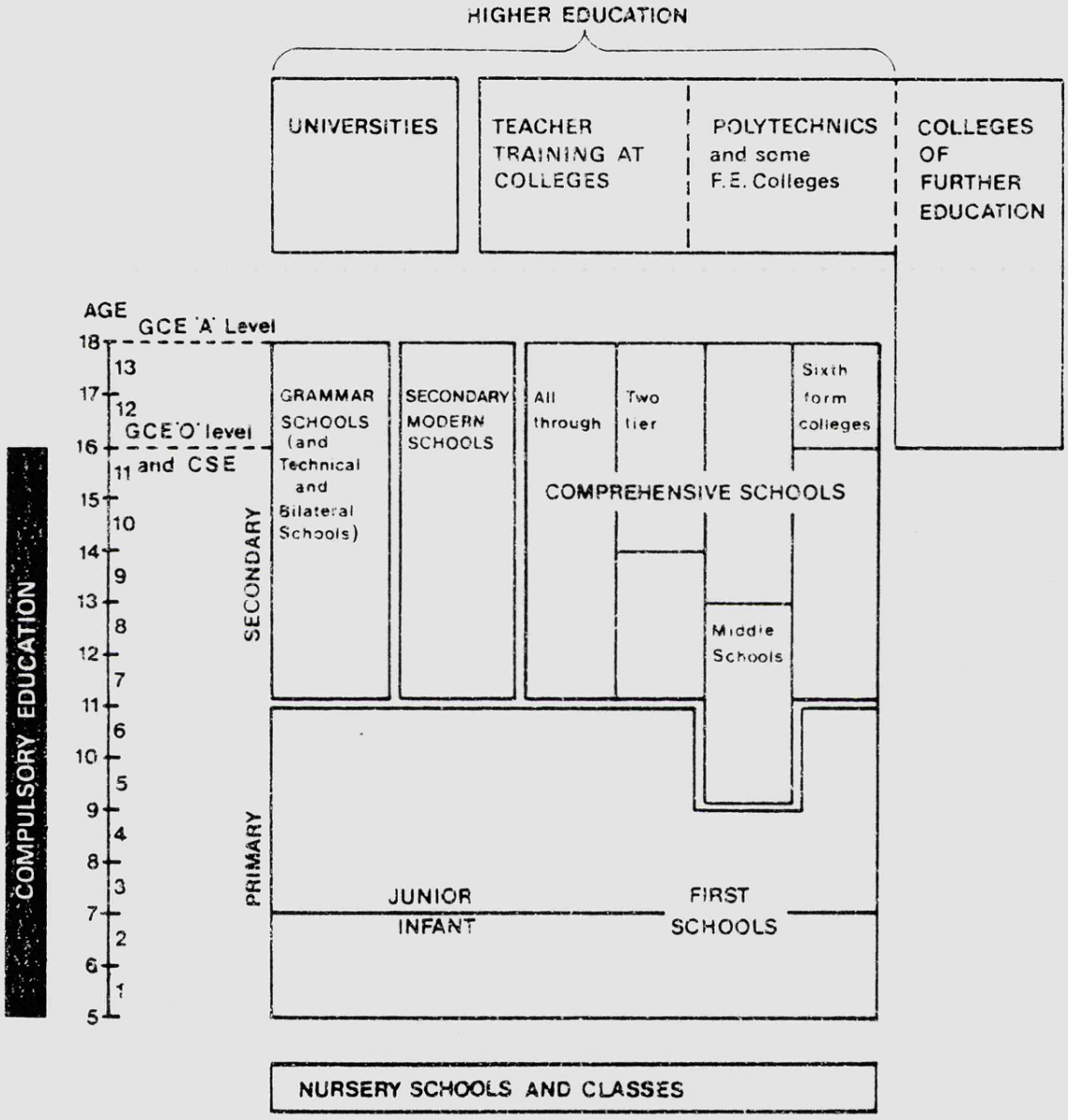
The organisational structure of the DES is shown in Diagram 2. It is staffed by civil servants and primarily is concerned with national policies for education. It does not run schools or colleges, nor does it prescribe curricula and employ teachers, but it is concerned with the qualifications and the supply of teachers, and it controls and finances educational buildings.

H.M. Inspectorate are responsible for advising the DES and reporting to the Secretary of State on educational provision. In 1977 there were 424 HMIs, including a senior chief inspector, six chief inspectors, eight divisional inspectors (one for each

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[1] DES, The Educational System of England and Wales (London, 1977), p. 2.

[2] Dent, H. C., The Education Act 1944 (London, 12th edn., 1968), p. 5.

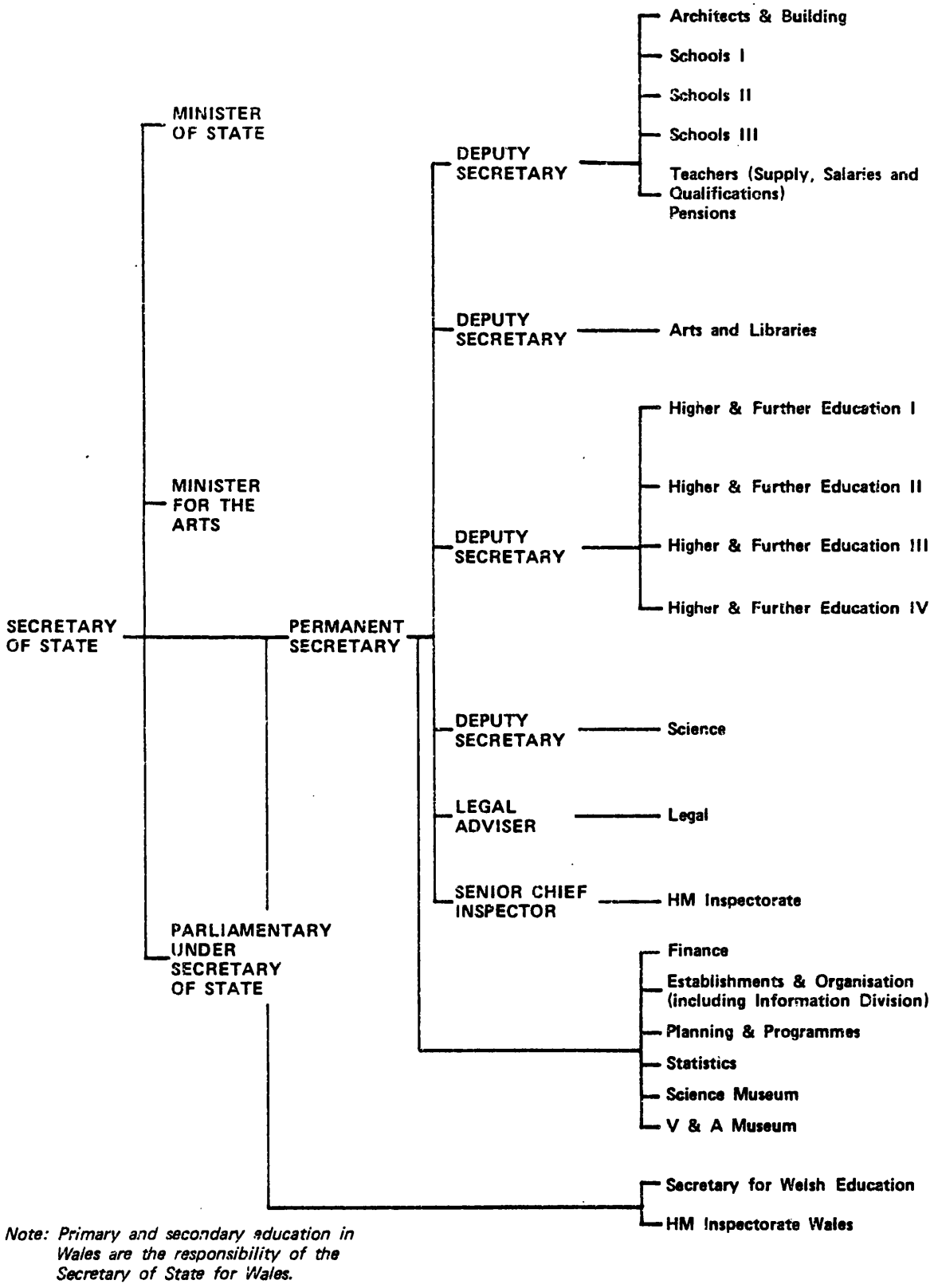


1. It is Government policy that grammar and secondary modern schools should be replaced by comprehensive schools.

2. Secondary modern schools provide a general education up to the minimum school leaving age, though pupils can stay on beyond that age.

Diagram 1.

EDUCATIONAL PROVISION IN ENGLAND AND WALES



Note: Primary and secondary education in Wales are the responsibility of the Secretary of State for Wales.

Diagram 2.

ORGANISATION OF THE
DEPARTMENT OF EDUCATION AND SCIENCE: ENGLAND

geographic division), and fifty-seven staff inspectors.[3] The latter have national responsibilities for subjects or for particular phases of education.

The actual responsibility for the provision of education rests with the Local Education Authorities. These are elected county or borough councils, and each Authority appoints its own education committee. About half the committee members are members of the Authority, and the rest are co-opted on the basis of their special knowledge and/or experience. In each LEA a Chief Education Officer is responsible for the day-to-day administration of education. He is aided by Assistant Education Officers and other staff. The LEA also has subject advisers and local inspectors. LEAs are charged with

> . . . the provision and day-to-day running of the schools and colleges in their area and with the recruitment and payment of the teachers who work in them. They are responsible for the provision of buildings, materials, equipment and the back-up advisory services.[4]

They are also required to provide midday meals for all pupils in maintained schools who require them, at no cost to children in special need and at minimum cost to others. Free milk is provided for infants and for other children with special health requirements. Children are provided with free transport to and from school if the distance of their home from the school warrants it.

LEAs are financed by a national grant, and this is supplemented by income raised through local taxation. The national government might suggest how the Authority spend its money, but the latter decides what proportion of its budget will be allocated to education.

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[3] DES, op. cit., pp. 9-10.

[4] Ibid., p. 7.

Publicly-maintained schools fall into two categories: county schools established and run by the LEA, and schools established by other bodies - mainly the churches, but financed mainly by the LEA. The Authority is responsible for seeing that efficient education is provided, and each maintained Primary School has a body of managers, two-thirds of whom are appointed by the Authority and the rest by voluntary interests. Each Secondary School has a body of governors. Theoretically, it is the responsibility of governors and managers, in consultation with the Head of a school, to determine the curriculum and the methods of teaching to be employed. But in practice, decisions on these matters are largely left to the Head of the school and his or her staff.

Secondary education increasingly is being provided in Comprehensive Schools, whose age-range is usually from eleven to eighteen; by 1976 there were nearly three million pupils in some 2,600 Comprehensive Schools.[5] Grammar Schools, which catered for children who were capable of a mainly academic programme, are being phased out. Secondary Schools of a less academic nature, generally known as 'secondary moderns,' provided a general education for children up to the statutory school-leaving age, while the grammar schools provided for schooling up to age eighteen. Middle Schools are a growing feature of educational provision. They provide for children from age eight to twelve or from nine to thirteen years, and are seen as a transition between the first (Primary) school and the upper school. Special education generally is provided in ordinary schools, but special schools are established where they are deemed necessary.

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[5] Ibid., p. 14.

Since 1951 the General Certificate in Education has been offered, and students may qualify at Ordinary and Advanced levels. Students decide on the number of subjects they wish to study at each level - usually eight or more at Ordinary level and, if they go on to Advanced level, two or three subjects. 'O' level examinations are taken at about age sixteen and 'A' levels are taken two years later. Passes in these examinations provide minimum college and university entrance requirements. Until recently, students could enter most colleges of education with a minimum requirement of five 'O' level passes, but with the phasing out of the Three-year Certificate Course and the introduction of degree programmes only for teacher education, students are being required to have the same entrance requirements as those for university, i.e., at least two 'A' level passes. In 1965 a Certificate of Secondary Education (CSE) was also introduced. It was intended for students who are considered to be of average ability and who have completed five years of secondary schooling.

THE SCHOOLS COUNCIL

The Schools Council for Curriculum and Examinations is an independent body established in 1964, which grew out of a Curriculum Study Group set up two years earlier by the Ministry of Education. Its aim was to provide a service of information and advice to schools. It represents the entire education service, with a majority of teacher members. It is financed jointly by the DES and the LEAs. The Council undertakes research and development projects in teaching methods, curriculum, and examinations. Since its inception it has funded about 160 projects; several of these have resulted in the production of teaching guides and other materials for teachers.

B. PRIMARY EDUCATION IN ENGLAND

DEVELOPMENT OF THE PRIMARY SCHOOL SYSTEM

The first organised school for children under six years of age in Britain can be dated to the opening of Robert Owen's Infant School at New Lanark on 1 January 1816. This school took in children from two to six years of age and it was the progenitor of all subsequent schools for children within that age range, by whatever name such schools might have been called later. Schools based on Robert Owen's model were opened across the British Isles during the 1820's and '30's by Samuel Wilderspin, who can lay claim to be the founder of the Infant School Movement. In 1836 the Home and Colonial Infant School Society was founded to train teachers for Infant Schools on somewhat different lines from those advocated by Wilderspin. During subsequent years Infant Schools became a recognised part of state education.

In the 1850's a further development in the education of young children took place. Bertha Ronge and her husband opened a Kindergarten in Bloomsbury in 1851, based on the theories of Friedrich Froebel. Kindergartens spread rapidly throughout the country and Kindergarten ideas permeated Infant classes. After the 1870 Education Act, when the lower age limit for compulsory attendance was fixed at five years, the Infant School became part of the state system. From then onwards there developed more systematic planning of suitable schools for Infants. Meanwhile, the Kindergarten movement continued to develop and some School Boards introduced Kindergarten methods into their Infant Schools. The Froebel Society was formed in 1874 and in that same year a model Kindergarten and training department in connection with Stockwell training college

was established by the British and Foreign School Society.

In 1893 the Department of Education issued its circular to H.M. Inspectors on the Training and Teaching of Infants (Circular No. 322, 6 February 1893), a document which became part of the first edition of Suggestions for the Consideration of Teachers, issued in 1905. According to Hadow, this was ". . . a most important development in official ideas regarding the education of infants."[6] At the same time, educational provision for young children showed improvements generally. Added to improved physical facilities was better teaching, with the work of John Dewey and Maria Montessori in particular having much influence on the training of teachers and their teaching of infants.

Then came two most important Reports in this field of education: The Hadow Reports, The Primary School (1931)[7] and Infant and Nursery Schools (1933),[8] set forth a blueprint for the education of young children in England. The recommendations of the Hadow Reports included: that Primary School end at age eleven; that Primary School be divided into two distinct stages, Infant Schools from age five to seven plus and Junior Schools from seven plus to eleven plus; that the Primary School curriculum be ". . . thought of in terms of activity and experience, rather than of knowledge to be acquired and facts to be stored;"[9] that Nursery Schools should be provided especially in districts of poor housing and below

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[6]Board of Education, Report of the Consultative Committee on Infant and Nursery Schools (1933), p. 27.

[7]Board of Education, Report of the Consultative Committee on the Primary School (1931).

[8]Board of Education, Report of the Consultative Committee on Infant and Nursery Schools (1933).

[9]Op. cit., p. 139.

average economic conditions; that children under five who were admitted to Infant Schools should be placed in Nursery classes.

From the time of Hadow, Infant Schools developed as separate entities and the influence of Hadow was to be seen in the manner in which they were conducted. The Reports had seen the Infant School ". . . not as a place of instruction but as an instructive environment,"[10] and the Infant School curriculum less in terms of knowledge to be taught "and more in terms of activities to be fostered and interests to be broadened."[11] In the pre-war period many Primary Schools had tried to carry out what had been the theme of the Reports - that of enlarging children's experiences and involving them more actively in the learning process. The provision of new school buildings and a more generous supply of school equipment made easier the tasks of teachers who wished to experiment and innovate. Plowden later pointed out that ". . . the changes that have taken place between 1898 and the fifties and sixties have been striking."[12] But while teachers were becoming more aware of the theories of Jean Piaget and of Susan Isaacs on the education of young children, these theories were not generally accepted, because of the prestige still attached to the more formal methods which secured high levels of success in selection tests. Hence there developed a conflict between the manner in which some Primary School teachers believed they should teach and the way in which they were expected to teach, that their pupils might gain good results in formal tests. But as the use of selection tests

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[10] Committee on Infant and Nursery Schools (1933), xviii.

[11] Committee on the Primary School (1931), xxiii.

[12] Central Advisory Council for Education in England, Children and Their Primary Schools (2 vol., 1967), II, p. 191.

(for example, in streaming) declined with the development of comprehensive schools, the influence of new educational theories increased correspondingly, and there followed a broadening and liberalisation of the curriculum of the Primary School.

In the 1950's and 1960's the work of several educators and educational bodies was influential in changing and developing various aspects of the Primary School curriculum. Some of the main areas affected were reading, mathematics, science, and the method of learning by discovery. But again there were conflicting views regarding the moves away from the formal curriculum, and a public debate ensued between, on the one hand, those preferring to retain formality and, on the other hand, those advocating a more child-centred form of schooling for children.

In 1963 the Central Advisory Council in England, under the Chairmanship of Lady Plowden, was asked by the Minister of Education to consider the whole subject of Primary education and the transition to Secondary education. The Council's Report, Children and Their Primary Schools, was published in 1967 and proved to be a landmark in the development of a more natural and flexible kind of schooling for young children. Among its main recommendations were: the expansion of Nursery education; the establishment of educational priority areas where schools for severely deprived children would be granted generous supplies of books and equipment, and a lowered teacher-pupil ratio; the replacing of Infant and Junior Schools with First Schools for children from five to eight years and Middle Schools for the next four years of schooling; and greater emphasis on the importance of school contacts with parents. While encouraging a combination of individual, group, and class work, the Report recommended that the class be retained as the basic unit of school

organisation with children having access to more than one teacher. With regard to the move away from the traditional formality of the Primary School, Plowden stated, "we endorse the trend towards individual and active 'learning by acquaintance,' and should like many more schools to be influenced by it."[13] The Report went on to say that as children, when they first attend school, learn best by choosing from a range of carefully selected materials, so also "throughout the Primary school children should have time to follow their own interests and hobbies."[14] It argued that rigid division of the curriculum into subjects tended to interrupt children's trains of thought and interests and that at least some work should cut across subject divisions at all stages of Primary education. The now popular Integrated Day is certainly an example of this, and Coe has described the fundamental change as being ". . . from a teacher-directed, textbook-dominated approach to one that is open-ended and child centred."[15] Plowden felt that "the willingness of teachers to experiment, to innovate and to change has been one of the mainsprings of progress in the Primary schools,"[16] and that this helped to account for the high regard accorded the British Primary Schools in other countries.

PRIMARY SCHOOLS TODAY

A recent description of British Primary education in Dempster's What's Happening in Primary Schools? (1973), proclaims that ". . .

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[13] Ibid., p. 202.

[14] Ibid., p. 273.

[15] Coe, J., "A Way Ahead," Aspects of Education, No. 8, December 1968, p. 42.

[16] Children and Their Primary Schools, II, p. 423.

today Britain leads the world in the education of this age group;"[17] and M. Kellmer Pringle has stated that ". . . the British Infant Schools are a model of reform in pre-school and Primary education in many countries."[18] This seems hardly an exaggeration when we consider the number and frequency of visits to British Primary Schools made by educators from other countries, and the number of recently-published books describing and applauding these schools.

Since the implementation of one of Hadow's recommendations, the British Primary education system had been organised into Nursery (for the 2-5 age group), Infant (for the 5-7+ age group), and Junior (for the 7+-11+ age group). The Infant stage might be taught in separate schools or departments or in a combined Infant-Junior School, and Nursery education in Nursery Schools or in Nursery classes as part of Infant Schools. But with the Plowden recommendation for First and Middle Schools, there is now an increasing number of such schools in England.

Admission to Infant School in many instances occurs three times a year: September, January, and April. The first year of attendance is usually in a Reception class, where activities are similar to, but more intellectually sophisticated than, those found in a Nursery class. But family or vertical grouping with classes of children of five and six years, six and seven years, etc., is also popular.

Teaching methods beyond the Reception year vary, with an increasing emphasis on flexibility and informality in organisation

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[17] Dempster, J. J. B., What's Happening in Primary Schools? (Newton Abbott, 1973), p. 30.

[18] Pringle, M. Kellmer and Naidoo, S., Early Child Care in Britain (London, 1975), ix.

and curriculum. Large numbers of schools are organised on the basis of the Integrated Day; in this context much learning is done by a topic approach as opposed to discrete subject areas separately time-tabled. There is no legal provision governing the content of curricula apart from certain stipulations laid down by the Education Act of 1944. These included an important clause with regard to religious instruction: "the school day in every county school and in every voluntary school shall begin with collective worship on the part of all pupils in attendance," and "religious instruction shall be given in every county school and in every voluntary school."[19] Another section concerning the schools and their curricula stated that:

> . . . the schools available for an area shall not be deemed to be sufficient unless they are sufficient in number, character, and equipment to afford for all pupils opportunities for education offering such variety of instruction and training as may be desirable in view of their different ages, abilities, and aptitudes, and of the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their respective needs.[20]

The Head teacher is virtually free from direction as to the curriculum and organisation of his school. With the introduction of the Integrated Day there is a growing trend away from the subject-based programme and on the whole, says Dempster, "teachers of younger children think of their children's work under fewer and wider headings and try to keep a balance between the time and effort their charges put into each section."[21] Subjects included in the

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[19] Dent, H. C., The Education Act 1944 (London, 18th edn., 1968), p. 20.

[20] Ibid., p. 13.

[21] Dempster, Primary Schools, p. 37.

programme - with more of the integrated and less of the compartmented approach - include mathematics, reading, art and craft, drama, science, French, music, physical education, and so on. Assessment and record keeping in such a system are difficult and must take into account all of the activities and materials in which children are engaged.

There has been innovation also in the school buildings provided for Primary education, with the open-plan school becoming increasingly common. Such a physical layout is generally more conducive to a flexible and integrated programme than the self-contained classroom. However, open-plan schools are not essential to flexible organisation.

Research results have tended to give support to the less formal kinds of learning experiences for children; the work of the late D. E. M. Gardner is a case in point. Yet, in a very recent study by Bennett (1976), it is suggested that learning, at least in some subject areas, is less successful in an informal than in a formal setting. Bennett's research, however, has been criticised on a number of counts, for example, for insufficient care in his definition of the categories of 'formal' and 'informal.' More work remains to be done in this field of formal and informal education and learning, though the work of Gardner and others is well researched and carefully formulated and cannot lightly be dismissed.

EDUCATION FOR THE UNDER FIVES

From the 1870's onwards, a considerable proportion of children under five were admitted to Infant departments of elementary schools in babies' classes, which were later converted to Nursery classes. But the biggest impact on the development of Nursery provision was

undoubtedly that made by Margaret and Rachel McMillan, who founded a Nursery School in 1911. This was part of their campaign for the spread of Nursery education and the first allocation of public funds for support of Nursery Schools came with the Education Act of 1918. The Education Act of 1944 proposed expansion of Nursery provision, for, according to Parry, ". . . many people now recognised that the education of the young was one of the keystones of the entire social system."[22] But expansion did not progress on the scale then hoped for, due in part to economic stringency and shortage of teachers. In fact, teacher shortage was such that the Ministry of Education imposed almost a complete ban on the expansion of Nursery Schools, pointing out in its Circular 8/60 that teachers, who might otherwise work with children of compulsory school age, could not be spared for Nursery expansion. This restriction was somewhat modified in 1964 to permit the admission of children of teachers who wished to return to teaching.

The Plowden Report (1967) recommended the expansion of Nursery classes, with emphasis on immediate provision for children in educational priority areas. In spite of this, however, and in spite of a growing awareness of the importance of the early years[23] which had led to demands for increased provision for the under-fives, economic conditions have largely prevented any widespread expansion of Nursery education. But following the James Report (1972), the Government White Paper, Education: A Framework for Expansion (1972), announced a major expansion of Nursery education. Details were

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[22]Parry, M. and Archer, H., Pre-School Education (London, 1974), xii.

[23]Fostered by the followers of Susan Isaacs, Piaget and others; and by the work of educationists such as Bruner, Bloom, and Bernstein.

announced in Circular 2/73:

> The Secretary of State for Education and Science . . . announced . . . that they intend to expand nursery education at a rate which would enable provision to be made by 1981-82 . . . up to the limit of the scale estimated as necessary by the Central Advisory Councils in 1967 in the Plowden and Gittins Reports . . . to provide full-time education for 15% of 3 and 4-year olds and part-time education for 35% of 3-year olds and 75% of 4-year olds . . . the objective is to make nursery education available for children whose parents want it from the beginning of the term after their third birthday, until the term after their fifth birthday.[24]

Once again, however, expansion has been delayed, largely for financial reasons. In a Department of Education and Science Reports on Education No. 81, issued in January 1975, it was announced that £34 million had been allocated to Local Education Authorities for building projects to start during 1974-75 and 1975-76. This represented the first attempt for some time to expand Nursery provision, but it is still seen by many parents and early childhood educators as grossly inadequate, for there is now general agreement as to the need for Nursery education for all children whose parents wish it, taking into account the research evidence regarding the importance of the early years of the child's development.

Where state provision of Nursery education exists in England, it occurs in separate Nursery Schools and in Nursery classes attached to Primary Schools. Nursery Schools and classes provide for the child from three to under five (and occasionally for those who are two years of age). Nursery Schools have a qualified Head teacher and qualified teachers, with assistants who are trained as nursery nurses. Some Nursery Schools also have some nursery nurse students in training. The educational programme is the responsi-

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[24] Department of Education and Science, Circular No. 2/73, Nursery Education, p. 1.

bility of the Head. Formal lessons are not a feature, but both indoor and outdoor activities are designed to enhance the educational, social, physical and emotional development of the child. Bricks, sand, water, clay, musical instruments, dress-up materials, books, and pets are all part of a Nursery School's equipment. Part-time attendance in both Nursery Schools and Nursery classes is the usual pattern.

Another area of Pre-School provision is that of the Playgroup Movement, which was begun in England in 1962 by a young mother who organised a Playgroup and offered advice to others wishing to do likewise. Subsequently the Pre-School Playgroups Association was formed and in 1970 there were 170,000 children in Playgroups in England. Initially Playgroups were run by mothers of the children in attendance working in rotation, with fees being charged to cover costs only. Most of them now have a qualified supervisor.

Since 1966 the Department of Education and Science has been making an annual grant to the Pre-School Playgroups Association. The Association now has a National Adviser, offers training courses, and has its own films and publications. The White Paper (1972) stated that "Playgroups will continue to have a distinct and valuable role to play alongside an expanding system of nursery education."[25]

C. PRIMARY TEACHER EDUCATION IN ENGLAND

DEVELOPMENT OF PRIMARY TEACHER EDUCATION

The first institutionalized training for Infant School teachers came in 1836, when the Home and Colonial Infant School Society was

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[25]Department of Education and Science, Education: A Framework for Expansion (1972), p. 7.

founded and established in London a model school based on the principles of the Swiss educational reformer, Johann Heinrich Pestalozzi. This ". . . was noteworthy as the first institution to devote itself primarily to the training of teachers for infant schools . . ."[26] There followed a rapid growth of colleges in the 1840's, primarily on the initiative of the Church of England.

An alternative form of training for teachers of young children was that provided for Kindergarten teachers based on the principles of Friedrich Froebel, founder of the Kindergarten. This form of training was offered in 1851 by Johann and Bertha Ronge, by Heinrich Hoffman in 1857, and by the Committee of the Froebel Society in 1879. In 1874 the British and Foreign School Society established a model Kindergarten and training department in connection with Stockwell training college, and ten years later a training college for Infant teachers on Kindergarten lines at Saffron Walden. Initially most training programmes were of one year's duration, extending to two years in 1856.

Until the end of the nineteenth century the only institutions available to train Primary teachers were private, residential and mainly denominational. In the 1890's day training colleges came into existence under the jurisdiction of the universities, and while they offered training for Secondary teachers only, this was an important development in the education of teachers. By the end of the century there were sixty-one colleges in England and Wales, of which forty-five were residential and voluntary, provided by religious bodies, and sixteen were day training colleges attached to

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[26]Rich, R. W., The Training of Teachers in England and Wales During the Nineteenth Century (London, 1933), p. 39.

universities.[27]

The Education Act of 1902 marked a significant step forward in teacher education, especially Primary teacher education, in that it established a pattern of training for Primary teachers which by and large has been followed ever since. This Act led to the creation of Local Education Authorities and gave them powers to establish Secondary Schools, in addition to training colleges directly responsible to the LEA's. This enabled intending teachers to complete a full Secondary course of education up to the age of eighteen before entering a two-year training programme. The establishment of the LEA colleges meant students could now undertake training without the denominational restrictions of the church colleges if they so wished. There was a relatively slow growth of LEA colleges between 1902 and the outbreak of the Second World War; voluntary colleges continued to be in the majority throughout the first half of the twentieth century. By 1970, however, of the 159 colleges of education[28] only 52 were voluntary. In the meantime, day training colleges had become University Departments of Education and after 1902 assumed post-graduate training functions for Secondary teachers.

The next major step forward came with the McNair Report of 1944. Its main recommendations were that teacher training be extended from two or three years and that each university establish a School of Education consisting of a federation of approved training institutions and with responsibility for teacher training. The first of these proposals was not implemented until 1961; Schools of Education were not established, but University Institutes of Educa-

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[27] Central Office of Information, Teacher Training in Britain (London, 1971), p. 3.

[28] Ibid., p. 8.

tion were providing an important link between colleges and universities. The Institutes, through their Area Training Organisations, undertook the supervision of teacher training within their geographical area and each ATO was responsible for the colleges in its Institute and had representatives from the university, colleges, teachers and the Local Education Authority. The ATO's are in the process of being replaced by a new administrative body, but their contribution to teacher education has been considerable and valuable.

A unique form of teacher training was introduced in 1944 - the Emergency Training Scheme. This was devised to overcome the post-war shortage of teachers and to provide the additional teachers needed as a result of the raising of the school-leaving age in 1947 from fourteen to fifteen years. From 1944 to 1949 many thousands of teachers, the majority ex-servicemen and women, were given a thirteen-month teacher training programme in emergency training colleges, followed by in-service training. Between 1949 and 1951 the scheme was phased out; it had produced about 35,000 qualified teachers and had helped to stimulate experimental work in training methods and a more liberal attitude towards the institutional life of the student.

The 1950's and '60's saw a rapid expansion of the colleges, a development which, apart from its immediate impact on training, also had significant long-term effects. The pressure to produce more teachers, particularly for the Primary Schools where teacher shortage was greatest, led to a growth in student numbers which in turn led to an increase in the size of colleges and the opening of new ones. In 1960 there were only three colleges with a student population of more than 500, while over half of them had fewer than

200 students; by 1970, sixty colleges had student populations in excess of 750, with twenty of these having 1,000 students or more.[29] Pressure to recruit was so great that colleges were ready to accept almost any students expressing a desire to become teachers, providing they possessed minimum qualifications. Additional staff had hurriedly to be engaged, and these came primarily from teaching positions in Primary Schools, for the colleges were required to have a recruitment of 89 percent Primary student teachers. Taylor has stated that ". . . a large proportion of the non-graduates today are lecturers in Primary and Infant education . . .,"[30] and with reference to the findings of a 1964 survey he noted that while considerable numbers of college staff were working for additional diplomas and degrees in their spare time, ". . . it is clear from the analysis of qualifications by age that large numbers of staff obtained their higher qualifications only after having taken up college appointments."[31] It would thus appear that for the most part these staff members possessed little or no qualification beyond that of a Teacher's Certificate. The picture emerges of the recruitment and training of many students with low Secondary School qualifications by staff members who were themselves qualified mainly by their own training in a college and by teaching experience in a Primary School.

Another effect of rapid expansion was the vast reduction in the number of students who could live in college residences and hostels, for expansion of these facilities did not keep pace with

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[29] Ibid., p. 5.

[30] Taylor, W., Society and the Education of Teachers (London, 1969), p. 211.

[31] Ibid., p. 212.

the rise of teachers in training. The colleges were still strongly residential at the beginning of the sixties, with about 70 percent of the students in college halls or hostels, but by 1970 this was reduced to 39 percent.[32] Consequently, as Peck has noted, ". . . the close residential traditions of the many small colleges . . . were no longer distinctive of teacher education by 1970."[33]

A complicating factor, as far as teacher supply was concerned, revealed itself in 1960. A projected decline in the school population stimulated the government to extend initial training from two to three years. But the birth rate, contrary to predictions, continued to rise for some time, and the demand for teachers continued. This demand was also partly due to the fact that a larger number of pupils were now remaining in school beyond the school-leaving age.

While expansion continued, and while arrangements had to be made to cope with increasing student numbers, the colleges were faced with further demands. The Robbins Committee, appointed in 1961 to review and report on the pattern of full-time higher education in Britain, reported in 1963. This Report, in addition to encouraging continued expansion of teacher training and setting higher targets, made recommendations which, when implemented, would alter completely the pattern and content of initial teacher training. It recommended that four-year courses leading to a B.Ed. degree and a professional qualification be provided in colleges for those students capable of and desirous of pursuing them; the three-year

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[32] Teacher Training in Britain, p. 5.

[33] Peck, B. T., A Comparative Study of Some Developments in the British Tradition of Teacher Education, 1960-1970, with Particular Reference to the Colleges in England, Wales, Scotland and British Columbia (M.Phil., London, 1973), p. 40.

concurrent course leading to a professional qualification should continue to be available; the colleges in each university's Institute of Education should be formed into a School of Education (as the McNair Report had suggested in 1944); and that training colleges should be renamed Colleges of Education. The B.Ed. was introduced almost immediately, although there were from the outset some variations in entry requirements and the level of degrees offered by the universities; all the colleges changed their names to Colleges of Education, but only one School of Education was set up.

Another development in teacher education, which can be attributed directly to the urgent need to train more teachers, was the establishment of Education Departments in Polytechnics for the training of teachers. By 1970 there were seven such Departments, concentrating, like the colleges, mainly on the training of Primary teachers.

Bearing in mind the rapid growth of student numbers in the sixties, which forced the colleges to face new targets for training teachers, the years following Robbins were years of extraordinary achievement for the colleges of education. At a time when student numbers were doubling, staff were raising the level of their courses from that of certificate to degree level. Most colleges were facing physical expansion, giving staff added responsibilities in developing new courses of study; dealing with administrative matters of much greater complexity and immensity than heretofore; and planning new facilities such as libraries, audio-visual centres, laboratories, and so on. Simultaneously, the changes taking place in the schools - especially in the Primary Schools - had a direct bearing on the manner in which teachers were to be trained.

The targets set by Robbins had been reached earlier than

expected and by the late sixties there was evidence that student intake was decreasing. The prescribed nature of the one qualification available to students in the colleges was seen as an important contributing factor in this drop in recruitment. Again, there were those who expressed doubts about the wisdom of training teachers in institutions inelegantly described as 'monotechnics,' where student teachers met only student teachers. There was disquiet also about the content of some of the college courses. It was argued that with the introduction of the B.Ed. the colleges had recruited lecturers as academic subject specialists with little school experience. They frequently taught their subjects in a liberal arts fashion with little relation to the classroom needs of practising teachers, especially Primary teachers, thus reversing the situation of the fifties and early sixties when large numbers of staff from Primary Schools with little or no academic qualifications went into the colleges. Throughout this reversal of staffing patterns, the majority of students were still being trained for the Primary Schools!

Professor R. S. Peters, in 1973, considered the criticisms levelled at the colleges of education to be unjustified, coming as they had in the midst of expansion. He claimed that:

> . . . an articulate, prejudiced and ill-informed lobby propagandized its belief that the colleges were falling down on their job. They were getting too impregnated by theory, too little concerned with preparing their students to teach reading and mathematics.[34]

In the meantime, the Plowden Report (1967) had recommended that there be a full enquiry into the system of training teachers.

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[34]Peters, R. S., "Are Disastrous Decisions Being Taken with Indecent Haste?" Times Higher Education Supplement, No. 109, 16 November 1973, p. 1.

In addition, it recommended that graduates should have professional training in order to become Primary teachers; that there be an increase in joint appointments to school and college staff; and that there be an increase in the number of initial training courses available to student teachers and social workers alike.

The Government of the day responded to pressure by setting up, one year after the Plowden Report had been presented, a Select Committee on Education and Science under the chairmanship of F. T. Willey, and in 1970 all Area Training Organisations were asked by that Committee to enquire into their work, an activity in which they were engaged when the Labour Government was defeated. And, in the words of Elvin, ". . . the new Minister, Mrs. Thatcher, wasn't content to leave us to report on what we did. She wanted an external enquiry and the James Committee was set up."[35] In fact, Mrs. Thatcher did establish a Committee under the Chairmanship of Lord James of Rusholme, with the following terms of reference:

> In the light of the review currently being undertaken by the Area Training Organizations and of the evidence published by the Select Committee on Education and Science to enquire into the present arrangements for the education, training and probation of teachers in England and Wales, and in particular to examine:
> (i) What should be the content and organization of courses to be provided,
> (ii) Whether a larger proportion of intending teachers should be educated with students who have not chosen their careers or chosen other careers,
> (iii) What, in the context of (i) and (ii) above, should be the role of the maintained and voluntary colleges of education, the polytechnics and other further education institutions maintained by local education authorities, and the universities, and to make recommendation.[36]

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[35]Elvin, L., White Paper or Black Reaction? The First Thomas Huxley Memorial Lecture, 5 July 1973, University of London Institute of Education, p. 8.

[36]Department of Education and Science, Teacher Education and Training (London, 1972), iii.

The Committee under Lord James presented its Report, Teacher Education and Training, in 1972. That Report, and developments subsequent to its publication, will be dealt with separately in this study. At this point it will be useful to examine the actual pattern and content of Primary teacher training as it existed in the sixties and in the seventies until the changes prompted by the James Report came about.

TEACHER QUALIFICATIONS AND THE PATTERN AND CONTENT OF TRAINING PRIOR TO THE JAMES REPORT (1972)

In order to teach in a maintained school, teachers in England must be approved as qualified teachers by the Department of Education and Science. Since 1960 this has meant a three-year period of initial training in a college of education, on completion of which students were awarded a Qualified Teacher's Certificate. Since the mid-sixties, when the Bachelor's Degree in Education was introduced, qualified students have been able to continue their study for a fourth year, adding to the Teacher's Certificate a B.Ed. degree. In recent years increasing numbers of students have been following this pattern of training, though by far the majority have followed the Three-year Course. In 1970 there were 146 general colleges of education training teachers for Primary and Secondary Schools,[37] but mainly for the former.

In order to be admitted to a college of education, a candidate must be at least eighteen years of age and have passed in a minimum of 5 subjects at Ordinary ('O') level of the General Certificate in Education. Requirements have varied from this minimum

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[37] There were also a dozen or more specialist colleges offering training in Physical Education, Home Economics, and so on; but they will not be considered in the present study.

in the case of some colleges to passes in 2 subjects at Advanced ('A') level in others, with special arrangements being made for the admission of mature students. Passes at 'A' level would reduce the number of 'O' level passes required. Increasingly, in recent years there have been more students entering colleges with at least 1 pass at 'A' level and most of those without 'A' levels have had as many as 8 'O' levels or more. In 1970 over 30 percent had 2 'A' levels and over 60 percent had 1 or more 'A' level.

Application for entry to the colleges was normally through a Clearing House system. Admission has depended on school examination results, school reports, and impressions of the applicant gained during a required interview at the college. Some colleges have also required candidates to complete, as part of the entry requirements, a basic examination in English and/or mathematics. Female students have always been in the majority in the colleges.

The Three-year Certificate Course

In the Three-year Certificate Course the student's personal education was combined with his professional training as he pursued academic and professional studies concurrently. Though varying in emphasis and detail, the elements of the Course were: Academic studies (known as Main subject); Education, with studies in the theory of Education and Curriculum Studies (sometimes called Basic Courses or Professional Studies); and Teaching Practice. Theoretically, time and emphasis were fairly evenly divided among these three elements.

Most colleges have required Primary students to pursue study in one Main subject (unless a subject such as Physical Education was required to be supported by a subsidiary subject for a year or

so), and the range of subjects from which students could select have varied from one college to another, as has the manner in which these subjects have been taught. For example, in some colleges the academic subject has been related to the work of the classroom much more than in others, with a strong education component that included methods of teaching it. While the Main subject has been seen as a means of personal education for all students, it has been seen also as providing background and content for specialist teaching for those students training to teach older children.

In most colleges the theory of Education seems to have made great advances in very recent times. Earlier described as "undifferentiated mush,"[38] often taught by tutors with little or no background in the Philosophy, History, Psychology or Sociology of Education, it has in recent years increasingly been taught in a superior manner by tutors competent in these disciplines. Some colleges have preferred to introduce theoretical work by means of a topic-centred approach, focusing on educational issues and school problems, later proceeding to more differentiated study.

Typically, some components of the Education course have been taken by all students, with some theoretical topics, Curriculum Studies and Teaching Practice focusing on the age-range for which the student was training to teach. Staff members known as Education tutors have been responsible for teaching, throughout the Course, groups of students studying for a given age-range, for example, Nursery, Nursery/Infant, Infant, Junior, and more recently, First School. Much of the Curriculum Studies, teaching method, theoretical topics, and work relating to school experiences have been

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[38] University of London Institute of Education, The Education and Training of Teachers: An Interim Report (London, 1971), p. 39.

undertaken in these tutor groups, but within this general pattern there has been a good deal of variety.

Curriculum Studies are, in fact, pedagogical studies designed to enable students to examine the content of the Primary School subjects and gain insights into the methods of teaching them. Since Primary teachers are generalists, there is a wide range of subjects to be studied; these have been grouped, integrated, or taught separately, depending on the pattern adopted by the Education Department of a given college. There has been variety, too, in the number of subjects required and in the number and variety of courses offered as optional study; among those required have been Language, Reading, Mathematics, Art and Craft, Drama, and so on.

There has been a variety of patterns for the teaching of these Curriculum Studies. They might be handled with a team approach and shared among Main subject and Education tutors; they might be the sole responsibility of Education tutors with a team approach; or they might be taught by each Education tutor independently of other tutors in his own or any other Department. Until recently, in most colleges the teaching of Reading has been an example of the latter, with an Education tutor working independently with his or her own age-range of students; but the latest pattern, with the increased emphasis on Reading, has been by a team approach, often co-ordinated by the Education tutors with assistance from tutors in the English Department. A few colleges have given this responsibility completely to tutors of the English Department. In most cases students have been able to experience a blend of theory and practice by combining teaching methods at college with periods of working with children at college or in classrooms. Many colleges had excellent facilities for such an arrangement.

School Teaching Practice has been seen ". . . as an integral part of the educational work and occurs at appropriate points to illustrate, reinforce, and exercise the principles and procedures being studied."[39] In addition to a series of preliminary school visits, mainly for observation purposes, students carried out a block practice of several weeks' duration in each of the three years of the Certificate Course, with practices being longer each year. In most colleges the minimum total requirement for such practice was 15 weeks, with some requiring as much as 20 weeks. Over the three block practices, Primary students usually had opportunity to work in classes of all Primary School age-ranges, and Nursery School if preferred, with a concentration on the age-range of their choice. Just as there has been much variety in Teaching Practice arrangements in terms of duration, and of the period of the year undertaken, so have there been varied arrangements for students working with children in situations other than block practices.

Assessment of the work of the whole Course has also shown much variation, but the colleges within a given ATO have followed a common pattern. For some time there has been a growing trend away from Course assessment by means of final examinations only, and towards continuous assessment wherein oral tests, practical work, written papers, dissertations, and course work have been among the activities utilized as part of the total assessment procedure, with or without any final examinations. The University Institute or School of Education under whose aegis the college operated has been responsible for examining students in the Main subject, theory of

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[39] Brearley, M., et al., Educating Teachers (London, 1972), p. 10.

Education, and Teaching Practice, with external examiners assisting in the case of some students, particularly borderline students. Assessment of Curriculum Studies has been the responsibility of the college staff. A student fulfilling all the requirements of the Three-year Course has been granted a Certificate in Education and after a one-year probationary teaching period, awarded Qualified Teacher status.

The Institute or School of Education has had the ultimate responsibility for the supervision and assessment of Teaching Practice, carried out at the college level. In varying degrees feedback received from the Head and classroom teachers of the practice schools has contributed to the assessment process. Each student has been supervised by a tutor mainly responsible for this task, with assistance from a second tutor; supervisors might be from the student's Main subject Department as well as from the Education Department. Many colleges have been recently moving away from a five- or even ten-point scale of grading Teaching Practice, and adopting a two-point Pass/Fail system.

The B.Ed.

Since the mid-sixties, the B.Ed. has been offered in most, but not all of the colleges, and while in some it has been offered at Ordinary level or Honours level only, others have offered it at both levels.[40] Registration for the B.Ed. has shown several patterns, as has the level of entry requirement. In some cases, students entering the colleges with two 'A' level passes could register for the degree on entry, remaining on this course if their

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[40] Most colleges offering the B.Ed. have also offered it on a part-time basis.

work has proven satisfactory. In some colleges the pattern known as 'one plus two' was adopted, with registration for the degree taking place after one year of study in the Certificate Course; supplementary studies were then undertaken concurrently with Certificate studies, as a bridge to the degree year. In yet another pattern, students were not permitted to register until after successful completion of the Certificate Course. But by far the most popular pattern adopted was the 'two plus one,' with registration occurring after two years of Certificate Studies. In all instances, successful Teaching Practice experience was a prerequisite to the B.Ed. Course. Within the B.Ed. year, study consisted mainly of a continuation of the Main subject and the theory of Education. Assessment was, in most cases, by final examinations.

The Postgraduate Certificate in Education

Although training for graduates had been available earlier, only since 1969 has professional training been required of graduates wishing to teach in Primary Schools. While most University Departments of Education have offered postgraduate training, few have offered it at the Primary level. Most candidates wishing to undertake professional studies at this level could do so at a college of education. But again, not all of the colleges have offered the PGCE Course in both Primary and Secondary education. Students, on completion of a first degree, have then undertaken the one-year professional course involving, for the most part, principles and methods of teaching, a study of the foundations of Education, and Teaching Practice. In most cases it would seem that the year has been divided equally among these three components of the Course. Assessment has been by final examinations and/or continuous assess-

ment, upon successful completion of which the Postgraduate Certificate in Education was awarded.

PART 2

EDUCATION IN NEWFOUNDLAND

A. ADMINISTRATION OF THE NEWFOUNDLAND EDUCATION SYSTEM

In contrast to the English situation, where education is a joint responsibility of national and local governments, provincial governments have responsibility for education in Canada. The British North America Act gives provincial governments exclusive authority to make laws for education (subject only to the requirements and restrictions protecting denominational rights and privileges). The legislatures have established departments of education, whose functions are to regulate and enforce minimum standards of educational opportunity and facilities, to operate directly certain kinds of special schools, and to give general leadership in the field of educational thinking, planning and research.

In Newfoundland, the Department of Education was established in 1920. Having already consolidated the denominational system of education, the Department gave each major denomination its own Superintendent of Education. This inevitably led to a multiplicity of school boards, duplication and overlapping of services, and a lack of co-ordination and standardisation. A Council of Education was established in 1935, including in its membership the denominational superintendents. Each had the power of veto, a factor which proved to be a major obstacle to educational change. Initially all government grants for education were divided proportionately along denominational lines; these grants were later restricted to funds for the building and equipping of schools.

In 1964 there were more than 300 school boards, each representing its own denomination, scattered throughout the Province. In that same year, however, the government established the Royal Commission on Education and Youth (one year after the Central

Advisory Council in England, under the Chairmanship of Lady Plowden, had begun its examination of Primary Education), under the Chairmanship of Dr. P. J. Warren of Memorial University's Faculty of Education. The Commission's two-volume report was published in 1967 and 1968. Many of the recommendations made in the Report were immediately implemented, the most important of which was the reorganisation of the Provincial Department of Education along functional rather than denominational lines.[41]

Following the Warren Report, the Department of Education was reorganised in 1968. The Province was divided into 35 consolidated school districts, and the post of denominational superintendent abolished. Outside the Department, the churches set up Denominational Education Committees, each with an Executive Secretary. A Denominational Policy Commission, consisting of the Minister of Education and his Deputy and the Denominational Executive Secretaries was established. This Commission advises government on policy affecting the educational rights and privileges of the churches; it does not, however, concern itself with the general educational policies not affecting these rights. The latter responsibility rests with school boards at the district level, each of which has a superintendent and a number of school supervisors, consultants, and specialists. The structure of the Provincial Department of Education as it now exists can be seen in Diagram 3. By comparing this diagram with Diagram 2, depicting the structure of the DES for England and Wales, administrative differences can readily be seen.

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[41]For details of recommendations relevant to this study, see Appendix I, p. 393.

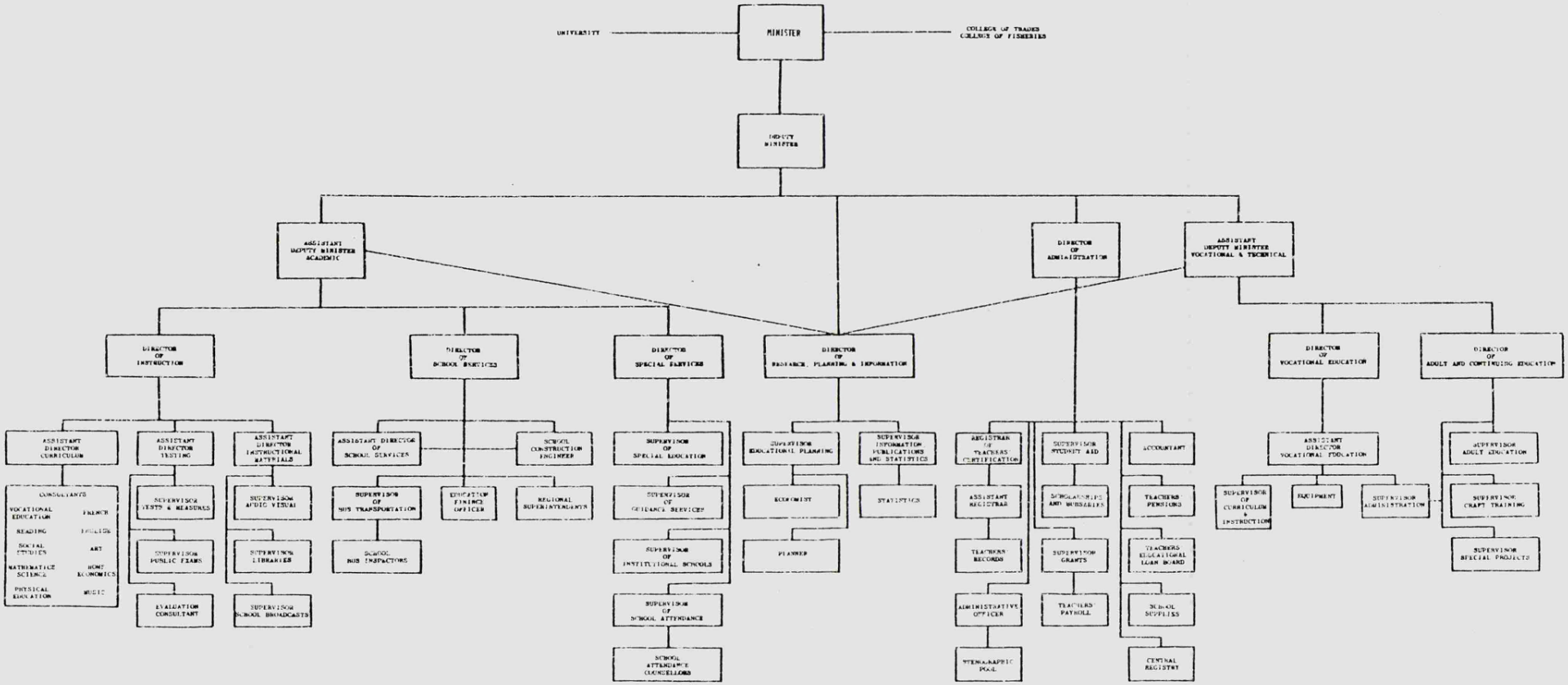


Diagram 3.

ORGANISATION OF THE DEPARTMENT OF EDUCATION: NEWFOUNDLAND

B. PRIMARY EDUCATION IN NEWFOUNDLAND

HISTORICAL DEVELOPMENT OF THE SCHOOL SYSTEM

Newfoundland was once known as Britain's oldest colony; it is thus hardly surprising that its first efforts in education - including teacher education - were directly influenced by the mother country. When Newfoundland entered Confederation and became Canada's tenth Province in 1949, the educational system which it brought into the Dominion was described as unique.[42] Even today this system is markedly different from that of the rest of Canada, and this is largely due to the patterns of settlement, and the political and educational policies during the Imperial period.

The lure of the fisheries first attracted Europeans to the Grand Banks and to Newfoundland, and the fishing industry determined the island's destiny. By the sixteenth century West Country merchants had a vested interest in controlling the fishing industry, and independent settlement in Newfoundland was not only discouraged but was forbidden by government decree. In spite of this, however, from the sixteenth century onwards small groups of British fishermen began to remain in Newfoundland. Partly in an effort to evade the law, the population became dispersed in small isolated areas around the coast-line. This scattered form of settlement later had its effect on the establishment of schools. In fact, it has been claimed that British policies ". . . by forcing residents to depend entirely on a precarious fishery . . . contributed greatly to the lowering of the economic status of the population and nullified in part at any rate, the laudable efforts made later to establish

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[42] Johnson, F. H., A Brief History of Canadian Education (Toronto, 1968), p. 5.

educational and cultural organizations."[43] Furthermore, geographic and religious segregation, brought about largely by the conflicting interests of the English settlers and the Irish Catholics (who arrived early in the nineteenth century), facilitated the eventual establishment of a denominational education system.

Conditions which had resulted from prohibition of settlement were not conducive to the establishment of schools, but British philanthropic societies attempted to found them early in the eighteenth century. The Society for the Propagation of the Gospel in Foreign Parts, though its interests were mainly religious, formally established Newfoundland's first school at Bonavista in the early 1770's. The schools of the Society spread and were staffed by English lay missionaries. In the early nineteenth century Methodist missionaries began to establish Sunday Schools and day schools, and in 1852 established a teacher training institution staffed by recruits from the Glasgow Normal School. The Benevolent Irish Society, founded in 1806, established a school which became the first Roman Catholic school in Newfoundland, setting the stage for a separate Catholic educational system.

A Charity School was set up in St. John's in the early years of the nineteenth century and was funded by the British Government. This school later amalgamated with the central school of the Newfoundland School Society, by far the largest and most influential of all the early educational agencies. The Society, established in 1823, trained its teachers and monitors in the Bell Monitorial System in Baldwins Gardens before bringing them out to Newfoundland. Though children of all faiths were permitted to attend its schools,

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[43] Rowe, F. W., The Development of Education in Newfoundland (Toronto, 1964), p. 11.

only Anglican teachers were employed. Well-to-do families sent their children to be educated in English private schools, a practice which continued until Confederation.

The first Education Act was passed in 1836, and this laid the basis for a non-sectarian system of education, with grants to school boards in each district serving both Protestants and Catholics. But disharmony among the denominations led to the Act of 1843, creating a Protestants and a Catholic Board for each district. In spite of government efforts to the contrary, pressure from the denominations led in 1874 to an Act which established a complete denominational system, with denominational boards being set up in each district and grants being made on a denominational basis. Boards employed only teachers of their own denomination.

Thus the 1874 Act officially began a system of education in Newfoundland different not only from that of England, but also different from that of any Province of Canada.[44] This system had many weaknesses and abuses. For example, it was possible to find a community of a few hundred inhabitants having 3 or even 4 schools, each being a one-room school belonging to one religious faith, and each trying to meet the needs of all school-age children of that particular denomination. One can readily imagine the low standards and duplication of facilities and materials which resulted from such a system.

The denominational system of education remained virtually unchanged until the 1960's. But it was increasingly criticised, particularly after 1949 when Newfoundland entered Confederation. In 1949, of the Province's 1,187 schools, 778 were one-room schools

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[44] Another 75 years would elapse before Newfoundland would become a Province of the Dominion of Canada.

with unqualified teachers trying to teach all grades. Of these 778 teachers, over 700 had not received even one year of professional training and had never attended a university. This is in sharp contrast to teacher qualifications in England for the same period, where a two-year period of training had been in effect since 1856.

Standards in the many two- and three-room schools were also low. Apart from the Avalon Peninsula, where St. John's the capital of the Province is situated, and a few other places, most of Newfoundland's communities at the time of Confederation were still isolated, preventing centralisation of the school provision and making it difficult to find young teachers who would accept the isolation and hardships of working in small 'outports.' Few children in these schools received the quality of education that would provide a background for university entrance, which most of them could not afford anyway.

After Confederation in 1949 the economic conditions of the Province improved rapidly. Not only were more schools built, but the curricula and facilities of all schools were vastly improved. The establishment of Memorial University of Newfoundland in 1949 led to improved teacher training opportunities, which increased the number of teachers with higher qualifications. Improvements in salary and general living conditions led to higher teacher status.

Thousands of children who, for economic reasons, had only attended school for brief periods of a year, if at all, now began to attend regularly. Whereas average school attendance in 1948 was only 76 percent, by 1960 it had increased to 90 percent.[45] In 1954 centralisation of schools began and many small schools in tiny

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[45]Rowe, Education in Newfoundland, p. 156.

hamlets disappeared. Road-building programmes facilitated attendance at new central and regional high schools. Centralisation of education extended to all levels of school provision and a subsidised transportation system for pupils was initiated. By 1965 there were 101 regional high schools in the Province. Equality of opportunity was in part brought about by a government programme of scholarships and bursaries. Increased co-operation among the religious denominations led to the sharing of some school facilities and some amalgamated school boards were established, in which several denominations collaborated.

But despite these improvements, Newfoundland still had too few qualified teachers, too high a pupil-teacher ratio, a high pupil drop-out rate, low standards of achievement (particularly in reading and mathematics), meagre supplies of necessary materials and equipment, and a Provincially-prescribed curriculum for all schools at all levels. By the mid 1960's, many Canadian Provinces were beginning critically to examine their educational provisions and Royal Commissions were the order of the day. As has been noted, Newfoundland's Royal Commission was appointed in 1964 and reported in 1967 and 1968. In addition to those recommendations for administrative changes earlier mentioned, changes were recommended in organisation at the district, school and classroom level; recommendations were made for changes in the areas of the school curriculum; supervision and guidance services; provision for exceptional children; teacher education and teacher supply; school buildings, facilities and financing; and research in education. As was stated, many of the recommendations were soon implemented.

PRIMARY SCHOOLS TODAY

During the 1970's Newfoundland schools have improved in many ways. Curriculum development has been influenced by recent research and the theories of Bruner and Piaget have been strongly felt. Retention rate at school has greatly improved. Supply and qualifications of teachers have risen sharply, as have school facilities, specialist personnel and supervisory staff. Teacher-pupil ratio has now been reduced to 1:25.

In contrast to the length of compulsory school attendance in England, which is from 5 to 16 years of age, in Newfoundland it is from 7 to 14 years. But most children begin school at age 5, when they enter Kindergarten. The twelve years of schooling include one year in each grade from Kindergarten to Grade XI, which is known as Junior Matriculation. Primary School is from Kindergarten to Grade 3. The school year lasts for approximately 10 months from September until June, with vacations at Christmas and Easter.

In order to teach in the Province's schools, teachers now have to complete at least two years of a four-year degree programme, and a permanent certificate is granted only after two years' teaching experience and upon recommendation of the superintendent under whose school board the teacher has been employed. Unlike their British counterparts, however, Primary School principals are not required to have had any Primary School teaching experience, and this is still a major weakness in the Primary School system.

Unlike the British system, where the Head of a school has much autonomy in terms of curriculum, in Newfoundland the Department of Education prescribes a programme of studies at all school levels for the entire Province. However, this does not necessarily mean that all schools have the same programme and textbooks. A district

can elect to use, for example, any or all of three Reading programmes supplied, or two Primary Science programmes, materials for which are provided free of charge by the Department. All texts and teaching kits are so provided, and instructional grants are made on a per capita basis. School districts therefore have a limited voice in the selection of school teaching books and materials.

The programmes, textbooks, and teaching kits which are supplied by the Department of Education fall within the province of the Division of Instruction. The subject specialists employed within this Division assess all programmes which are brought to their attention by publishers (for the most part American) and any which are considered for adoption are first used in a number of schools for at least a year on a pilot basis. Whenever new programmes are adopted on a Provincial basis, these specialists, assisted by district supervisors, spend a great deal of time travelling about the Province conducting workshops to assist teachers in the introduction of the new programmes. Programmes are also developed at the Provincial level.

While Kindergartens are generally conducted in a manner similar to British Reception and first year Infants' classes, some are of a more formal nature with much emphasis placed on the teaching of reading and on mathematical skills. The content of the programme, like the British, includes art, music, drama, stories and poetry, physical education, religion, French, science, social studies and environmental studies, mathematics, health, manipulative activities such as the use of sand, play dough, block play, and so on. Water play and outdoor play are not as prevalent as in the British Primary Schools, though these are becoming more evident. Wide use is made of school radio broadcasts and telecasts.

In Grades 1, 2, and 3, similar subject areas are included, but are much more formally taught. There is little integration of subjects by way of topic-centred approaches. But an increasing number of schools are having children progress on a subject rather than a grade basis, so that, for example, a child might work at a Grade 3 level in mathematics and at a Grade 2 level in reading. Some team teaching is also done. Assessment is also more formal than in many British Primary Schools, and objective-type tests are common. Reporting to parents is done by written records or letters and supplemented by scheduled interviews at the schools. Report cards are supplied by the Department of Education, but most Primary Schools have devised their own.

On completing Primary School, a child moves on to Elementary School, which includes Grades 4 to 6. With few exceptions this move is within the same school building and under the same Principal, for most children attend an Elementary School until the end of Grade 6. Primary Schools in separate buildings are, however, increasing in number and there are now more than 30 of these in the Province.

EDUCATION FOR THE UNDER FIVES

While it is readily agreed in England that Nursery provision ought to be expanded, the picture is nonetheless much better than it is in Newfoundland, where there is no state provision for Pre-School education. The small number of Pre-Schools, Playgroups and Day Care Centres which exist are privately owned and operated. For the most part they are located in the Province's larger towns, and are far too expensive to be taken advantage of by the majority of children. But, in common with the rest of Canada and with Britain,

this situation is slowly changing. A few centres have recently been established with Federal and Provincial financial assistance. There is increasing pressure on government from both the Faculty of Education of the University and such groups as the Early Childhood Development Association, to make educational provision for 3- and 4-year olds. In keeping with this, the University has recently included training for Pre-School teachers in its Primary Teacher Education programme.

C. PRIMARY TEACHER EDUCATION IN NEWFOUNDLAND

DEVELOPMENT OF PRIMARY TEACHER EDUCATION

Many Newfoundland teachers of the early nineteenth century were, as we have seen, trained in England under the Bell system. In fact, not until 1921 was there an indigenous programme of teacher preparation. For about fifty years prior to 1921, prospective teachers attended denominational high schools in St. John's and a few selected schools in other places. Students were indentured to their denominational superintendents and underwent instruction for one to three years in order to gain a certificate. Training consisted mainly of academic work at the high school level, and the professional aspects were expected to be acquired from a senior teacher and by a limited amount of practice in conducting classes.

This system came to an end in 1920, when the Legislature enacted that a Normal School be established. (This was eighteen years after the English Education Act of 1902 which saw the beginning of LEA teacher training colleges.) This was opened in 1921, and prospective teachers of all denominations were trained together in an institution designed for the purpose. Again, the academic work received the greater attention and was chiefly a review of the

high school subjects; the professional aspects included classroom management, methodology, and educational psychology.[46] There was no Teaching Practice. There were two classes of students each year: a class from September to December and one from January to June. About 100 students attended each term.

Because of the colony's financial condition, the Normal School closed in 1932, but in 1934, under the Commission of Government, a teacher training department was established at Memorial University College, which had been founded in 1925. This new department offered a one-year professional course, providing training in methods and procedures at the Elementary School level. The Head of the department was a member of the College's faculty. Candidates who were 16 years of age by July 1st of the year they entered, and who had passed Grade XI examinations in five subjects with an average mark of not less than fifty percent, were admitted to the course. The curriculum, as it appeared in the College calendar, consisted of:

> Science of Education and School Management
> Teaching Methods and Practice Teaching
> English (a methods course)
> Social Science (a methods course)
> Physical Education and Health
> Art
> Music
> Oral French
> Religious Education[47]

A teacher desirous of further preparation could return to the College and undertake a one- or two-year Arts programme. The professional year and the two-year Arts programme constituted the only

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[46] Report of the Royal Commission on Education and Youth, Government of Newfoundland and Labrador (2 vol., 1967-68), II, p. 129.

[47] Hickman, G. A., A Guide to the Improvement of the Pre-Service Programme of Teacher Education in Newfoundland (Ed.D., Columbia University, New York, 1954), p. 5.

preparation then available to teachers in Newfoundland, and over ninety percent of those who pursued the purely professional one-year course took no further preparation.

In 1946 the one-year programme was discontinued and a three-year programme was introduced, with academic and professional courses offered concurrently, and with some specialisation in the professional aspects for prospective Primary, Elementary, and Secondary teachers. Academic courses were offered by the various departments of the University's Faculty of Arts and Science. A fourth year of the programme was also planned, in anticipation of the College becoming a degree-conferring university.

THE PATTERN AND CONTENT OF TRAINING FROM 1949 TO THE PRESENT

In 1949, when Newfoundland entered Confederation with Canada, Memorial University College became Memorial University of Newfoundland, and the Education Department began to offer the planned fourth year of training, and thereby instituted a degree programme for teachers. The University decided to offer a concurrent programme known as the Bachelor of Arts in Education, or B.A.(Ed.). In order to qualify for entry, students were required to have obtained six passes at the 65 percent level in a Grade XI Matriculation Course; these passes were to include English, Mathematics, a foreign language, and a physical science.

The degree regulations included the requirement that a student must complete 13 Arts/Science courses and 7 Education courses. At that time the University was operating on a 2-semester year (September-December and January-May), and a course covered the entire academic year. Some of the Education courses were compulsory for Primary Education students only, others for Elementary and

Secondary. A major academic study of 4 courses and a minor of 3 other academic courses were also required, as were 2 courses in English and 2 in a classical or foreign language, and one in each of a physical science, Mathematics, and History. The four-year programme for a Primary student was as follows:

Primary (Kindergarten - Grade III)

First Year

Education 100A & B (Classroom Management and Educational Psychology)
Education 111 (Programmes in Primary Education)
Education 121 (Fundamentals in Reading and Language)
English 1
One elective (academic)

Second Year

Education 231 (Curriculum and Administration in the Primary School)
Education 240 (Supervision, Tests and Measurements)
English 2
Two electives (academic)

Third Year

Education 320 (Guidance)
Four electives (academic)

Fourth Year

Education 430 (History, Philosophy and Sociology of Education)
Four electives (academic)

It can be seen that there was little specialisation in the professional components of the programme for Primary teachers. They were also required in their first year to take three non-credit courses: Art, Music, and Teaching Practice. The latter consisted of one week of observation in a Primary School in St. John's, to be followed by one week in which the student did some teaching in the same classroom. Students were supervised on practice and assessed by members of the Faculty of Education. Teaching Practice, like the courses in Art and Music, was required during the first year of the programme, because about ninety percent of these students

became employed as teachers upon completion of the first year of the four-year programme.

Since 1949, many changes in the degree regulations have occurred. The former Education Department has become a Faculty of Education within the university. Students in Secondary Education must now follow a five-year conjoint degree programme and qualify for a B.A. and B.Ed. or a B.Sc. and B.Ed. Secondary students may also study for a B.Ed. upon completion of a first degree in Arts or Science. This latter pattern is chosen by students who do not wish to make an early decision to teach. Students who wish to teach in Primary and Elementary Schools, however, complete the four-year B.A.(Ed.) programme, studying concurrently over the four years, courses in the Faculties of Arts and Science, while registered in the Faculty of Education and pursuing professional courses.

The university now operates on a tri-semester system, each semester lasting for approximately fourteen weeks (September-December, January-April, May-August), but the Autumn and Winter semesters are still looked upon as the regular academic year. Fewer courses are offered in the third semester. A course consists of three class hours per week (or its equivalent) for the duration of one semester. Students generally register for five or six courses per semester of the regular year, or they may elect to complete their degree requirements in a shorter period of time than the normal four years, by taking courses in one or more of the Spring semesters.

No professional courses are taken during the first year in attendance at the University. Instead, all students register in the Junior Division rather than in a particular Faculty, where they undertake a 'Foundation Year' of Arts and Science courses. This

year of studies was instituted in an attempt to help overcome some weaknesses arising from the fact that, unlike students in other Canadian Provinces, who complete Senior Matriculation at high school, Newfoundland students complete only the Junior Matriculation course (Grade XI). This course can, at best, be compared with the English 'O' level standard of academic work.

Current B.A.(Ed.) regulations require that:

1. A candidate complete 44 courses, 24 in Arts and Science and 20 in Education.
2. A candidate complete 2 courses in each of: Mathematics, Sociology/Anthropology, Psychology, and a laboratory science.
3. A candidate complete a major academic study of 8 courses in one subject.

The Primary Education programme for each of four regular academic years can be seen in Appendix I, p. 396. When this programme is compared with that of 1949, it is noticeable that the number of courses designed for students in Primary Education has increased. A number of these, however, are elective courses of which a student may elect to take three only, since the other seventeen which make up the degree requirements in Education are compulsory. This is a feature of the programme which has met with criticism on the grounds that it allows little student choice. Furthermore, there is only one required course in Child Development, and that course is not necessarily completed until the end of the student's third year. One course only is required in each of Music and Art and Craft; and this, too, is a weakness of the programme. The Teaching Practice period in schools is far too short, largely due to timetable problems caused by the fact that students are following a concurrent programme.

The Faculty of Education now has a Division of Student Teaching, and actual school practice is only one part of the Teaching

Practice course it offers, there being a full semester of three class hours per week in addition to this. The faculty members of the Student Teaching Division co-ordinate and, for the most part, supervise and assess practice. Few of them, however, have experience of teaching in Primary Schools.

When a student registers for the Teaching Practice course, he spends a half-day each week of the semester in a school, in addition to attending university classes. In the period immediately following the Winter Semester (in May), he carries out a two-week block practice in a selected school somewhere in the Province, and is supervised and assessed by a member of the Education Faculty, usually from the Student Teaching Division, but sometimes from other departments. As an alternative to this course, a Primary student may elect to take an internship, with credit equivalent to five semester courses. This programme necessitates the student's being in a school for the entire semester, i.e., a fourteen-week block practice. During this time the student is under the direction and supervision of a member of the Student Teaching Division, who is assisted by faculty members who are specialists in Primary Education. The success of this internship has not yet been demonstrated, for it is a relatively new offering.

Another innovation in the Student Teaching Division is the introduction of a Professional Semester. All students electing for this must, in the second year of their studies, choose a common set of courses for each of two consecutive semesters, which will allow them two free mornings per week. These mornings are spent in a school. During the month of March the students carry out a three-week block practice in the same school to which they have been attached. While this programme is relatively new, already it has

become popular with students, particularly Primary students, who wish to have a longer period in schools than is possible under a regular Teaching Practice course.

The Faculty of Education has another internship programme which is popular among students. The University has a small residential campus in Harlow, Essex, and each semester about twenty students in Primary Education (along with others) spend a semester there carrying out their Teaching Practice in Infant and Junior Schools in Harlow, under the general supervision of a member of the Student Teaching Division. This programme is one of several carried out by the University on its Harlow campus.

The Graduate Programme

Newfoundland has no equivalent to the Postgraduate Course in Education. Students may, however, pursue studies leading to a Master's Degree in Education after completing their first degree. While each Department of the Faculty of Education (see Diagram 4 for Faculty structure) offers courses at the Master's level, a student in Primary Education registers for an M.Ed. degree in the Department of Curriculum and Instruction. Among the courses available are Language Arts, Reading, Speech and Drama, Science Education, Social Studies Education, Children's Literature, Mathematics Education, Instructional Technology, Curriculum Development, and Early Childhood Education. The M.Ed. degree in Curriculum and Instruction requires the successful completion of a minimum of 10 graduate courses plus a thesis or internship. For the student wishing to focus his or her study on Early Childhood Education, the course requirements are:

Introduction to Research Design and Statistical Analysis
Curriculum Development

DEAN					
TWO ASSOCIATE DEANS					
HEAD	HEAD	HEAD	HEAD	DIRECTOR	DIRECTOR
Department of Educational Foundations	Department of Educational Psychology, Guidance & Counselling	Department of Curriculum & Instruction	Department of Educational Administration	Division of Student Teacing	Division of Audio-Visual Education

Diagram 4.

STRUCTURE OF THE FACULTY OF EDUCATION:
MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Curriculum Development and Implementation in Early Childhood Education
Advanced Studies in Early Childhood Education
Language Arts Curriculum in the Primary and Elementary School
Foundations of Reading
The Learning and Teaching of Mathematics
Advanced Child Psychology
Additional courses chosen in consultation with the student's advisor

The minimum period of study for the Master's degree is fourteen months.

Summer Schools

"Perhaps in no other community in the world," writes Dr. F. W. Rowe, "have Summer Schools played as significant a role in the training and grading of teachers as they have in Newfoundland."[48] In the immediate period following the Second World War, Newfoundland, in common with the rest of the Western world, found its teacher supply could not keep up with the increasing school population resulting from the high birth rate of the post-war years. Thus, at a time when the teaching profession was striving to lengthen its period of teacher training, the Newfoundland Department of Education was reluctant to introduce longer courses and more stringent requirements. On the contrary, the Department introduced short Summer courses as an emergency measure. While this came at a time which coincided roughly with the introduction of the Emergency Training Scheme in England, it was by no means as comprehensive a training programme. At that time most teachers could not afford to attend Memorial University College for a year's training, and many opted for the six-week Summer School course, which was conducted in St. John's by the Department of Education and administered by Supervising Inspectors. Successful students were classified as

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[48] Rowe, Education in Newfoundland, p. 132.

'Probationer Teachers.' These Summer courses offered a modicum of professional training, but, as Dr. Rowe pointed out:

> Summer Schools in Newfoundland have done more than simply give prospective teachers or university students a chance to improve their academic and professional standing. The majority of ungraded teachers, especially during the thirties and forties, had grown up in communities where the population rarely exceeded 1,000, and had gone through two-, three- or four-room schools where facilities were virtually non-existent, and where much of the teaching was at best mediocre. Most of them, because of the lack of roads, had not had any contact with the rest of Newfoundland; indeed, few of them had ever been more than a dozen miles from their native village.
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> Attendance in the St. John's summer schools brought them into contact with prominent teachers both from Newfoundland and elsewhere, gave them opportunities to improve in appearance and deportment, and introduced them, for the first time, to cultural, social, and recreational activities, which until then had been part of an unknown world. Year after year hundreds of these young students departed from the summer school, having acquired a remarkable degree of culture and sophistication over a period of four or five weeks. Perhaps most important of all, this brief association with a completely new environment influenced many of these young students to continue their professional and academic studies, either in the field of education or in other professional areas.[49]

But this Summer programme had grave defects from a purely professional point of view. Students were admitted before the results of their Grade XI examinations were known, allowing no reliable selection of candidates, and many of them would not normally have qualified for university entrance. Following the recommendation of the Royal Commission on Education and Youth (1968), this Probationers' programme was terminated.

But Summer sessions of a different nature are a prominent feature of university life in Newfoundland, as in most universities in North America. These sessions provide an important educational

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[49] Ibid., p. 134.

and professional function, making available further academic and pedagogical studies for those students who may have begun teaching, but who have not completed their degree programme. All Faculties of the University now offer a number of courses in each Summer session, which lasts seven weeks, and in each week twice the usual number of class sessions are held. Students may take a maximum of three courses during a Summer session. The Faculty of Education makes an effort to rotate its course offerings so as to facilitate a student's completion of the required courses over a period of several sessions. Students who have been in full-time attendance during the regular year may also attend Summer sessions in order to complete their degree programme more quickly than the normal four-year pattern would permit. But for students who have elected to continue in the Spring semester (May-August), this is not possible, for the two semesters overlap.

Summer sessions are not confined to the University campus at St. John's, but are given also on a limited offerings basis in several other centres in the Province, particularly at the University's recently established Regional College at Corner Brook on Newfoundland's west coast. Due to the fact that many of the University's regular faculty members are not available to teach the Summer session courses, it has been customary to invite faculty from American, English, and other Canadian universities to teach some of them. This provides students with a broader range of professional viewpoints than would otherwise be available.

Because students can qualify as certified teachers after taking two years of their degree programme, Summer sessions are a popular means of teachers completing their degree requirements without having to sacrifice a year or more of teaching. In spite

of this, however, there are those who contend that continuance of Summer courses only perpetuates low standards in the teaching profession, and that standards would be higher if courses were obtained only by attending regular university year courses.

D. THE STATUS OF TEACHERS

Newfoundland teachers feel, as do their counterparts in other countries, that status is largely to be measured in terms of salary. While still not having a salary scale equivalent to that of some of Canada's more wealthy provinces, salaries in Newfoundland are not the lowest in Canada and are much higher than those in England. The regulations governing the grading of teachers and the present salary scale are given in Appendix I, pp. 398-399. As can be seen, salaries are based on experience as well as qualification until maximum points on the scale are reached. The type of school or the grade level in which one teaches does not affect earnings.

Inferior housing and living conditions are no longer a feature of the life of the Newfoundland teacher. Status is not affected, as in England, by the route to training. All students undertake their training at the University and all follow a degree programme. Neither is status affected by the kind of school in which one teaches, as has been the case in England, for in Newfoundland there are no private ('public' in the English sense) schools; all teachers are employees of the Provincial Government and teach in Government supported schools which are known as public schools.

Improved conditions for Newfoundland teachers are due, to a considerable extent, to the efforts of the Newfoundland Teachers' Association (NTA), an affiliate of the Canadian Teachers' Federation. The NTA has been instrumental in gaining, among other things,

improvements in teachers' salaries, pensions, and working conditions. In recent years there has been established within the NTA, a Primary Teachers' Council. This has given Primary teachers not only a stronger voice within their profession, but has contributed to their personal and professional status, for at one time they were seen as having a somewhat lower status than Secondary teachers. But the greatest factor which has helped to eradicate this view has been the improved qualifications of Primary teachers. Like their colleagues who are Secondary School specialists, most of them now possess a degree, and a growing number have two degrees.

CHAPTER III

A REVIEW OF THE LITERATURE

PART 1

A REVIEW OF RELEVANT LITERATURE

A REVIEW OF RELEVANT LITERATURE

In recent years there has been an increase in the amount of research in British teacher education. For the most part, studies have focused on areas such as prediction, selection, attitudes to the Education course, Teaching Practice, and so on. These studies will be examined in the light of their contribution to a more comprehensive view of the situation in teacher education. While the research review will deal primarily with British research, reference will be made to some relevant American studies; an examination of the available literature in Newfoundland - which is naturally limited in quantity and scope - will be dealt with at the end of the chapter. The literature will be reviewed under the following headings: the Three-year Certificate Course, Teaching Practice, the B.Ed. Course, the Postgraduate Certificate in Education Course, Staff, and Students.

The Three-year Certificate Course

Several studies in this area have focused on student attitudes towards their course. Taylor and Dale (1971), for instance, found some evidence of student satisfaction with initial training (75 percent of the probationers in their study reporting their initial training to have been entirely or reasonably adequate). Most surveys, however, report less positive views on the part of students and former students. But student opinions must be weighed critically, for students are not always in a position to perceive the potential of their courses nor to assess them dispassionately.

Koerner (1968) regretted not having more to praise in the system of teacher training in England; yet he acknowledged what he saw as its strong points, notably the emphasis on staff members of

the colleges having school teaching experience, and the emphasis on students' Teaching Practice experiences. Willey and Maddison (1971), drawing on evidence to the House of Commons Select Committee on Teacher Training set up in 1968 under the chairmanship of Rt. Hon. F. T. Willey, found that the quality of newly-trained teachers often did not match the responsibilities which their careers imposed upon them. But they concluded this might be due in part to the fact that many students were poorly qualified on entry to the colleges. Evidence to Plowden (1967) showed that fifty percent of the Heads of schools responding to a questionnaire thought students were adequately prepared in colleges of education, but more than thirty percent of the respondents disagreed. The NFER survey (1974) indicated that students felt their professional college courses to have had little practical relevance to the classroom situation which they would eventually face. Surveys by the NUT (1969) and Cortis and Dean (1970) indicate that it was a matter of chance whether a student received training in basic skills adequate for his first teaching post.

Britton (1969) claimed that teacher education is held in very low regard by the teaching profession itself and that:

> The young teachers almost to a man and woman feel that their training has not prepared them for the job that they find they have to do. The older teachers feel that the training is completely divorced from the realities of the classroom. . . . It is very unusual indeed to find a teacher who will spontaneously praise any course of teacher training.[1]

Others such as Kemble, Robinson, and Burgess (all in 1971), have also argued that many students were dissatisfied with what they

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[1]Britton, E., "The Teaching Profession and the Education of Teachers," Taylor, W. (Ed.), Towards a Policy for the Education of Teachers (London, 1969), p. 181.

were getting in the way of training in the colleges. Bantock's criticism has been that: "Too often the colleges offer an anaemic and claustrophobic pastoralism instead of a rigorous and demanding intellectualism."[2] His claim that the courses lacked rigour had some support from a Birmingham ATO survey (1971), and McLeish (1970) noted that in no college in his sample of 10 colleges of education in the Cambridge Institute did more than two-thirds of the students feel that lecturers pushed students' capacities to the limit, and in only one college did more than a third of the students agree that the courses constituted an intellectual challenge. It would seem that criticism has grown with time spent in training. The most favourable attitudes have been expressed by students in their first year, as was found by Bewsher (1965), with attitudes changing significantly in a negative direction after one year of teaching (Weaver, 1969). A tendency for the possession of positive attitudes on the part of students to accompany success on the course as measured by final college results was reported by Wright (1973). Then there are those who would argue, like Valentine, that: ". . . No college course can pretend to offer the knowledge, skills and expertise to enable the teacher to face all the many demands made by the classroom situation."[3]

The inability of students readily to perceive the bearing of theory on classroom practice helps to account for the popularity of those areas of their course which have a practical orientation. Almost invariably, studies have shown that students give highest

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[2]Bantock, G. H., "Conflicts of Values in Teacher Education," Taylor, W. (Ed.), Towards a Policy for the Education of Teachers (London, 1969), p. 134.

[3]Valentine, M. S., "Teacher Training - Retrospect and Prospect," Education for Teaching, No. 81, Spring 1970, p. 10.

priority to those elements in their training which have a clear application to classroom conditions and direct relevance to their future role as teachers. High ratings have consistently been given to all practical aspects of training, and especially to Teaching Practice, as shown in the following studies: Thimme Gowda (1948), Stiles (1959), Chambers (1962), Bewsher (1965), Shipman (1966), Derricott(1968), NUT (1969), Glover (1969), NUS (1969), Weaver (1969), and NFER (1971). Within the Education course, studies in Child Development and Educational Psychology have generally been favourably rated (Glover, 1969); but as Glover suggested, it was likely that relevance of this work to their future work as teachers had led students to perceive its importance and to see it as a desirable component of the course.

At the same time, students have viewed theoretical aspects of their Education course as boring, irrelevant, vague, or unimportant, and concerned too much with theory as opposed to practice; even the inclusion of theory in the course at all has been challenged. This has been shown in studies by Chambers (1962), Bewsher (1965), Shipman (1966), Glover (1969), and the Birmingham survey (1971). In the NFER (1974) survey, 87.2 percent of the Primary teachers in the sample believed there had been too much emphasis on theory in their training.

Students have tended to complain of being ill-prepared in matters of classroom management, organisation and discipline: NUT (1969), London Institute (1971), Fletcher (1971), and Cortis and Dean (1970). Thirty-seven percent of the Primary teachers in the Cortis and Dean survey reported their main teaching problems to have been those of organisation.

Curriculum Studies have persistently received a low rating by

students: Chambers (1962), Derricott (1968), Lomax (1971), NFER (1971). A follow-up study by Weaver (1969) indicated a marked deterioration in attitudes towards Curriculum Studies after the students had spent a year in the classroom. Attitudes to the entire professional element of initial training which students held on leaving college changed significantly in a negative direction after that one year of teaching experience. Peck (1973) argued that Curriculum Studies taught in the traditional manner are now irrelevant, bearing in mind the interdisciplinary approach to teaching in the schools and the popularity of the integrated day in the Primary Schools. Glover's study (1969) showed no other aspects of the Education course receiving as much unfavourable comment as did Health Education; students decried its ineffectiveness and demanded instead a practical course in First Aid.

While courses in methods of teaching have consistently been seen by students as important or very important (97 percent in Glover's survey), there has been much dissatisfaction with the treatment given to them, with a constant demand for more and improved work in teaching methods. This has been especially true of the teaching of Reading. Many studies have indicated this, among them being Cornwell (1965); Plowden (1967); Derricott (1968); NUS, NUT, and Glover (all in 1969); Cortis and Dean (1970); surveys by the London Institute and by Taylor and Dale (both in 1971); Lomax (1971); and NFER (1974). Derricott has asked the question, is it possible that ". . . the swing against methods in Colleges of Education has gone too far?"[4] This would seem to be so, even

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[4]Derricott, B. A., The Attitudes of College of Education Students to Aspects of Their Course of Training (M.Ed., University of Notthingham, 1968), p. 137.

allowing, in the case of Reading, for the attempts at improvements which have been made since the results of the studies by Dr. Joyce Morris. Her survey (1959) showed that 75 percent of the first year Junior School teachers in the sample had received no training in Infant methods and in one-tenth of the schools surveyed (where there was a high proportion of poor readers), the teachers responsible for Reading progress were not well equipped for the task, in the opinions of Head teachers. Morris' second survey (1966) still found teachers badly in need of training in the diagnosis of Reading difficulties, and she felt that college students had not been made sufficiently aware of their role as potential teachers of Reading and given instruction and practice accordingly. Methods in the teaching of Reading had not usually been given to students other than those training in the Infant age-range. In the NFER survey (1974), 90.75 percent of those students in the sample, preparing to teach three to nine-year-olds, indicated insufficient attention had been given to the teaching of Reading. In submitting evidence to the Select Committee on Teacher Training (1971), the ATCDE stated that it believed the teaching of Reading in the colleges to be 'patchy,' and in evidence to that same Committee, Dr. Joyce Morris claimed colleges had taken little notice of the importance of training all teachers to teach Reading. She criticised the division between Education and subject lecturers as being detrimental to the solution of the problem, particularly since there was such a lack of trained staff in this field. Willey and Maddison (1971), again drawing on evidence to the Select Committee, concluded that the teaching of Reading was still unsatisfactory.

The Bullock Report, A Language for Life (1975), pointed out that facilities for work in Language and Reading in the colleges

were still inadequate, and in many cases did not begin to compare with Main subject areas where there was greater provision in terms of ancillary helpers and equipment. It was indeed rare to find a college with a Reading centre. A recurring theme in the evidence received was that colleges of education were giving too little attention to Language in general, and Reading in particular. Some students had received only a few lectures; some had received training in the teaching of Reading in their first year, but that was all. Theory was not supported by practice in teaching Reading to children, and in most colleges Reading was taught by general practitioners who, though they might have much experience in Infant teaching, had little if any training in Reading. Rarely were they supported by the presence of a colleague well qualified in Reading by training or experience. Bullock concluded that there was a remarkably wide variation in the importance attached to Reading and Language development in different institutions. This was in part due, it was felt, to the tendency in recent years for an emphasis to be placed on the academic training rather than on the professional element of the course. The Report recommended that:

> A substantial course in language in education (including reading) should be part of every primary and secondary school teacher's initial training, whatever the teacher's subject or the age of the children with whom he or she will be working.[5]

And it further recommended that the staffing of colleges should take account of the need for lecturers qualified by experience and specialist training in Language and Reading.

This concern about the lack of adequate preparation in the teaching of Reading would appear to be a real one. Evidence has

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[5]Department of Education and Science, A Language for Life (London, 1975), p. 515.

been too widespread and persistent to be brushed aside as merely another student complaint. In England it has seldom been the practice to employ lecturers with specialist training in Reading, and this stems in part from the lack of specialist training available, at least until quite recently. Bullock pointed out that rarely could one find a Reading specialist in a college of education, and the writer's survey would seem to support this observation.

The provision of Reading specialists would not, however, entirely solve the problems faced by teachers in this subject area. The teaching of Reading to any child is a very individualized matter, and even in the United States, where Reading specialists are employed in initial training programmes, inadequacies in the teaching of Reading have been a concern of teacher educators. Harris (1973) noted the need to improve the quality of Reading instruction and feared that there had been an excessive reliance on verbal formulations and insufficient merging of theory with practice; and Goodlad (1965) felt that ". . . what too many young teachers have had in this field is a course about the teaching of reading, not a laboratory introduction to it."[6]

Turning to the academic component of the Three-year Course, this has generally received a fairly high student rating and has, in many cases, been seen as enjoyable and stimulating: Chambers (1962), Shipman (1966), Lomax (1971), and NFER (1971). In the latter study, while students found the course satisfying, they preferred that more time be devoted to methods of teaching the

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[6]Goodlad, J., "An Analysis of Professional Laboratory Experiences in the Education of Teachers," Journal of Teacher Education, Vol. XVI, No. 3, September 1965, p. 266.

subject, relating it to the classroom. The NFER (1974) sample claimed that too much emphasis had been placed on their Main subject, while Peck (1973) questioned the need of requiring a Main subject of all students, and recommended replacing it, for some students, with interdisciplinary studies; and Robinson (1971) recommended that, since Main subject studies bear little or no relationship to the job of a Primary School teacher, a special degree should be established for Infant teachers.

In some instances, students have been critical of the manner in which the college course has been organised, as in studies by Chambers (1962) and McLeish (1970), with McLeish reporting that clarity and system were almost completely lacking in most colleges and that objectives were not made clear to students. Complaints about poor organisation of courses, lack of information about the composition of their course, and unevenness of workload were frequently heard in discussions held with students in more than twenty colleges in the course of conducting the writer's study. To some extent these were attributed by students to poor inter-departmental communication.

It will be convenient at this point to examine the literature related to Teaching Practice, which has received attention in most studies relating to the Three-year Certificate Course.

Teaching Practice

Until relatively recent times, Teaching Practice has rarely come in for criticism; but in spite of its continued popularity among students, doubts have been expressed about its real value. Gogan (1968) has argued that the rationale for Teaching Practice - the apprenticeship system - had been most persuasive but had been

badly abused. Conant (1963) saw Teaching Practice as ". . . the one indisputably essential element in professional education,"[7] but Goodlad (1965) and Lomax (1971) attributed this popularity to the fact that students see much in their studies as being irrelevant to their career, and therefore approach Teaching Practice with added enthusiasm. Goodlad was concerned that this attitude could lead to the habits of teachers becoming fixed with little reference to theoretical principles of education. As Shipman (1966) pointed out, ". . . all studies show this part of the course to be most valued by students,"[8] and usually more practice has been requested. At least eleven studies have borne this out, among them being those of Thimme Gowda (1948), Chambers (1962), Derricott (1968), Glover (1969), Cortis and Dean (1970), Taylor and Dale (1971), Cope (1971), and NFER (1974).

Studies seeking to determine the benefits students have gained from Teaching Practice have produced both positive and negative findings. McAulay (1960) found that students were influenced by co-operating teachers in teaching methods, techniques of classroom housekeeping, and relationships with children; and Sandgren and Schmidt (1956) reported that student attitudes towards teaching improved during practice. Similar findings were reported by Corrigan and Griswold (1963). Price (1961) found that during practice, student attitudes towards teaching changed in the direction of those of their co-operating teachers.

On the other hand, Maddox (1968) discovered that what students learned on practice was how to be stern, firm, and really nasty to

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[7] Conant, J., The Education of American Teachers (New York, 1963), p. 142.

[8] Shipman, M., Personal and Social Influences on the Work of a Teacher Training College (Ph.D., University of London, 1966), p. 193.

children during the first week of practice, all in the interest of keeping good control. Sorensen's study sample (1967) found Teaching Practice to be an anxiety-producing and hostility-provoking experience, with a need to conform to the demands of the existing system, and emphasis almost entirely on learning the routines for getting through the day rather than on the analysis of the reasons for and the effectiveness of these routines. Petruisch (1969) also reported anxiety and insecurity among students who found Teaching Practice to be a great strain.

With regard to school experiences, a survey by NFER (1974) indicated that 26.5 percent of the student sample believed they were badly prepared for Teaching Practice, with tutor visits too infrequent to make adequate supervision possible and with tutors frequently having inadequate school experience and knowledge to be of help when they did visit. Cope (1971) found students giving much more weight than did tutors to the supervisory and assessment roles of these tutors, and their tendency was to be wary of them because of these roles. There was student frustration because of the shortness of practice and because they saw practice as somewhat artificial, since they could not assume the full role of teachers. Cope observed, too, that too many college supervisors were working with students in types of schools in which they themselves had no experience; that there was a discrepancy between teaching methods recommended by college tutors and those approved by classroom teachers; and that teachers were uncertain of the role expected of them and did not see themselves as partners with college supervisors in the assessment of students.

Some rather startling findings with regard to the assessment of Teaching Practice were revealed by Stones and Morris (1972).

Approximately half the institutions in their sample did not have a list of assessment criteria in written form; the most commonly reported evidence used in assessment was impressionistic, with few using any methods other than staff observations; the five-point scale for grading was most popular with only one Institute reporting a move towards a Pass/Fail system; twenty-three percent of the institutions in the sample did not inform students of the criteria on which assessment was based; one-sixth did not reveal to students even assessment results of individual lessons; and in most instances students were not told the final teaching mark they had gained. Yet, the contribution of this mark to the total course assessment was as high as 40-50 percent in some cases, though in a large number of cases it was only 20-30 percent. Such findings led Stones and Morris to conclude that with such a wide diversity of assessment patterns, it seemed that the Certificates of different ATOs were rewarding very different student behaviours.

Most recommendations aimed at improving Teaching Practice have included that of assessment by a Pass/Fail system: Shipman (1966), Downes and Shaw (1968), and Cope (1971). In fact, Shipman suggested that even this form of assessment should be discontinued by the third year of the students' training, so as to release them from anxiety and allow for a more relaxed practice with maximum help from college tutors. The need for an improved and less demanding approach to the student's file - a long-time bone of contention between students and supervisors - was pointed out by Hunter (1972) and by NFER (1974).

Renshaw (1970) felt the role of the school and the classroom teacher during practice must be more explicit, while Purpel (1967) and Conant (1963) argued that supervisors of Teaching Practice

ought to be specially qualified for this task, with the idea of clinical professors being put forward by Conant - perhaps somewhat similar to the 'Associates in Education' employed at Simon Frazer University in British Columbia. Tibble (1966) and Cope (1971) advocated wider use of the teacher-tutor system as was practised at Leicester. Cope's study of 1969-70 did, in fact, dispense with college supervisors of Teaching Practice and had school staff assume this task. While Cope reported this arrangement as having resulted in a more relaxed atmosphere, yet students preferred not to have all practices of this type.

A relatively recent technique employed to provide students with a vicarious form of practical experience is microteaching, which is a scaled-down teaching encounter. By the use of video-tapes, students are able to practise and refine certain teaching skills before entering the classroom. Mistakes can be made in a safe environment, and students can meet classroom situations with greater self-confidence. But microteaching is meant as an aid and not a substitute for either the theoretical studies or the practical experiences of students. Few studies attesting to the effectiveness of microteaching are yet available, but positive findings were reported in studies conducted by Kallenbach and McGall (1969), Borg (1972), Perrott (1972), and Brown and Armstrong (1975).

Wider use of technological aids in teacher education has been recommended by Cope (1971), the Central Committee of Advisers and Teachers (1971), ATCDE (1973), and Fothergill (1973) who prepared a basic course outline in educational technology for students. The James Committee, in its controversial Report (1972), which will be examined in Part 2 of this chapter, noted the advantages which could accrue from students' use of Closed Circuit Television in the

observations of children and their work in the classroom.

The B.Ed. Course

In 1972, the University of London Institute of Education conducted a survey in eighteen colleges of education with a view to obtaining opinions about and attitudes towards the B.Ed. degree. Among its findings were: over fifty percent of the student sample considered that colleges did not provide the right atmosphere for degree study; the Certificate was found to be inadequate preparation for the fourth year of study, which was itself described as being too diverse; a general feeling that lectures were inadequate, too often being substandard, outdated, and given by poorly qualified staff; a feeling (by 57.9 percent of the students) that some of the lecturers were not adequately qualified to deal with a degree course; in some colleges it was felt the work was not geared to degree level; and library facilities were thought to be inadequate. Recommendations for improving the course included that of providing more school contacts during the B.Ed. year.

A continuing lack of school experience in the B.Ed. year was also a concern expressed by Bradshaw (1972), although he noted improvements that had taken place, such as greater uniformity in degree pattern, structure, and level of award; and a wider range of courses, including Educational Studies, being validated for degree study. Owens (1970) criticised what he interpreted as a misguided concern with maintaining academic standards at the expense of professional relevance. He feared that the final year of study for the student was least relevant to the classroom situation.

Evidence submitted to the Select Committee as reported by Willey and Maddison (1971), also included concern about the over-

emphasis on academic as opposed to professional studies in the B.Ed. year, and concern, too, about differences in entrance requirements and in levels of award. But it could be argued that much of the variety in the course was educationally sound and justifiable; so argued Tibble (1971), though sharing the concern of others regarding the divergence of standards of the award. The desire among students and many staff members to have some practical element in this final year of study was a recurring one. Yet those who see a year of professional degree studies as comprising a course in Educational theory will continue to find support and arguments in their favour.

The Postgraduate Certificate in Education Course

Available research findings in this area of training are somewhat limited. This is true especially in the case of Primary students, since the requirement that graduates have professional training in order to qualify as Primary School teachers is a fairly recent one (1969).

Charlton, Stewart and Pafford (1960), in their survey conducted with graduate students, found no evidence to support what they described as ". . . sweeping negative criticisms . . . of work done in Departments of Education,"[9] while the London Institute (1971) suggested there were certain advantages in training graduates for Primary Schools in colleges of education.

Bourne's survey (1971) conducted among former Postgraduate students after they had spent some time as classroom teachers, revealed concern that there had been too little emphasis in their training on Curriculum Studies and teaching methods; and the Primary

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[9]Charlton, K., Stewart, W. A. C., and Pafford, M. K., "Students' Attitudes to Courses in Education," British Journal of Educational Studies, Vol. VIII, No. 2, May 1960, p. 163.

teachers in the sample felt inadequately prepared in matters of classroom management and discipline. Philip Taylor (1975) reported that student concern about the extent to which their course was preparing them for teaching was greater at the end of their training than at the beginning. A frequently expressed concern about the Postgraduate Course, and one raised by the London Institute (1971), is that it is far too short a time in which to give the necessary professional training. No doubt this was one of the reasons which prompted the UCET in 1975 to set up a Working Party to examine the PGCE course of training. In December of that year the Working Party met in a conference with the Standing Committee for Studies in Education. From reports published in the post-conference period, it would appear that there are two opposing views as to what should constitute the Postgraduate professional year of training: one view, expressed by Hirst (1976), is that it should concentrate on a professional approach and aim exclusively at training for the general demands students will likely meet in their first teaching posts. The other view, as argued by Simon (1976), is that the theoretical aspects of the course must be maintained and strengthened.

Staff and Their Teaching

There are few studies which deal specifically with college staff, though questions related to them have occurred in some surveys conducted among students. Much of the material on staff, especially those in colleges of education, is, in fact, in the form of commentary rather than research findings.

One picture which emerges from this material shows staff in the colleges of education to be well qualified in terms of school

teaching experience, but inferior to university staff in terms of academic qualifications and research accomplishments: Taylor (1965), Plowden (1967), Koerner (1968), and Kemble (1971). Given this teaching experience, one is led to enquire into the reason for the recurring criticism from students and school teachers that college staff are out of touch with Primary Schools. This criticism has been reported by Shipman (1966), Drabick (1967), Plowden (1967), Willey and Maddison (1971), and NFER (1974). There appear to be two main reasons for such criticism: firstly, many staff members in college Education Departments were recruited from positions in Primary Schools during the period of rapid college expansion. Since then the Primary School of the seventies has become a very different kind of school in terms of teaching styles and organisation, from that which obtained in the late fifties and early sixties. Secondly, the introduction of the B.Ed. led to the recruiting of staff from grammar schools to become academic specialists in the colleges. They had little or no teaching experience in Primary Schools, while most of their students were preparing to teach in these schools. Taylor (1965) feared that:

> There are all too few men and women who combine successful experience in the types of schools for which students are being trained with high academic qualifications in the disciplines that underlie educational study.[10]

Three years later, however (International Review of Education, 1968), he noted that fifty-three percent of college staff had from seven to eighteen years' teaching experience, and that academic qualifications were improving. Despite the fact that under sixty percent of college staff were university graduates, and that a

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[10] Taylor, W., "Who Teaches Education?" Universities Quarterly, Vol. XX, No. 1, December 1965, p. 48.

large proportion of these non-graduates were lecturers in Primary education, a more encouraging picture was emerging. This was due in part to the greater availability of part-time advanced certificate and diploma courses. But he feared that this trend toward higher academic qualifications might cause staff further to lose touch with everyday classroom realities.

Koerner (1968), having made a survey of teacher education in England, came to the conclusion that the colleges and the University Departments of Education:

> . . . are staffed by what American educationists would consider amateurs; that is, teachers. Most staff members are former classroom teachers, and thirty percent of them begin their teaching careers in state grammar schools.[11]

It had been recommended by Conant (1963) and by Thomas (1968) that staff teaching pedagogical subjects should have periodic secondment to school teaching duties; while Ellis (1967), a Canadian educator, recommended wider use of a system adopted by Simon Fraser University in British Columbia: that of employing classroom teachers as 'Associates in Education,' to assist in guiding the professional development of student teachers. He thought that while a certain sophistication in the presentation of ideas might be lost in this approach, it was ". . . more than offset by the gains in immediate application obtained in a realistic transfer setting."[12]

Two studies, Drayer (1961) and Smithers (1970), attempting to ascertain the characteristics of staff which were most valued by students, gave similar findings: students valued most a lecturer's knowledge of his subject and his skill in methods of teaching.

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[11] Koerner, J. D., Reform in Education (London, 1968), p. 180.

[12] Ellis, J. F., "Who Should Teach Teachers?" Journal of Teacher Education, Vol. XVIII, No. 4, Winter 1967, p. 425.

Rayder (1968) found that younger staff members were more favoured than older members on several counts of personality and professionalism. An enquiry by Lomax (1971) found a consensus among students that staff as a whole were only moderately interesting people; and Sandford's study (1967) in a large institution found students seeing their professors only as lecturers who came and talked for fifty minutes and then disappeared.

Student views on the teaching methods employed by college staff have repeatedly been reported as showing that though the most commonly used, the lecture was the least popular. Lectures have been described as boring, dull, badly prepared, badly presented, and sometimes a mere repetition of textbooks. This complaint has invariably been accompanied by a demand for greater use of small group discussions, seminars, and tutorials: Chambers (1962), Derricott (1968), NUS, NUT, Glover (all in 1969), MacManaway, McLeish (both in 1970), Page (1971), Birmingham ATO survey (1971), and Smithers (1972). Glover reported sixty-five percent of his sample favouring the elimination of year lectures, and stated that ". . . this demand for more opportunity for discussion and the unpopularity of mass lecturing in the Main Hall are the two most important features of these results."[13] McLeish found that students of high academic status supported the lecture method to a lesser extent than did less qualified students. All students favoured participatory teaching methods and advocated greater use of innovative teaching techniques such as the use of Closed Circuit Television and videotapes.

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[13]Glover, R., A Study of the Attitudes of Students in a College of Education Towards Their Course in Education (M.A., University of Wales, 1969), p. 161.

Students

Available research material on students has focused on their school background, their academic qualifications on entry to college, and their academic status generally.

There is some evidence to suggest that a large proportion of students entering colleges of education have come from grammar schools. This has been seen as undesirable by those who believe that grammar schools were designed to protect and isolate pupils from the world outside the classroom. Kemble, in Fit to Teach (1971), has expressed precisely this view. But it is difficult to find evidence to support his claim, or indeed, even if this were so, that it would have a negative influence on the preparation of a classroom teacher.

In the past decade, there has been an increase in the number of students entering the colleges with 'A' level qualifications, as shown by Lomax (1971) and by the evidence submitted to the Select Committee as quoted by Willey and Maddison (1971). But both Simons (1965) and Start (1966) have shown that there have been wide differences among colleges in the proportion of their entrants having 'A' level qualifications. Hooper, writing in the Times Higher Education Supplement (1974), condemned what he described as the two 'A' level 'dogma,' believing it to be an administrative convenience only. He further claimed that all 'A' level passes are not equal; on the contrary, weaker students, he alleged, are steered into subjects in which they are more likely to pass. With the introduction of the minimum two 'A' level entry requirement, he feared a wholesale swing, on the part of weaker students at least, to the subjects suspected of requiring less verbal and mathematical ability. This may be so, but college administrators would argue that some measure

of academic achievement must be applied; and in the absence of a better one, the 'A' level will probably remain.

A survey conducted by the NFER (1972) revealed that college of education students on the whole were generally of a lower calibre than were any of the other student groups in the sample. They scored lower on tests administered; their school assessment was lower; they had fewer 'A' level passes; and they had the lowest percentage of students gaining passes in eight or more 'O' levels. This might be accounted for in part by the fact that some of the students entering the colleges have failed, because of low academic qualifications, to gain entrance to a university. But Pierson (1971) has claimed that 'A' level passes are, at best, only a rough and ready measure of academic quality. He has argued that the colleges have always been concerned to give much weight to qualities of personality and character in their selection of students, and that students in the colleges have therefore been more distinguished for their personal qualities than for their academic attainment.

Newfoundland Research

As was mentioned in an earlier chapter, Memorial University is the only institution in Newfoundland which provides initial teacher education programmes. It is the successor to a Normal School and was founded as recently as 1949. This helps to explain the fact that research in the field of teacher education has, as yet, received little attention. In fact, much of what exists falls under the heading of prescription rather than research findings.

In recommending an improved pre-service programme for teachers in Newfoundland, Hickman (1954) felt strongly that ". . . student

teaching should be an integral part of teacher preparation,"[14] and this view was reiterated by Kennedy (1968) and by Cuff (1972). Cuff's study included a survey of Teaching Practice programmes in fifty institutions across Canada, and revealed a widespread desire for longer Teaching Practice periods, and for an improvement in the methods of assessing practice.

Reading surveys conducted by the Provincial Department of Education in Primary and Elementary Schools of Newfoundland (1965, 1970, 1973) have invariably brought distressing results. Children's vocabulary and comprehension levels have been well below the Canadian norm. The 1965 survey showed only twenty-two percent of Grade Four and thirty-three percent of Grade Six children had reached the expected level. The 1970 survey showed Grade Three children below the expected level, as did the survey of 1973. Such findings have brought criticisms of the Primary teacher education programmes. Kitchen (1969) reported that research carried out over the previous five-year period provided conclusive evidence that Newfoundland school children were reading and writing less well than their mainland (of Canada) counterparts. He recommended that ". . . Newfoundland teachers be appropriately trained and that appropriate language and reading programs be developed."[15]

In 1972 the Faculty of Education at Memorial University of Newfoundland established a committee to examine its teacher education programme. Province-wide surveys were undertaken among the professional and lay public. The results, especially those coming

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[14]Hickman, G. A., A Guide to the Improvement of the Pre-Service Programme of Teacher Education in Newfoundland (Ed.D., Teachers College, New York, 1954), p. 103.

[15]Kitchen, H. W., Educational Policy for the Seventies for Newfoundland (St. John's, 1969), p. 5.

from school superintendents, supervisors and teachers, indicated a general agreement that the programme for Primary teachers was satisfactory, having shown considerable improvement in recent years. There was general agreement, however, that steps should be taken further to improve that programme and that priority should be given to these. Interviews should be used to assist in the screening of applicants; more Teaching Practice and greater opportunity to work with children in relation to methods courses should be provided; there should be greater emphasis on the teaching of Reading, and on professional as opposed to academic studies; more attention should be given to classroom organisation and management; more teaching should be done in small groups and less in lectures; and there should be more involvement by members of the Education Faculty in the classrooms of the Province's schools.

A recent survey by Sharp (1977) among Newfoundland Kindergarten teachers, showed that thirty-two percent of them were dissatisfied with the initial training programme they had received.

Main Findings from a Review of the Literature

The Three-year Certificate Course has been criticised for lack both of direction and of clearly-defined objectives. Students have complained that it failed to challenge them, that it lacked relevance and contained a preponderance of theory and a relative paucity of meaningful practical work. Insufficient time, it has been alleged, has been spent working with children, inadequate attention has been paid to matters of classroom organisation and management, and insufficient treatment has been given to teaching methods for curriculum courses. The most pressing concern in relation to methods has been with respect to the teaching of Reading, though

it has been pointed out that provision for this has varied considerably from one institution to another. A related issue has been that of a relative scarcity of staff qualified in the teaching of Reading.

While the findings indicate a high student preference for Teaching Practice, there are also indications of their concern for a lack of preparedness for school experiences, and of anxieties related to the supervision and assessment of Teaching Practice; and this is not confined only to students. Some educationists have queried the value of Teaching Practice, and in particular have raised doubts relating to its supervision and assessment.

Though it has been suggested that the theoretical aspects of initial training could be improved and more related to practice, there seems to be no overwhelming opinion in favour of reducing or abandoning the theoretical component of the course. Rather, there is a body of opinion which holds that theory is crucially important in teacher education.

With regard to the B.Ed. Course, criticism has been made of its lack of uniformity in both entrance requirements and levels of award, though improvements in these areas have also been recorded. However, as in the case of the Three-year Certificate Course, the greatest concern has been the imbalance between theoretical and professional emphasis, with a desire for an increase in the latter, and the inclusion of school experiences.

An examination of the limited research data available on the Postgraduate Certificate Course would seem to indicate the following dilemma: on the one hand, there are those who want the theory of Education to take priority, while on the other there is a belief that the graduate student's greatest need is a very practical

approach to teaching following a programme of degree studies. There is agreement, however, that the course has been too short.

Primary staff in the Education Departments of the colleges were found to have been qualified in teaching experience but to have lacked advanced qualifications and research experience. Those engaged as subject specialists were seen as academically qualified but without the necessary Primary School teaching experience. Nevertheless, considerable improvement of qualifications in recent years has also been recorded. Complaints have also been made about an over-emphasis on lecturing in the colleges.

Recent years have seen an increase in the number of students entering the colleges with 'A' level qualifications, with variations from one college to another. Yet the general level of academic ability of students entering teacher education, compared with those entering other post-secondary institutions, has been criticised in at least one authoritative report.

Teacher education in Newfoundland, though the literature relating to it is relatively meagre, comes in for much the same kind of criticism as does the British, particularly in the areas of practical experience and methods courses.

PART 2

THE JAMES REPORT, THE WHITE PAPER, AND CIRCULAR 7/73

THE JAMES REPORT, THE WHITE PAPER, AND CIRCULAR 7/73

THE JAMES REPORT

The James Report, Teacher Education and Training (1972), recommended that teacher education and training be divided into three cycles: personal education, pre-service education and induction, and in-service education and training. These first two cycles would cover a total of four years. The first cycle would be college-based and would comprise a Diploma in Higher Education programme (Dip. H.E.). For cycle two, the first year would be in a college and the second in a school where the student would be a 'licenced teacher,' teaching for four days a week with the fifth day released for professional training under the guidance of a professional tutor at some professional centre. At the end of year four the 'licenced teacher' would become a 'registered teacher' and would receive the award of B.A.(Ed.). The Dip. H.E. would be offered not only to those planning to teach, but also as a terminal qualification in itself. Cycle three would have teachers receive one term of released time from teaching every seven years, so as to take advantage of in-service training. In fact, the Committee recommended that highest priority be given to this cycle, but did not go so far as to suggest that this in-service training be mandatory. B.Ed. degrees, it was recommended, should be developed, but only as in-service awards.

From the point of view of the administration of the colleges of education, James recommended that Area Training Organisations be replaced by Regional Councils of Colleges and Departments of Education, to be linked strongly with a National Council for Teacher Education and Training. The remaining recommendations spelled out

details relating to those already mentioned.

While there was positive reaction to some of the James proposals, ". . . the anti-James campaign began . . . long before the Committee reported,"[16] and a statement by the Editorial Board of Forum pointed out:

> The James Report confirms the fears expressed by many when the main proposals were leaked to the Press last October. Far from improving on the status quo the recommendations would largely worsen it.[17]

But perhaps reactions to the Report were best summed up in the statement by the University of London Institute:

> The James Report contains some proposals that are obviously sound, some about which we have doubts unless they are amended, and others that we think more likely to damage the education and training of teachers than to improve it.[18]

The proposals for in-service education were welcomed by almost everyone. Whilst the idea of an induction year was seen as positive, the proposals for that year would have received better acceptance had they been meant for the probationary year, and not as a substitute for initial training. The Dip. H.E. also received some favourable reactions. It was seen by some as a good basis on which to build a two-year period of professional training. Hirst felt it

> . . . could bring considerable advantages to the Colleges of Education, in terms of the calibre of their students, the ethos of the education available there and a significant place for the colleges in the field of higher education.[19]

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[16] Judge, H., "How Are We to Get Better Teachers?" Higher Education Review, Vol. 8, No. 1, Autumn 1975, p. 7.

[17] Statement by the Editorial Board, Forum, Vol. 14, No. 3, Summer 1972, p. 86.

[18] The Education and Training of Teachers, A Statement by the Council of the Institute on the James Report, University of London Institute of Education, April 1972, p. 5.

[19] Hirst, P., "Reflections on the James Report," Froebel Journal, No. 24, Autumn 1972, p. 12.

And respondents to Cortis' survey (1972) saw the Dip. H.E. as basically attractive.

However, there were some negative criticisms of the Report in general. For example, the London Institute statement declared:

> We find nowhere an assessment of the kind of education and the kind of teaching that children and students will need . . . and . . . any serious discussion of the content of education and training . . . are absent from the Report.[20]

They noted also that most of the positive suggestions would be more costly to implement than the public purse might be able to afford. As Professor R. S. Peters said of Lord James:

> His Report . . . achieved the unparalleled distinction of proving unacceptable to just about every important body in the country, who knew and cared anything about teacher education.[21]

There was disappointment, too, that the Report said very little to the professionals in the business of teacher training. What Cortis had termed a fair summary of the reactions received in his survey, was a comment made that the Report ". . . has very little to do with teacher training and should be treated as such."[22] His sample felt the Report lacked credibility as an instrument of change. One college Principal alleged that "James has proved to be more concerned with the cheap provision of mass higher education, than with improving teacher education."[23]

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[20] London Institute, op. cit., p. 14.

[21] Peters, R. S., "Are Disastrous Decisions Being Taken With Indecent Haste?" Times Higher Education Supplement, No. 109, November 16, 1973, p. 1.

[22] Cortis, G., "The James Report: Attitudes of Senior Staffs in the Colleges," Higher Education Review, Vol. 4, No. 3, Summer 1972, p. 10.

[23] McGregor, G. P., "Towards Confidence in Teacher Education: Thoughts after Danforth," Universities Quarterly, Vol. 27, No. 1, Winter 1972, p. 17.

It was feared by many that the implementation of the James proposals would bring about the break-up of teacher education as it had been known. These fears, later intensified by the White Paper, Education: A Framework for Expansion (1972), and by the DES Circular 7/73, led to the expression of a strong case in defence of the colleges of education and the work they had been doing, particularly in the training of Primary School teachers. The London Institute, in reference to the high international reputation of British Primary Schools, pointed out that ". . . this is very clearly connected with the quality of the teachers in them and the kind of training they have received."[24] Ross recalled that there is much to be proud of in the work of the colleges and believed education would be the poorer if the things in that tradition worth preserving were lost. "Let it constantly be recalled," he said, "that our primary schools at their best are a model to the world and that almost all the teachers who made those schools what they are were trained in the much criticised colleges of education."[25] Bibby pointed out that though the colleges had been so often the scapegoat for all the ills of English education, most of the rest of the world ". . . has looked on our colleges of education with immense admiration and even envy."[26] Yet, he argued, instead of taking pride in the colleges which so many other countries were copying, it seemed some were determined to destroy this most successful national system of teacher education which the world had

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[24] London Institute, op. cit., p. 3.

[25] Ross, A., "Universities and Colleges," Raggett, M., and Clarkson, M. (Eds.), Changing Patterns of Teacher Education (London, 1976), p. 58.

[26] Bibby, C. "In Defence of Colleges of Education," British Journal of Teacher Education, Vol. 1, No. 1, January 1975, p. 25.

ever seen. Dr. Harry Judge, who had been a member of the James Committee, later remarked that the well-deserved reputation of English Primary Schools was attributed (correctly or incorrectly) to the system which had produced the teachers in them. Critics of the Report were now asking if this system should be rejected in favour of an untried alternative, apparently modelled on the imperfections of a consecutive pattern, in which certificate succeeds degree after one hurried year of training.

The B.A. (Ed.) degree

The proposed B.A.(Ed.) came in for severe criticism. It was felt that it would not be recognised anywhere as a real degree, because it would be awarded after a brief period of study and would lack any real academic content. Furthermore, it could hardly be called a degree in Education, when the study of Education as a subject had no place in it. It could not be considered generally comparable with other British bachelors degrees; in fact, it ". . . would be so dissimilar to other degrees that teaching would still not really be an all-graduate profession . . ."[27] The study for the degree itself was too fragmented to warrant the awarding of a degree at the end of the four-year period. The first cycle would be spent in an educational institution; the second cycle would itself be fragmented by having its first year in an educational institution and its second in a teaching post not necessarily accessible to that institution. For the student who first took the Dip. H.E., it might be even more fragmented: he could spend the first two years in one institution, move to a second for the first

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[27] Turner, J., "The Area Training Organization," Lomax, D. E. (Ed.), The Education of Teachers in Briatin (London, 1973), p. 172.

year of the second cycle, and to a different area altogether for his year as a 'licenced teacher.' Perhaps it is little wonder that Mauger described this new degree as a ". . . mockery of the graduate professional status that teachers have been advocating for so long,"[28] and others asked how these random experiences could be organised into something called a degree, a degree which would be second-rate and for teachers only. And this point raised yet another issue: the B.A.(Ed.) would not unify the teaching profession but would divide it. The division would remain between those who possessed a 'real' degree and those with the B.A.(Ed.). The Editorial Board of Forum claimed that the James Report:

> . . . confirms and makes more explicit the divisiveness in the routes to the teaching profession, the one through the universities, ending up with two degrees, the other through the colleges, ending up with one, and that a pass degree. The latter route would be that taken by the teacher of young children, whose inferior status would be confirmed and emphasised.[29]

It was envisaged that colleges would train Primary School teachers and universities Secondary School teachers. According to Mauger, this would mean that "Primary teachers would be regarded as less qualified and of lower status, their jobs of less importance than those of secondary school teachers," and "they would certainly get less pay." Yet, "for many years educationists have been stressing the vital importance of the early years of schooling," and "the necessity of attracting fine minds to the Primary sector."[30] Others rejecting the B.A.(Ed.) were Cortis (1972), Parry (1972), Univer-

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[28] Mauger, P., "The James Committee on Teacher Training," Forum, Vol. 14, No. 2, Spring 1972, p. 66.

[29] Statement by the Editorial Board of Forum, "The James Report," Forum, Vol. 14, No. 3, Summer 1972, p. 86.

[30] Mauger, op. cit., p. 66.

sities Council for the Education of Teachers (1972), and Gammage (1972), who felt that while there was a great deal of sense in moving towards an all-graduate profession, ". . . this should not be done by the award of some spurious degree title for some obviously non-degree work."[31]

What was wrong, asked critics of the proposed B.A.(Ed.), with retaining the B.Ed.? (True, the Report had suggested it be retained, but only as an in-service award.) Why must it end ". . . within a very short time of its establishment and just as it is getting over its teething troubles and becoming well accepted?"[32] The major criticisms of the B.Ed. had been ". . . the variety in the arrangements made for it and in the class of awards available from one university to another . . ." But "these variations, and especially the availability of honours" were ". . . gradually being modified."[33] And was a uniform degree desirable anyway? Ironically, while James complained that the B.Ed. was not suitable for Primary teachers and that it allowed students to go into schools without Teaching Practice in their last year (though they had been required to do a minimum of fifteen weeks' practice earlier in their course), the B.A.(Ed.) would allow students to become 'licenced teachers' and teach four days a week with only four weeks' previous practice all told.

The Diploma in Higher Education

The Dip. H.E., to be awarded at the end of the first cycle, a

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[31] Gammage, P., "1872 or 1972? A Personal Comment on the James Report," Froebel Journal, No. 24, Autumn 1972, p. 29.

[32] London Institute, op. cit., p. 9.

[33] London Institute, op. cit., p. 9.

two-year period of general higher education, was also severely criticised. This Diploma Course would become the first two years of study for the B.A.(Ed.). While many thought the idea was a good one, trouble would arise, they feared, in the case of those going on to train for teaching: their professional training to follow would be all too brief. And for training in the range of theory and professional skills needed for Primary teachers, the difficulties would be even greater. With this concern in mind, the NUT advocated that if qualified teacher status was to be awarded after one year's further study following successful completion of the Diploma, some educational and professional units should be compulsory within the Diploma Course. The UCET expressed a similar view. The educational value of the Diploma was questioned by the NUS, and like others, they felt its advantages would not accrue unless some professions other than teaching would consider it as a foundation for professional training.

Many people felt that the Diploma would be an award of low standing and from the point of view of the preparation of teachers might well become an inferior, third-level 'higher education on the cheap.' It was argued that if the Diploma were to have general validity, and count towards a university degree, then entrants to the Course would have to possess two 'A' levels. But if those without two 'A' levels were to be excluded, then the teaching profession would lose many mature students who had, up until the present, contributed so much to the teaching profession.

One argument made in favour of the Diploma was that it would allow students to delay their choice of profession. But, as Turner argued:

> . . . although in theory the student would have an opportunity to delay the selection of his career until he had completed his Dip. H.E., the parallel disadvantage would exist that a student intent on teaching would not know until he had completed his diploma whether or not he would find a place in the second cycle. Moreover, unless the Dip. H.E. permitted the student to transfer to other forms of professional training or move to different educational institutions to complete a degree, the balance of advantage to the student in delaying vocational choice would be very doubtful.[34]

Again, with reference to this delay of professional choice, Ross argued:

> I do not deny that there are students who wish to postpone choice of career and I am glad that the system as it is developing is providing plenty of opportunity for such students many of whom will, no doubt, become excellent teachers in due course. But I also assert that there are students who know well before they take 'A' levels - sometimes many years before - that they want to become teachers.[35]

To support the Dip. H.E. as constituting the first two years of teacher training would deny the value of concurrent training. Could this sacrifice be made in order that the ". . . problem of the student trapped into a professional track at the age of eighteen or so . . ."[36] might be solved, as claimed by proponents of the Diploma? Would the price for future teachers being able to live and work alongside contemporaries with other career objectives be too high? It seemed that the pressure for the Diploma, stemming from considerations other than teacher training, had brushed aside all arguments in favour of a concurrent course of education and training, especially for students preparing to become Primary teachers. As a matter of fact, while the James Report did not say explicitly that the concurrent course of education and training

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[34]Turner, "The Area Training Organization," p. 172.

[35]Ross, "Universities and Colleges," p. 58.

[36]Judge, "How Are We to Get Better Teachers?" p. 6.

should be discontinued, it did in fact mean this; for a three-year concurrent course would be ". . . incompatible with the conception of two years of higher education taken without professional commitment, followed by a year of professional training."[37] Furthermore, under the proposed new programme, time for professional training would be very short. While most critics of consecutive training accepted that it should be available for students who might not wish to commit themselves initially to teaching, they felt also that there was still a place for concurrent training, especially for Primary teachers. The London Institute's statement argued:

> A period of continued higher education followed by a period of professional training is a good way for some . . . but it should not be the only way. For many students, we are sure, the concurrent principle is likely still to be the right one, and the one they want.[38]

In fact, on looking back, three years after the Report had been published, two former members of the James Committee agreed; Mr. Patrick Milroy defended those who clung to the concurrent pattern, particularly for Primary School teachers; and Dr. Judge admitted that the arguments for concurrence looked particularly healthy when applied to Primary School teachers. But Dr. Judge, in spite of this, at the same time believed the DES should say that the proper pattern of training is consecutive, and Lord James himself went so far as to say, "We do believe in consecutive education. Let us say it and be damned."[39] Yet many educationists felt that abandoning concurrency would be an error, for they saw it as being superior

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[37]London Institute, op. cit., p. 8.

[38]London Institute, op. cit., p. 6.

[39]"James Looks Again," Times Higher Education Supplement, No. 3186, June 25, 1976, p. 9.

to consecutive training on the grounds that in a professional degree academic and professional study should be intimately related and that professional formation needs time.

Not only would the Diploma deny a concurrent form of training, but it would militate against the inter-relation of theory and practice, perhaps one basis for the accusation that the James Committee was anti-intellectual and had scant regard for educational theory. Forum's Editorial Board condemned the idea of the first year of training being ". . . unashamedly specialised and functional, restricting theoretical studies to a rudimentary introduction," which "would be insufficient for the production of a technician, never mind a professional teacher." "Contempt for theory," it alleged, "seems as marked a characteristic of the Committee's thinking as their low regard for the teacher of young children."[40]

The serious lack of educational theory was again underlined by Hirst, noting the Committee's suggestion that formal courses in theory were more suited to in-service work:

> To improve the value of experience students need, alongside that experience, more not less related theory. . . . The theory and the practice must surely go together in training, simply by virtue of their being two aspects that always characterise every professional act.[41]

He went on to argue that even if shortage of time restricted the amount of theory a course of initial training could contain, there was no valid argument for delaying relevant theory, and making do with a merely rudimentary introduction. Ill-equipped and unprofessional teachers must result from such a course of action. Others followed Hirst in believing that it was essential to have some

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[40] Statement by Editorial Board, Forum, op. cit., p. 86.

[41] Hirst, P., op. cit., p. 11.

initial theory, related to problems that would otherwise baffle the new practitioner. It would be a false assumption to say that because some theory is best left till later, there should be no theory to illuminate practice at the start. But perhaps, as has been suggested, the Committee placed its faith in the value of reflection, and assumed theory could best be given after some experience had been gained.

The Induction Year

While the proposals of the James Committee related to induction and in-service were widely acclaimed, problems in their implementation were immediately obvious. The whole idea of throwing the total burden of practice in this manner on the schools was seen as unfair. A licenced teacher would be, after all, a salaried teacher and not a student-in-training. To allow this teacher day release for one day per week would be to put extra burden on the staffs in all schools except perhaps the largest. The alternative would be significantly to increase school staff in order to release licenced teachers one day a week, and at the same time appoint from within the staff a professional tutor. Furthermore, it might not be easy to find staff members capable and willing to assume this new role. The relationship of the professional tutor to his other colleagues on the staff might also be a matter of some concern.

And what about the teaching capability of the licenced teacher after such a short time of school practice, perhaps with as little as four weeks previous experience in a school? How could college tutors recommend the student as 'fit to teach' on the basis of such a small amount of school experience? The UCET pointed out that it was unrealistic to cut down school experience in the pre-service

training period to at least four weeks and then expect teachers in their first year to be in charge of classes for four days a week, working under the guidance of a professional tutor. The NUT was strongly opposed to having an unqualified teacher taking control of a class of children.

As for the in-service training proposal for the third cycle, it was seen as somewhat unrealistic in view of the fact that it was not mandatory and there was no special financial inducement for this in-service training.

Administration of Teacher Education

From the point of view of the administration of teacher education, the James Report recommended the severance of the constitutional link between the universities and the colleges, namely the Area Training Organisations. This idea was much criticised, and while some felt that ". . . at the heart of the criticisms of the Report is British preoccupation - even an obsession - with university status and character,"[42] it was seen by others as a fundamental change of status which would have far-reaching implications for the nature and work of the colleges. Dr. Judge noted the alarm of the colleges by any suggestion that their connections with the universities might be broken or loosened. He contended that their fear was that this might have the effect of reducing the education of teachers to the unworthy level of vocational training. "The James Report," he claimed, worried many thoughtful people, because it challenged the sanctity of the role of the university in supervising the education of teachers, and at the same time risked the intel-

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[42] McConnell, T. R., and Fry, M. A., "Flexibility or Rigidity: University Attitudes Towards the James Report," Higher Education Review, Vol. 4, No. 3, Summer 1972, p. 13.

lectual devaluation of that work."[43]

True, it had been seen as an advantage for the professional preparation of teachers to ". . . take place in a setting where research, the teaching of the relevant educational disciplines and the classroom practice all interacted;"[44] and it seemed ironic to some that this proposal came at a time when co-operation between the colleges and the universities had seen considerable increase, especially since the introduction of the B.Ed. degree. It also seemed ironic that this recommendation came at a time when other professions were trying to bring the universities into closer contact with their training. It was feared that the James proposals would result in a 'two-nation' approach, with ". . . academic university education for the selective and private sectors," and "college training for the teachers of younger children."[45]

THE WHITE PAPER AND CIRCULAR 7/73

The White Paper, Education: A Framework for Expansion

The Government's response to the James Report was issued at the end of 1972 in the form of a White Paper, Education: A Framework for Expansion (December, 1972). One well-received announcement in this document was the plan for the expansion of Nursery provision in keeping with the Plowden recommendations of 1967. This planned expansion would have direct bearing on teacher education, since it would necessitate a considerable increase in the supply of qualified Nursery teachers. In response to a suggestion in the White Paper

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[43]Judge, op. cit., p. 9.

[44]London Institute, op. cit., p. 13.

[45]Mauger, op. cit., p. 66.

that some teachers currently working in Primary Schools might prefer to transfer to Nursery teaching, colleges of education all over the country quickly made available to qualified teachers Nursery conversion courses of one or more term's duration.

The White Paper indicated a firm commitment to the expansion of in-service education and training. It expressed grave misgivings about the status of a 'licenced teacher,' as well as about the deferment of the awarding of a degree until after the completion of a year's teaching, and planned to convert the probationary year to an induction year. This would be given effect by the establishment of a network of professional centres and professional tutors. As a means of studying the practical problems involved in establishing these services, it was announced that in 1972-73 several pilot schemes would be set up.[46]

While the Government announced its intention to work towards the achievement of a graduate teaching profession, it did not accept the view that this could be accomplished by the proposed B.A.(Ed.) degree. Nor did it accept the fragmented structure recommended for the degree, with its cycled and consecutive pattern. Not only was Government unwilling to see the existing B.Ed. confined to the in-service stage, but it supported the establishment of new B.Ed. degrees not too dissimilar from it. The new degrees would incorporate educational studies and "academic content no less rigorous than that of existing degree courses,"[47] with at least fifteen weeks supervised school practice. In effect, this meant that concurrent

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[46] Subsequently two such pilot schemes were set up in Northumberland and Liverpool.

[47] Department of Education and Science, Education: A Framework for Expansion (London, 1972), p. 21.

training would continue. The normal pattern would be the Three-year Course leading to a B.Ed. at ordinary level and qualified teacher status; and a fourth year Honours B.Ed. should be available for qualified students wishing to pursue it. The new degrees would be subject to validation by existing awarding bodies, the universities and the Council for National Academic Awards.

While the Government committed itself to the introduction of the Diploma in Higher Education, it felt that the Three-year Certificate Course should continue until such time as teacher supply was adequate to warrant the two 'A' level Dip. H.E. entry requirement. The Diploma, it stated, must not be any less demanding intellectually than the first two years of a course at degree level, and must be generally acceptable as a terminal qualification and as a qualification for entry to appropriate forms of employment. Courses should be developed on a unit basis, so as to facilitate credit for further study.

With reference to Postgraduate training, institutions were urged to give preference in future to applicants who had followed a broad course in their undergraduate study, bearing in mind the desirability of employing these graduates in Primary Schools.

The Area Training Organisations were to be replaced by new regional committees to co-ordinate the education and training of teachers, to be known as Regional Councils of Colleges and Departments of Education. For the purpose of advising Government, there would be established a new Advisory Board on the Supply and Training of Teachers.

What was to become a major concern for existing colleges of education and to cause the greatest upheaval, was the White Paper's targets for training for the period up to 1981, and the issues

related to these targets. The projected number of initial training places required in the colleges and polytechnic Departments of Education by 1981 would be 60,000 to 70,000.[48] (In 1971-72 training places in colleges and polytechnics totalled 114,000.) The Government intended that some colleges either singly or jointly should develop into major institutions of higher education concentrating on the arts and human sciences, with particular reference to their application in teaching and other professions. Others would be encouraged to merge with neighbouring polytechnics or colleges of further education and fulfil a similar role. It was made quite clear that ". . . if the colleges of education are to find a fuller and firmer place in the higher education family, their staffs must face major changes."[49] What, in effect, Government was saying was that colleges which would expand and diversify, either alone or by merging with other institutions, would not be very different in terms of function from a polytechnic or college of further education. Some colleges would continue to devote their efforts exclusively to teacher education, with increasing emphasis on in-service work; others might become professional and teachers' centres; some might be converted to other uses, and ". . . some may need to close."[50] As might be expected, these latter pronouncements were received with considerable alarm by many of those employed in the colleges of education.

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[48] D.E.S., Framework for Expansion, p. 43. In a DES Press Notice, Teacher Training Reorganisation in England (27 June 1977), the revised total of teacher training places in England for 1981 was given as 43,770.

[49] Ibid., p. 45.

[50] Ibid., p. 44.

Circular 7/73, Development of Higher Education in the Non-University Sector

Circular 7/73, released 26 March 1973, outlined what was said in the White Paper and spelled out what the Department of Education and Science wanted the Local Education Authorities and the voluntary bodies to do. According to Hencke, it was ". . . this document and the events which followed in the detailed planning of the policy that caused the confusion of the next two years."[51] The Circular stated:

> What is called for is . . . a major reconsideration of the future role of colleges of education both in and outside teacher training, their relation with universities, polytechnics and other institutions of further education offering advanced courses and the selection of appropriate institutions which, either singly or in association with others, will provide the additional numbers required outside the polytechnics in the period up to 1981 and a basis for further expansion thereafter.[52]

Local Education Authorities were to consider with other appropriate bodies how their existing institutions might be developed, and to consult with voluntary colleges about possible changes as well. Plans requested were to include an outline of proposed developments of individual institutions and their inter-relationship; the number of students, types of courses and proposed validation arrangements; and a budget estimate. The Authorities were to bear in mind that 65,000 places would be required by 1981 for initial training (with 15,000 for in-service training).

It was pointed out that many colleges would do well to become incorporated in a polytechnic or merge with other institutions,

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[51] Hencke, D., "Teacher Supply: A Case of Manpower Planning," Higher Education Review, Vol. 8, No. 1, Autumn 1975, p. 24.

[52] Department of Education and Science, Circular No. 7/73, 26 March 1973, Development of Higher Education in the Non-University Sector, p. 2.

while some might become integrated with a university. There would continue to be a place for a limited number of monotechnic colleges, devoting themselves solely to teacher education. But it was suggested that not many colleges should pursue plans along these lines, if provision was to be made for uncommitted students and if colleges were not to be unduly at risk from future variations in teacher supply requirements. It was further stated that there may be a need to retain some small colleges as professional centres, while others might have to close.

Problems arising from the reorganisation of local government were now compounded by the urgency of the task set out by the DES. Existing Authorities were expected to make interim reports on their plans by November 1973, thus allowing a period of only seven months for this task, and the new LEAs were asked to have submitted final plans for changes as soon as possible after 1 April 1974.

Reactions to the White Paper and Circular 7/73

The White Paper, it was said, was mainly concerned not with academic changes outlined in the James Report, but with matters of scale, organisation and cost; an attempt, according to Hencke, ". . . to redefine the economic and political way forward for education in the 1970's."[53] The Universities Quarterly Editorial thought it not a very inspiring document, containing hardly a single passage of intellectual reasoning; it stated that as a framework it was full of gaps, "notably in the not inconsiderable areas of primary and secondary education."[54] On the other hand, some saw

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[53]Hencke, op. cit., p. 23.

[54]Editorial, "End of an Era?" Universities Quarterly, Vol. 27, No. 2, Spring 1973, p. 131.

it as a reasonable basis for moving forward, given the necessity of a forty percent cut in the supply of teachers by 1981. Peake noted that ". . . the training of teachers in monotechnic institutions has obvious social and logistic weaknesses,"[55] and hoped that a consequence of a cutback in teacher recruitment would lead to an emphasis on quality in teacher education.

If it had not been made clear in the White Paper, then Circular 7/73 made it abundantly clear that the future of the colleges of education would be very different, both in organisation and role. While the LEAs had been requested immediately to set up plans for the future of their institutions, at the DES a college reorganisation committee was formed.

The colleges were, perhaps, most alarmed by the prospect of losing attachment to a university; worse, many of them would be joining forces with polytechnics or colleges of further education. This move was seen as a lowering of status, and while the question of status was at the heart of the concern regarding the severance of the colleges from the universities, there were also other areas of concern. It was argued that the polytechnics did not have ". . . the same dedication to research;" they did not ". . . teach in the same atmosphere of research" and they did not have ". . . tutorial contact with their students . . ."[56] as had been the practice in the colleges. It was further argued that ". . . teacher training in a polytechnic or a new college of higher education can be just as irrelevant and arid as it was in the former colleges of

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[55]Peake, H. J., "Colleges of Education - Where Next?" Education for Teaching, No. 90, Spring 1973, p. 4.

[56]Elvin, L., "The White Paper: The Choice Before the Colleges," Education for Teaching, No. 91, Summer 1973, p. 6.

education."[57] Some could see no reason for this change in the status of the colleges. "Why should colleges have to join polytechnics or colleges of further education? Why on earth?"[58] asked Elvin.

The expressed need to end the isolation of the colleges was met with the argument that perhaps students in the colleges were less isolated than any other group of students in higher education, given their considerable contacts with schools and the fact that they mixed daily with fellow students whose Main subject was very different from their own. With regard to college size, not only was it argued that a small college could survive, but it was seen as at least an open question whether or not there might not be some students who would benefit more from the pastoral care of a small college than they would from attendance at a very large institution. Had, in fact, too little thought been given to the optimum size of the developing institutions? Evidence was put forth that ". . . very large institutions rapidly become counter-productive and impersonal; that in them satisfactory staff/student relationships are difficult to maintain."[59] The question was asked as to whether the distinctive ethos of the colleges with their over-riding concern for human values would now be lost forever.

Diversification, seen to be necessary in order to take care of those students who would not be entering the teaching profession, also had its disadvantages. While the widening of choice of courses was a good thing, was there not a danger of widening it to the

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[57]Percival, W., "The Challenge of Change," Raggett, M., and Clarkson, M. (Eds.), Changing Patterns of Teacher Education (London, 1976), p. 121.

[58]Elvin, L., op. cit., p. 5.

[59]Peake, H. J., op. cit., p. 8.

point where choice would not be ". . . the student's decision, or even the student's tutor's decision, but the result of logistic pressure and other quite impersonal factors?"[60]

Taken together, the White Paper and Circular 7/73 were said to have ". . . thrown our colleges . . . into disarray."[61] And to make matters worse, it was alleged that the changes were not being made on behalf of better education and training for teachers, "but on behalf of the administrators, who want more tidiness and easier control."[62] The colleges were being told to do many things with too great haste. In addition to the major reorganisational changes to be made, new courses were to be developed and approved for validation, and colleges were being pressed to join forces with other institutions. Existing Authorities were to submit tentative plans; new Authorities were to submit final plans soon afterwards. Inevitably this would lead, in some cases, to new Authorities having to resolve conflicts between schemes submitted by their predecessors and those which they would themselves submit. It was pointed out by Sharples that the colleges were at some disadvantage in adapting their curricula to meet their new roles. Their problems, a direct result of previous teacher education policies, stemmed from the fact that they had been ". . . monotechnic, understaffed, oriented towards the liberal arts and the social sciences, and largely bound . . . to university validation; they were, according to him ". . .

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[60] Mackenzie, N., "Introduction," Raggett, M., and Clarkson, M., (Eds.), Changing Patterns of Teacher Education (London, 1976), p. 16.

[61] Elvin, L., White Paper or Black Reaction? The First Thomas Huxley Memorial Lecture, 5 July 1973, University of London Institute of Education, p. 7.

[62] Ibid., p. 7.

ill equipped to cope with the radically different demands called for by the White Paper."[63]

By far the most distressing aspect of these rapid changes was the manner in which they would affect the human resources of the colleges. The situation was inevitably an upsetting one for many of the staff, particularly those long-serving members who had contributed much to the development of the colleges. The level at which they taught would alter and they might well have to face a change in role for which their present qualification might or might not prove adequate. But worse than this, some would have to face redundancy. As was pointed out by one educationist, a guaranteed salary is not quite the same thing as a purpose in life. It is not surprising that at a time when staff members of the colleges ought to be devoting their energies towards the development of new courses for validation, many of them were preoccupied about their own future careers.

Many colleges and some universities expressed a wish to have the universities continue to validate the work of the colleges. It was felt that the relationship with the CNAA as an awarding body would be for that one purpose only: validation; whereas relationship with the university involved not only constant discussion and evaluation with its members, but also contact with the other constituent colleges of the University Institute. This kind of collective deliberation would be lost to colleges opting for validation from the CNAA. Also to be considered, of course, was the matter of prestige attached to university awards.

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[63] Sharples, D., "Changes in Colleges of Education: Some Sceptical Notes," British Journal of Teacher Education, Vol. 1, No. 1, January 1975, p. 42.

While it was generally agreed that Regional Councils would be a good thing, the loss of the Area Training Organisations would further weaken the link of the colleges with the University Institues.

Positive and negative views were still being expressed about the White Paper and Circular 7/73 in the mid-seventies, with negative views reinforced by the lack of fulfilment of the promises made in the White Paper: the curtailment of pilot schemes for professional tutors and professional centres; the difficulty of gaining secondment for in-service work; and the economic restraints on school staff increases militating against the introduction of the induction programme for the probationary year of teachers.

Though changes in the colleges of education were accepted as being inevitable, given the need for decreasing initial teacher training places, no one could have anticipated the scale and speed with which changes would occur. Bibby felt that many shotgun marriages had been "forcibly consummated against the strongly expressed opposition of . . . the colleges."[64] The course of change had not been an orderly one, and some college personnel believed that

> . . . accidents of location and local control are of much greater significance in the solutions being arrived at than are considerations of institutional potential, reputation, or qualitative considerations of courses and communities.[65]

Others alleged that ". . . what began as an academic operation to improve teacher training has now become an excuse for a reorgani-

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[64]Bibby, op. cit., p. 20.

[65]Sharples, op. cit., p. 43.

sation of a public sector on the cheap."[66] Increasingly, anxieties arose among staff members as their positions became at risk; this made for anything but an intellectual climate, and radical thinking about the possibilities of teacher education has not received the stimulus it might otherwise have done either inside or outside the colleges.

On the positive side, it was argued that while diversification would inevitably bring troubles, it would not be without benefits. Mackenzie believed:

> We have been too rigid in our conception of the context as well as the content of teacher education; . . . the broadening of the polytechnics must be a good thing . . . it must, in many cases, be a change for the better if teacher education occurs in new institutions with more and varied resources . . . the opportunity to revise academic structures, curricula, and so on, is to be welcomed.[67]

The NUT hoped that reforms could be implemented which would fundamentally change and improve the professional lives of teachers; they were especially optimistic about an all-graduate profession ". . . as a reality instead of an aspiration . . ." and of "in-service education as a universal right rather than a privilege for the few."[68]

Whatever the specific concerns and outcomes which would result from the White Paper and the Circular, it now seemed certain that over the next decade the colleges of education as they existed before the appearance of these two documents would be changed almost beyond recognition. Peake (1973) attempted to strike an optimistic

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[66]Hencke, D., "The Re-Organisation of the Colleges of Education: A Critical Overview," Raggett, M., and Clarkson, M. (Eds.), Changing Patterns of Teacher Education (London, 1976), p. 43.

[67]Mackenzie, op. cit., p. 19.

[68]NUT, The Reform of Teacher Education (London, 1973), p. 12.

note by predicting that "many will rise rejuvenated from their own ashes like a phoenix, their latter end greater than their former."[69]

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[69]Peake, H. J., op. cit., p. 9.

CHAPTER IV

DESIGN OF THE RESEARCH

DESIGN OF THE RESEARCH

INTRODUCTION

The aim of the study was twofold: first, to examine Primary teacher education in England as comprehensively as possible, and second, to look at Primary teacher education in Newfoundland in comparison with it. In order to gain both a general and reliable picture, particularly of the English system, the field survey was chosen as the method, with the intention of obtaining as much information as possible on a first-hand basis.

The survey in England was designed to include:

a) Preliminary visits to colleges of education.

b) Return visits to two of these colleges for the purpose of conducting pilot studies with staff and students respectively.

c) Further return visits to about half the colleges already visited (but not including those where pilot studies had been conducted) for the purpose of:

   (i) conducting structured interviews with Heads of Education Departments;

   (ii) arranging for the administration of questionnaires to staff of the Education Departments and to students completing their studies in Nursery/First School courses;

   (iii) obtaining relevant information about each college from the office of the Registrar.

d) A visit to a University School of Education where a Primary Postgraduate Course was offered.

e) A return visit to this School of Education to administer questionnaires to students in the Nursery/Infant Course.

In Newfoundland, the field survey would include pilot studies to staff and students as above, an interview with the Dean of the Faculty of Education, and questionnaires to members of the Faculty of Education and to students completing their degree programme in Primary Education. Information would also be obtained from the office of the Registrar. Since the writer is a member of the Faculty of Education, no preliminary visit was necessary.

THE FIELD SURVEY: ENGLAND

The first step was to arrange a series of preliminary visits to a fairly large number of colleges of education, and to a University School of Education. These visits would provide an opportunity to meet staff and students in both informal and teaching-learning situations, and provide an overview of facilities, resources, and so on. The information and understandings derived from these visits would also help provide the basis for items to be included in questionnaires and interviews at a later date. It was felt desirable to spend from two to three days at each college, whenever this was possible.

Accordingly, during the Winter of 1974, plans were made for the visits. The current ATCDE Handbook of Colleges and Departments of Education was consulted to discover the courses offered in all the English colleges of education. A selection of colleges was then made on the basis of the following criteria:

a) Colleges which offered Infant and Junior (or First School) training, and Nursery training also insofar as possible.

b) Voluntary as well as LEA colleges.

c) As wide a representation as possible of University Institutes of Education.

d) A range of colleges in terms of size as determined by student population.

e) A wide geographic spread of colleges throughout England.

Arrangements were made to visit one University School of Education. Since few universities offered Primary Postgraduate training, it was felt that the inclusion of one such institution would be sufficient.

Written requests for visits were made to Heads of Education Departments of the selected colleges, which totalled twenty-four. Replies were followed by a second letter, confirming the time of the visit, with a telephone call being made to the college nearer the time of the visit taking place. Complete co-operation was experienced from all colleges contacted and, in several instances, accommodation was provided at the college. Since time would not permit the completion of all visits during the remainder of the academic year, it was arranged to visit eighteen colleges and the School of Education during the Winter and Summer terms of 1974, and the remaining six colleges during the Summer term of 1975. A programme to be followed during each visit was prepared (see Appendix II, p. 400).

The Pilot Studies

Upon completion of the initial visits to the colleges, plans were made to conduct two pilot studies: A questionnaire was prepared, to administer to Primary students completing their course of training in the Three-year Certificate, B.Ed., and Postgraduate Courses, and permission was obtained to carry out this study in one

of the Voluntary colleges visited earlier. Another questionnaire was administered to the staff of a large LEA college which had also previously been visited.

The Main Survey

The Sample: Institutions. It was readily recognised that it would not be feasible to conduct the main survey in all of the twenty-five institutions to which visits had already been made. It was therefore decided to include in the final survey only fifty percent of the colleges and the School of Education. This sample was selected to include:

a) A representation of colleges in terms of size as determined by student population.

b) At least two Voluntary colleges.

c) As wide a representation as possible of University Institutes of Education.

d) A wide geographic spread of colleges throughout England.

The School of Education and eleven of the colleges immediately agreed to participate in this final survey, but one of the Voluntary colleges contacted found it inconvenient to co-operate at the suggested time. Since there was no other Voluntary college within the same geographic region, it was necessary to include instead a nearby LEA college of similar size, under the aegis of the same University Institute as the Voluntary college. Each institution, at the time of the request, was provided with detailed information of what the main survey would include.

There follows a brief description of each institution, as it functioned during the academic year 1975-76. With regard to course offerings, however, only the main initial courses will be included

in the present context; there were many in-service and certificate courses, lasting for one term or longer, being offered in the colleges.

COLLEGE A

This was a large LEA college, having 135 staff members and 1,158 students, of whom 870 were female and 288 male. Entry requirements included 2 'A' levels, and all students registered had met that requirement. There was residence provision for about 35 percent of the students. The administrative structure of the college had recently undergone changes, so that traditional departments had been replaced by Schools, of which there were five: Educational Studies, Environmental Studies, In-service Education and Research, Professional Studies, and Humanities. Courses offered included the Three-year Certificate Course, the Diploma in Higher Education (Dip. H.E.), B.Ed. (Ordinary and Honours), and Postgraduate Certificate in Education (PGCE). Some courses were validated by a university, and the rest by the Council for National Academic Awards (CNAA). The college had recently been recognised by the DES as an autonomous College of Higher Education, and had diversified its course offerings which, as of September 1976, would include Dip. H.E., B.Ed. (Ordinary and Honours), B.A. (Honours), and PGCE. All courses would in future be validated by the CNAA.

COLLEGE B

This was a small LEA college with a staff total of 38, of whom 10 were in the Education Department. There were 354 students, 266 female and 88 male. The minimum entry requirement was five 'O' level passes, but 36 percent of the current enrolment had at least 2 'A' levels. Residence provision was made for all students, either

in college halls or approved flats. Courses offered included the Three-year Certificate and B.Ed. (Ordinary and Honours), with university validation. Approval had been given from the DES for the college to remain as a small institution, specialising in training teachers for Nursery, First and Middle Schools. As of September 1976 the college's departments would be dissolved and the new professional degrees to be introduced would be taught on an integrated basis. In addition to a new B.Ed. (Ordinary and Honours), the Dip. H.E. would be introduced. All courses would be university validated.

COLLEGE C

This was another small LEA college, having a student enrolment of 270 (180 female and 90 male), and 32 staff members. The minimum entry requirement was 2 'A' levels, and 95 percent of the students enrolled had met this requirement. Residential provision was available for about 34 percent of the students. Courses offered included the Three-year Certificate, B.Ed., and B.Ed. Applied (Ordinary and Honours); all were university validated. The administrative structure of the college had recently undergone changes so that instead of departments there were now areas such as Learning Studies, Child Study, School Study, and Open Study, all under a Director of Studies. Approval had been given for the college to remain a small monotechnic institution, specialising in university degree courses in teaching, and preparing teachers for First and Middle Schools. As of September 1976, courses offered would include Dip. H.E. and B.Ed. Applied (Ordinary and Honours) with university validation.

COLLEGE D

This was a large LEA college with a student enrolment of 1,025, 721 female and 304 male. There were 134 staff members. Traditional departments had also been discontinued in this college. There were now Divisions: Pre-service Teacher Education, Liberal Studies, and In-service Studies. The 32 staff members of the former Education Department were now primarily in the Pre-service Division.

Minimum entry requirements included 2 'A' levels, and all students enrolled had met this requirement. There was residence provision for 23 percent of the students. Courses offered included the Three-year Certificate, B.Ed. (Ordinary and Honours), B.A. (Ordinary and Honours), and PGCE. All were university validated. This college had gained approval to remain as a major Institution of Higher Education, diversifying its course offerings which, as of September 1976 would include Dip.H.E. along with the new B.Ed. and B.A. degrees and the PGCE. The Three-year Certificate Course would be discontinued. All courses would still be university validated.

COLLEGE E

This was a Voluntary (C. of E.) college of moderate size, having a student enrolment of 747, with 536 female and 211 male. The staff total was 62, 18 of whom were in the Education Department. Though the minimum entry requirement was 5 'O' levels, 60 percent of the students enrolled had at least 2 'A' levels. Residence provision was made for about 35 percent of the students. Courses offered included the Three-year Certificate, B.Ed. (Ordinary and Honours), and PGCE, all university validated. The college was

given approval to retain its present status as a monotechnic teacher training institution. As of September 1976 new B.Ed. degrees would be offered and would be validated by a university which had not formerly validated any courses offered by this college.

COLLEGE F

This LEA college had recently merged with two other educational institutions and had become the School of Education of the new institution. In addition, there were Schools of Combined Studies, Business and Social Studies, Design and Technology, and Adult Education. The School of Education had a staff of 45, and a student enrolment of 573, 450 of whom were female and 123 male. Minimum entry requirements included 5 'O' levels, while about 40 percent of the students enrolled had 2 'A' levels or more. Residence accommodation was provided for about 49 percent of the students.

Courses offered included the Three-year Certificate, B.Ed. (Honours), Dip. H.E., and PGCE. Some of these courses were validated by a university and some by the CNAA. As of September 1976, courses would include Dip. H.E., B.Ed. (Ordinary and Honours), B.A. and PGCE. All would be validated by the CNAA. Under the new set-up, the School of Education would emphasise the education of teachers preparing to teach in urban, industrial and multi-cultural areas.

COLLEGE G

This LEA college had a student enrolment of 771, 597 of whom were female and 174 male. Of the staff total of 95, there were 22 in the Education Department. Minimum entry requirement was 5 'O' levels, with 46 percent of the current enrolment having at least 2

'A' levels. Residence provision was made for 64 percent of the students. Courses offered included the Three-year Certificate, Dip. H.E., B.Ed. (Honours), and PGCE, all of which were university validated. After a DES decision to close the college had been reversed, plans were afoot to have it merge with a Further Education college to form a Centre for Higher Education. Departments would be replaced by Schools of Educational, Social and Community Studies; Science; Humanities; Engineering; and Business and Management Studies. As of September 1976 the courses offered would include Dip. H.E., B.Ed. (Ordinary and Honours), and PGCE; all would be university validated.[1]

COLLEGE H

This was another LEA college, with a student population of 800, of whom 550 were female and 250 male. There were 85 staff members, with 24 in the Education Department. Minimum entry requirements included 5 'O' levels, with 40 percent of the current enrolment having 2 'A' levels or more. Residence provision was available for about 53 percent of the students. Courses offered included the Three-year Certificate, B.Ed. (Honours), and PGCE, all of which were university validated. Along with a nearby college, this college was in the process of merging with a polytechnic, the two colleges to become the Faculty of Education of that institution. As of September 1976 there would be new B.Ed. (Ordinary and Honours) courses as well as the PGCE offered, with (in common with most colleges) the Three-year Certificate being phased out. All courses would be validated by the CNAA.

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[1]The decision to have the college remain open was again reversed when on 27 June 1977 a Press Notice from the DES announced that the college would close.

COLLEGE I

This large LEA college had a student enrolment of 1,170, with 789 being female and 381 male. The staff total was 123, of whom 36 were members of the Education Department. Minimum entry requirements included 5 'O' levels, with 49 percent of the students enrolled having 2 'A' levels or more. Residence provision was made for 69 percent of the students. Courses offered included the Three-year Certificate, B.Ed. (Honours), and PGCE, all university validated. Approval had been given by the DES for this college to remain on its own as a major Institution of Higher Education, diversifying its course offerings which, as of September 1976, would include Dip. H.E., B.Ed. (Ordinary and Honours), and PGCE. Courses would continue to be university validated.[2]

COLLEGE J

This LEA college had a student enrolment of 960, with 660 female and 300 male. Staff members totalled 93, of whom 27 were in the Education Department. While the minimum entry requirement was 5 'O' levels, 40 percent of the students had entered with at least 2 'A' levels. Residence provision was made for 11 percent of the students. Course offerings included the Three-year Certificate, B.Ed. (Ordinary and Honours), and PGCE, all university validated. In 1976 the college had merged with a college of technology to form an Institute of Higher Education, of which it had become the Faculty of Education. The university validation of courses would continue, with courses to include Dip. H.E., B.Ed. (Ordinary and Honours), B.A., and PGCE.

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[2]A later decision made by the DES in 1977 was to have this college merge with a polytechnic.

COLLEGE K

This LEA college had begun as a day college for mature students, and this was still reflected in the enrolment. There were 800 students enrolled, with 775 being female and 25 male. There were 82 staff members, of whom 17 were in the Education Department. While 5 'O' levels was the minimum entry requirement, 50 percent of the students enrolled had at least 2 'A' levels. Because of the high percentage of mature students, no residence provision was made. Courses offered included the Three-year Certificate, B.Ed. (Ordinary), B. Humanities, and PGCE part-time. All courses were university validated. The college was in the process of merging with a college of technology to form an Institute of Higher Education, with the Education Department becoming part of the Faculty of Education, Art and Humanities. Courses would still be university validated and, as of September 1976, would include Dip. H.E., B.Ed. (Ordinary and Honours), B. Humanities, B.A., and PGCE.

COLLEGE L

This LEA college had a student population of 750, with 560 female and 190 male students. Staff totalled 77, with 24 in the Education Department. The minimum entry requirement was 5 'O' levels, with 40 percent of the students enrolled having at least 2 'A' levels. Residence provision was made for 36 percent of the students. Courses offered included the Three-year Certificate, B.Ed. (Honours), and PGCE. In 1975 the college had merged with a polytechnic and had become the Division of Educational Studies of that institution. Since that time all courses had been validated by the CNAA. Courses offered as of September 1976 would include a new 3-year B.Ed., B.Ed. (Honours), and PGCE.

THE UNIVERSITY SCHOOL OF EDUCATION

The institution was a separate Centre of a University School of Education, especially designed for Primary Postgraduate students. There were 6 full-time staff members at the Centre and 50 students, with all of the latter studying in the Postgraduate Primary Course.

A summary of some of the relevant information about the colleges in the sample is given in Table 1. It should be noted that since, in most cases, the Three-year Certificate Course was being phased out, it has not been included in the course offerings to be given as of 1976. To indicate the degree to which the Dip. H.E. was increasingly being offered, this course has been underlined.

The Sample: Staff

The staff sample included all members of the Education Department in each college (with one exception) which was involved in the main survey. In one small college, where there were no longer departments, all staff members were included; and in colleges where traditional departments had been replaced by divisions, faculties, and so on, all staff from the relevant divisions were included. Staff members from the University School of Education were not included in the sample. This was due to the fact that the survey was being conducted under the supervision of one of these staff members. All Heads of Education Departments (or of the new divisions or faculties) were included in the interview sample.

The reduction of the college sample from 12 to 11 for the purpose of administering questionnaires to staff (and to students) resulted from a problem which arose in the case of College F. This

TABLE 1. COLLEGES IN THE SAMPLE

COLLEGE	STAFF TOTAL	STUDENTS				COURSE OFFERINGS			
		TOTAL	PERCENT FEMALE	PERCENT MALE	PERCENTAGE WITH 2 'A' LEVELS OR MORE	1975-1976	VALIDATING BODY	AS OF SEPTEMBER 1976	VALIDATING BODY
A	135	1,158	75	25	100	3 yr.Cert., Dip.H.E., B.Ed. (Ord. & Hons.), PGCE	Univ. & CNAA	Dip.H.E., B.Ed. (Ord. & Hons.), B.A. (Hons.), PGCE	CNAA
B	38	354	75	25	34	3 yr.Cert., B.Ed. (Ord. & Hons.)	Univ.	Dip.H.E., B.Ed. (Ord. & Hons.)	
C	32	270	67	33	95	3 yr.Cert., B.Ed. B.Ed. Applied (Ord. & Hons.)	Univ.	Dip.H.E., B.Ed. Applied (Ord. & Hons.)	Univ.
D	134	1,025	70	30	100	3 yr.Cert., B.Ed. (Ord. & Hons.), B.A. (Ord. & Hons.), PGCE	Univ.	Dip.H.E., B.Ed. (Ord. & Hons.), B.A. (Ord. & Hons.), PGCE	Univ.
E	62	747	72	28	60	3 yr. Cert., B.Ed. (Ord. & Hons.), PGCE	Univ.	B.Ed. (Ord. & Hons.), PGCE	Univ.
F	63	573	79	21	40	Dip.H.E., 3 yr.Cert., B.Ed. (Hons.), PGCE	Univ. & CNAA	Dip.H.E., B.Ed. (Ord. & Hons.), B.A., PGCE	CNAA

....continued

TABLE 1 (continued)

COLLEGE	STAFF TOTAL	STUDENTS				COURSE OFFERINGS			
		TOTAL	PERCENT FEMALE	PERCENT MALE	PERCENTAGE WITH 2 'A' LEVELS OR MORE	1975-1976	VALIDATING BODY	AS OF SEPTEMBER 1976	VALIDATING BODY
G	95	771	77	23	46	Dip.H.E., 3 yr. Cert., B.Ed. (Hons.), PGCE	Univ.	Dip.H.E., B.Ed. (Ord. & Hons.), PGCE	Univ.
H	85	800	69	31	40	3 yr. Cert., B.Ed. (Hons.), PGCE	Univ.	B.Ed. (Ord. & Hons.), PGCE	CNAA
I	123	1,170	67	33	49	3 yr. Cert., B.Ed. (Hons.), PGCE	Univ.	Dip.H.E., B.Ed. (Ord. & Hons.), PGCE	Univ.
J	93	960	69	31	40	3 yr. Cert., B.Ed. (Ord. & Hons.), PGCE	Univ.	Dip.H.E., B.Ed. (Ord. & Hons.), PGCE	Univ.
K	82	800	97	3	50	3 yr.Cert., B.Ed. (Ord.), B.Humanities, PGCE	Univ.	Dip.H.E., B.Ed. (Ord. & Hons.), B.Humanities, B.A., PGCE	Univ.
L	77	750	75	25	40	3 yr. Cert., B.Ed. (Hons.), PGCE	CNAA	B.Ed. (Ord. & Hons.), PGCE	CNAA

college was visited on the date given in Table 5, p. 152, the interview with the Head of the Education Department was conducted, and arrangements made for the questionnaires for staff and students to be administered. The college was at that time, however, undergoing some administrative changes, and due to an oversight the questionnaires were not administered. By the time this was discovered, it was too late in the academic year to arrange for the inclusion of an alternate college. Table 2 gives a summary of staff included.

TABLE 2. STAFF SAMPLE: ENGLAND

COLLEGE	NO. IN SAMPLE
A	40
B	10
C	32*
D	32
E	18
G	22
H	24
I	36
J	27
K	17
L	24
Total	282

*This represents the entire college staff.

The Sample: Students

All students from the eleven colleges (College F not included) who were completing their studies in the Nursery, Infant and Junior (or First School) age ranges in 1976, in the Three-year Certificate, B.Ed., and Postgraduate Courses, were included in the sample. In the School of Education Centre, the sample included all students

in the Postgraduate Nursery/First School Course. The idea of a random sample of students had been considered, but in view of the small numbers of students in these Courses in some of the colleges, particularly in the smaller colleges, the random sample would not have been satisfactory. Instead, it was decided to include in the sample all eligible students, although this would mean dealing with responses from a large number of students overall. In most colleges included there were relatively small numbers of Postgraduate students in Primary courses; in some of them there were none. The entire student sample is given in Table 3.

TABLE 3. STUDENT SAMPLE: ENGLAND

INSTITUTION	NO. IN SAMPLE
A	125
B	148
C	57
D	90
E	113
G	98
H	54
I	56
J	80
K	50
L	30
School of Ed.	12
Total	913

THE FIELD SURVEY: NEWFOUNDLAND

The Pilot Studies

As has been indicated, it was possible to undertake pilot studies without the preliminary visit. A questionnaire was administered to Primary students completing their B.A.(Ed.) at the end

of the 1974-75 academic year. In the case of the Faculty of Education, a pilot questionnaire could not be administered in the usual manner. Memorial University is the only institution in Newfoundland offering teacher education programmes, so there was no other Faculty group to whom the pilot questionnaire could be administered. It was, therefore, distributed among eight Education Faculty members in various departments, who examined the questionnaire and offered helpful suggestions for the revised instrument to be used in the final survey. Because this instrument was very different from the pilot, these faculty members were considered to be still eligible to participate in the final survey.

The Main Survey

The Sample: Institution. Memorial University of Newfoundland was the institution used for the survey. In the academic year of the survey the total of faculty members was 675, of whom 80 were in the Faculty of Education. The student enrolment for that year, including part-time students, was approximately 8,530. There were about 1,250 full-time students registered in the Faculty of Education. In addition to a Junior Division, the University has Faculties or Schools of Arts, Science, Education, Physical Education and Athletics, Medicine, Nursing, Engineering and Applied Science, Business Administration and Commerce, Social Work, and Graduate Studies.

The Sample: Faculty. All 80 members of the Faculty of Education of Memorial University were included in the sample. The Dean of the Faculty of Education was interviewed.

The Sample: Students. All students registered in the B.A.(Ed.)

Primary programme who were in the final year of their studies in 1976 were included in the sample. The total was 77 students.

LIMITATIONS OF THE STUDY

The difficulties encountered in designing items for any questionnaire are inevitably compounded when that questionnaire is directed at samples representing very different institutions in two diverse continents and cultures. In an attempt to maintain clarity in the questionnaires and interviews for subjects in England and Newfoundland, it was sometimes difficult to be as concise as would have been desirable; some items were of necessity somewhat lengthy. Yet, it was possible to have most items on the questionnaires for students common to both groups, as it was for those for staff.

A more serious limitation was that related to open-ended items in the questionnaires. If one is committed to allowing an opportunity for some 'free' responses, then one must accept the restrictions associated with categorizing those responses later. In some cases the categories arrived at were not entirely representative of certain individual responses. Again, this was due in part to the fact that categories had to be chosen more broadly than might have been necessary, had the sample been representative of one kind of institution and one culture instead of two.

Other limitations on the study included:

a) The related research was extremely limited in the case of Newfoundland, and limited also in the case of the English college staff.

b) There was only one institution which could be included in the Newfoundland sample.

c) The sample of English colleges could not be selected

randomly, but according to certain criteria, and in relation to their accessibility to the writer. With respect to the Postgraduate Course, at the time of the survey, the university represented in the sample was the only one offering this course in the Nursery/First School age range.

d) There was a relatively small number of staff in the English sample.

e) Questionnaire returns were somewhat low in a few instances.

f) While it must be assumed that all respondents completed the questionnaires in a truthful manner, the genuineness of responses given cannot be verified.

g) As is true for most questionnaires, responses to certain items are biased by the restrictions which the categories of responses provided impose upon them.

CHAPTER V

DESCRIPTION OF THE MEASURING INSTRUMENTS AND THEIR ADMINISTRATION

DESCRIPTION OF THE MEASURING INSTRUMENTS

AND THEIR ADMINISTRATION

THE MEASURING INSTRUMENTS

The following measuring instruments were used in this study:

a) informal interview schedules for preliminary college visits - England

b) pilot questionnaire for students - England

c) pilot questionnaire for staff - England

d) pilot questionnaire for students - Newfoundland

e) pilot questionnaire for faculty - Newfoundland

f) main survey questionnaire for students - England

g) main survey questionnaire for staff - England

h) structured interview schedules for Heads of Education Departments - England

i) information sheets for office of the Registrar in the colleges and the School of Education

j) main survey questionnaires for students - Newfoundland

k) main survey questionnaires for faculty - Newfoundland

l) structured interview schedule for Dean of the Faculty of Education - Newfoundland

a) Informal Interview Schedules for Preliminary College Visits: England

Because of the broad range of information to be sought on these initial visits, the schedule was prepared in a manner that facilitated some questions being answered by the Head of the Education Department, and others by staff members teaching the Nursey and First School courses. Aspects included were: enrolment in the various courses offered; staff - their qualifications, teaching load, teaching methods, and so on; students - their entry qualifi-

cations, workloads, and so on; information about the various courses offered; facilities such as library, audio-visual centre, and Reading centre. Finally, Heads were asked about possible changes in the college and its course offerings, in the light of the Government White Paper, Education: A Framework for Expansion (1972), and the DES Circular 7/73, Development of Higher Education in the Non-University Sector. The interview schedule is given in Appendix III, p. 403.

b) Pilot Questionnaire for Students: England

This questionnaire was accompanied by a letter explaining the nature of the survey, and a request for the student's co-operation. In addition to biographical information requested, questions were asked relating to: choice of college; course being studied, with some questions on specific areas of the course; methods of teaching used; student services; the practical components of the course; and so on. Student views were sought in Items pertaining to various aspects of their course and to life at the college in general; some of these Items were of an open-ended nature. For the questionnaire with its covering letter, see Appendix III, p. 410.

c) Pilot Questionnaire for Staff: England

A letter of request also accompanied this questionnaire (see Appendix III, p. 417). Several Items were devoted to seeking information on qualifications, experience, and workload. A large proportion of the Items was designed to obtain views and opinions about courses, facilities, and teacher education in general; while staff were asked to comment on courses they were teaching in particular. For example, they were invited to comment on weaknesses of the courses offered. Twelve Items were either identical with,

or designed to seek information on the same areas as twelve Items included in the student questionnaire. Identical Items were:

Staff	Student
No. 22	No. 59
No. 28	No. 40
No. 32	No. 62
No. 36	No. 60
No. 37	No. 32
No. 45	No. 55
No. 47A	No. 53
No. 48	No. 54

Items focusing on the same areas were:

Staff	Student
No. 26	No. 18
No. 31	No. 23
No. 41	No. 37
No. 42	No. 56

d) Pilot Questionnaire for Students: Newfoundland

The questionnaire differed from that prepared for English students only where this was unavoidable (see Appendix III, p. 423). Newfoundland students pursue a four-year B.A.(Ed.) programme, which is different both in its administration and content from courses offered in England. It was therefore necessary to adjust the questionnaire accordingly. Items in the English questionnaire which were not included for Newfoundland students were Nos. 6, 7, 10, 11, 12, 15, 17, 19, 55, 56. Items appearing in the Newfoundland questionnaire but not in that for English students were Numbers 6 and 14. Some Items were modified, with words or terms being changed where this was necessary; among these were:

England	Newfoundland
No. 34	No. 28
No. 36	No. 29
No. 41	No. 34

Items added to the English questionnaire in the light of responses to the Newfoundland pilot survey (the latter having been adminis-

tered earlier), were Nos. 31, 35, 43, 47c, 60, 61.

e) Pilot Questionnaire for Faculty: Newfoundland

As in the case of students, it was necessary to make some modifications in the English questionnaire so that it would be meaningful to Newfoundland Faculty (see Appendix III, p. 428). Items which were modified included:

England	Newfoundland
No. 3	No. 3
No. 6	No. 6
No. 7	No. 5
No. 10	No. 7
No. 12	No. 11
No. 15	No. 14
No. 16	No. 15
No. 27	No. 22
No. 36	No. 30
No. 39	No. 32

Items which appeared in the English but not the Newfoundland questionnaire were Nos. 5, 17, 23, 24, 26, 45, 49. These Items were not relevant to Newfoundland Faculty. Items added to the English version of the questionnaire, in the light of responses earlier given by Newfoundland Faculty,were Nos. 33, 37 and 46.

f) Main Survey Questionnaire for Students: England

After a careful examination of responses to the student pilot questionnaires, a greatly modified and shortened version was prepared for the final survey. Some Items were eliminated because they seemed to be repetitive, redundant, ambiguous, or extremely difficult for respondents to complete. The final version included both closed and open-ended Items. Although it was recognised that some loss would be experienced by categorizing open-ended responses, it was nevertheless seen to be important and worthwhile to allow for some free responses.

Areas included were: biographical data, entry qualifications, courses being studied, services available to students at the college, Teaching Practice and certain specific areas of study, and student views on some of these. A letter requesting student assistance and ensuring confidentiality was attached. As in the case of all questionnaires, respondents were instructed to circle or fill in answers as required. When circling answers, the appropriate number to the right of the selected response was to be circled. The questionnaire appears in Appendix III, p. 431.

g) Main Survey Questionnaire for Staff: England

On the basis of the pilot survey, questions which seemed to be repetitive, ambiguous and unnecessary, were not included; the result was a modified and shortened version of the original questionnaire. Furthermore, the pilot survey had revealed very clearly that those staff members who were not working directly with Primary students were unfamiliar with certain specific matters of detail in relation to Primary courses. It was decided therefore to place such questions at the end of the revised questionnaire. At the outset, respondents were asked if at least 30 percent of their students were in Primary Education. If so, they were requested to complete the entire questionnaire; and if not, to complete only as far as Item No. 30 (see Appendix III, p. 438). As in the case of students, it was felt desirable to include some open-ended Items. On the whole, areas covered in the final version of the questionnaire were those which had been included in the pilot survey. A letter accompanied each questionnaire.

h) Structured Interview Schedules for Heads of Education Departments

The formal interviews for Heads were intended to supplement their responses to the staff questionnaires, and contained Items which would not have been relevant to staff. Included were Items relating to administration; staff; public relations; the Government White Paper, Education: A Framework for Expansion (1972); and so on. The schedule is given in Appendix III, p. 446.

i) Information Sheets for Office of Registrar

In order to supplement information about each college which could be obtained from the ATCDE Handbook, the college Prospectus, and the Head of the Education Department, these sheets were prepared for completion (see Appendix III, p. 450).

j) Main Survey Questionnaire for Students: Newfoundland

Apart from a few minor changes, this instrument was similar to that prepared for the English students (see Appendix III, p. 453). In some instances words or terms were changed: Item No. 6, for example, on the question of 'O' level and 'A' level passes for the English students, was changed to the question of Grade XI passes for Newfoundland students. Items 9, 11 and 33 were omitted from the Newfoundland questionnaire because they were irrelevant.

k) Main Survey Questionnaire for Faculty: Newfoundland

The questionnaire contained the same Items as did that for English staff, with minor changes in wording or terminology where this was necessary. Changes were made in Items 5, 10, 30, and 37. See Appendix III, p. 459 for this questionnaire.

1) Structured Interview Schedule for Dean of Education: Newfoundland

The schedule was a slightly modified version of that prepared for Heads of Education Departments in the colleges in England. Items irrelevant to MUN were omitted: Nos. 5, 11, 13, 14, 20, 31; and in a few Items words or terms were changed so as to be more meaningful for the Newfoundland interview. The schedule is given in Appendix III, p. 467.

ADMINISTRATION OF THE MEASURING INSTRUMENTS

a) Informal Interview Schedules for Preliminary College Visits: England

Informal interviews were conducted with the Heads of the Education Departments in all twenty-four colleges visited, on the first day of the visit. Each interview was conducted in a relaxed atmosphere and no tape recorder was used. Space was provided on the interview sheet to allow as many responses as possible to be recorded during the interview. This was followed by a more detailed completion of responses given, immediately after the interview was finished, so that little if any of the conversation was unrecorded. Dates of these interviews are given in Table 4.

TABLE 4. INTERVIEWS DURING INITIAL COLLEGE VISITS

MONTH	YEAR	NO. INTERVIEWS CONDUCTED
February	1974	4
March	1974	2
April	1974	1
May	1974	10
June	1974	1
May	1975	5
June	1975	1
Total		24

b) Pilot Questionnaires for Students: England

The pilot questionnaires for students were taken to the co-operating college in June 1975. The Head of the Education Department and a First School staff member agreed to have them administered to eligible students during the following week, during class time. This was done, and the completed questionnaires were returned to the Head and then forwarded by post. Of the 100 students eligible, returns were received from 81, giving a response rate of 81 percent.

c) Pilot Questionnaires for Staff: England

These questionnaires were also administered in June 1975. Fearing that some staff members might not be regularly in attendance at the college at that time of year, the Principal suggested that the questionnaire be mailed to the home address of each staff member, and he supplied the addresses. Subsequently a questionnaire and a stamped addressed envelope were forwarded to each of the 120 staff members. However, 17 returned the questionnaire with a letter indicating they were unable to co-operate because they did not work with Primary students. Of the remaining 103 staff members, completed responses were received from 62, a response rate of 60.2 percent.

d) Pilot Questionnaires for Students: Newfoundland

These questionnaires were administered in April 1975, to the writer's full-time students who were completing their B.A.(Ed.) in Primary Education in that term. They were administered during a class period. Of the 25 eligible students, 18 responded, giving a response rate of 72 percent.

e) Pilot Questionnaires for Faculty: Newfoundland

Eight faculty members were selected for this purpose. Selection was based on knowledge of the Primary programme at Memorial University and on each of the Education Faculty's departments and divisions being represented. The questionnaires were distributed in April 1975. After having a week to examine them, they were returned personally to the writer by each faculty member.

f) Main Survey Questionnaire for Students: England

The questionnaires were taken by the writer to each college. In each case the Head of the Education Department and a First School staff member agreed to assume responsibility for their administration, collection, and return by post to the writer. In most cases, returns were received within a few weeks after the visit. The date on which each visit was made for this purpose, and the returns received, are given in Table 5.

g) Main Survey Questionnaires for Staff: England

These questionnaires were administered at the same time as were those for students, on the dates given in Table 5. They were left with the Head of the Education Department in each college, and he distributed, collected, and returned them by post along with the student returns. Staff returns are indicated in Table 6.

It was initially decided that any set of questionnaires which did not yield a response rate of at least 50 percent would not be included in the analysis of the data. One exception was made, however, in the case of College K (47.1%), which was so close to 50 percent that to exclude it would have resulted in the loss of valuable data. The exclusion of data from the three colleges indicated in the table, resulted in an overall response rate of 68.6

TABLE 5. ADMINISTRATION OF QUESTIONNAIRES AND RETURNS RECEIVED: ENGLAND

INSTITUTION	DATE VISITED	NO. STUDENTS IN SAMPLE	RETURNS	PERCENT RETURNS
College A	30 April 1976	125	81	64.8
College B	3 May 1976	148	101	68.2
College C	6 May 1976	57	48	84.2
College D	7 May 1976	90	58	64.4
College E	10 May 1976	113	60	53.1
College F	12 May 1976	questionnaires not administered		
College G	14 May 1976	98	92	93.9
College H	17 May 1976	54	28	51.9
College I	21 May 1976	56	50	89.3
College J	25 May 1976	80	65	81.3
College K	27 May 1976	50	21	42.0
College L	1 June 1976	30	22	73.3
School of Ed.	8 June 1976	12	12	100
Totals		913	638	Overall % = 69.9

TABLE 6. STAFF RETURNS: ENGLAND

INSTITUTION	NO. IN SAMPLE	RETURNS	PERCENT RETURNS
College A	40	15	37.5*
College B	10	9	90
College C	32	18	56
College D	32	28	87.5
College E	18	10	56
College G	22	19	86.4
College H	24	7	29.2*
College I	36	22	61.1
College J	27	19	70.4
College K	17	8	47.1
College L	24	7	29.2*
Totals	282	162	Overall % = 57.4

*Returns not used in the data analysis.

percent. It should be pointed out that, according to Kerlinger, ". . . Returns of less than 40 or 50 percent are common. Higher percentages are rare. At best, the researcher must content himself with returns as low as 50 or 60 percent."[1]

h) Structured Interview Schedules for Heads of Education Departments

The interviews for Heads of Education Departments were conducted at the time of the visits given in Table 5. As has been noted, permission to conduct the interviews had already been granted. Since each Head had already been interviewed informally at the time of the initial visit to his college, the atmosphere was friendly and relaxed. It was thought wise not to disturb this atmosphere by the introduction of a tape recorder. Instead, as the interview progressed, responses were recorded on spaces provided on the interview schedule.

i) Information Sheets for Office of the Registrar

These were completed also on the day of the visit to each college as given in Table 5. The writer visited the office and met with the Registrar or his deputy, who supplied most of the information required, with the remainder being supplied by the member(s) of the staff most conversant with it.

j) Main Survey Questionnaires for Students: Newfoundland

The Newfoundland student questionnaires were administered during the week commencing 29 March 1976, which was the last week of term but one. All colleagues in the Faculty of Education in whose classes there were students completing the B.A.(Ed.) programme

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[1] Kerlinger, F. N., Foundations of Behavioral Research (New York, 2nd edn., 1973), p. 414.

in Primary Education in that term, co-operated by administering the questionnaires during a class period. They then collected and returned them to the writer personally. Of the 77 students in the sample, returns were received from 68, giving a response rate of 88.3 percent.

k) Main Survey Questionnaires for Faculty: Newfoundland

At Memorial University, the questionnaires were sent to members in sealed envelopes along with an addressed envelope, by internal post. They were sent on 29 March 1976, and returns were received within a day or so. Of the 80 Faculty members in the sample, returns were received from 64, giving a response rate of 80 percent.

l) Structured Interview Schedule for Dean of Education: Newfoundland

The interview was conducted in the office of the Dean on 29 March 1976. The same procedure was used as that when interviewing Heads of Education Departments later in England.

METHOD OF ANALYSIS

In order to prepare questionnaire responses for computer analysis, certain steps were taken. First, responses to some Items were re-ordered to consistently range from low to high. Second, Items which allowed for open-ended responses were ordered into discrete and exclusive categories in order to make the responses more manageable for analysis. For each Item, one response category was always labelled 'other,' to allow for miscellaneous responses.

In placing open-ended responses in discrete and exclusive categories, judgement had to be exercised regarding their placement, but because the discrete categories were judged to be repre-

sentative of the data, it is assumed that no significant loss of information resulted. Throughout the analysis of data reference is made to each Item which was treated in this manner, and more specific information is given where this is deemed helpful. Furthermore, in the case of certain open-ended Items, it was felt necessary to provide examples of specific responses which had been placed in the prepared categories. In order to permit a flow of information and discussion in the analysis chapters, these examples have been placed at the end of the relevant chapters as 'notes.'

The computer analysis provided descriptive statistics for the responses to each Item, and cross-tabular analysis for some Items. Percentages were computed from the frequency distributions obtained.

Data obtained from these analyses have been presented in the form of Tables, with each Table including a 'no response' column, to indicate the proportion of the sample not responding to a given Item. In some instances graphs have been used also. Because of the considerable number of tables involved, it was decided to locate within the text all tables which conveyed salient information, or which highlighted certain points. If it was felt that data from a table could be meaningfully conveyed within the text without the benefit of the table at hand, then that table was placed in the relevant Appendix.

Since only those staff members having at least 30 percent Primary students had been invited to respond to the final 7 Items of the staff questionnaire, it was intended that responses to these Items would be analysed on the basis of that proportion of the total sample who were eligible to respond according to this criterion. But some other staff members responded to these Items also. It was necessary, therefore, to analyse all responses on the

basis of the total staff sample of 197. However, a much lower proportion of Memorial University faculty than of the English staff (32.8 percent as opposed to 82.0 percent) had 30 percent Primary students. (This resulted, of course, in a high proportion of non-respondents from the Memorial University sample throughout the entire questionnaire.) In view of this, it was felt that, in addition to analysis on the basis of the entire sample, separate analysis of responses to these Items from the English and Memorial University samples would present a more accurate picture of the findings from these two groups.

CHAPTER VI

AN ACCOUNT OF PRELIMINARY VISITS MADE TO ENGLISH COLLEGES OF EDUCATION

AN ACCOUNT OF PRELIMINARY VISITS MADE TO ENGLISH COLLEGES OF EDUCATION

Visits to the colleges of education proved to be an extremely worthwhile experience, and provided an excellent opportunity to gain a first-hand impression of Primary teacher education in England. The colleges visited are indicated in Table 7, which identifies them by number, and indicates their University Institutes, whether a college was Voluntary or run by the LEA, and the student population of each college for the academic year in which the visits were made. Table 8 gives the University Institutes represented with the number of colleges for each. Table 9 indicates population of the colleges. A higher representation of colleges in the 601-800 student population range was to be expected in view of the large number of colleges (roughly 65 percent) which, in the years under consideration, had a population within that range. The map in Diagram 5 indicates the location of each college visited and also the Department of Education and Science H.M.I. Division which each college represented.

Duration of the initial visits ranged from one to three days, and in several cases accommodation was provided in a student hall of residence, thus allowing additional opportunity to meet and talk with students. The programme followed during each visit has been referred to in Chapter IV, and is provided in Appendix II. Activities were carried out as planned. Meetings with staff members other than those from the Education Department (Item 5 of the programme), were usually in a social setting. In twelve of the colleges provision was made for visits to students undertaking Teaching Practice in schools, thus providing an opportunity to meet with school staff also.

TABLE 7. COLLEGES INCLUDED IN PRELIMINARY VISITS

COLLEGE	UNIVERSITY INSTITUTE	LEA	VOLUNTARY	STUDENT POPULATION
1	London	X		800
2	Southampton	X		1,000
3	London	X		800
4	Sussex		X	750
5	Keele	X		1,250
6	London	X		780
7	Leeds	X		750
8	Leicester	X		1,000
9	Birmingham		X	720
10	Birmingham	X		850
11	Reading	X		1,250
12	Leeds	X		400
13	Southampton	X		700
14	London		X	640
15	Bristol	X		850
16	Bristol		X	800
17	Nottingham		X	800
18	Manchester	X		650
19	Manchester	X		1,000
20	Cambridge		X	700
21	Newcastle	X		760
22	Lancaster	X		350
23	Lancaster	X		1,200
24	Liverpool	X		1,150
25	Leicester School of Education (Northampton)			50

TABLE 8. UNIVERSITY INSTITUTES INCLUDED IN COLLEGE VISITS

INSTITUTE	NUMBER OF INSTITUTIONS INCLUDED IN VISITS
Birmingham	2
Bristol	2
Cambridge	1
Keele	1
Lancaster	2
Leeds	2
Leicester	1
Liverpool	1
London	4
Manchester	2
Newcastle	1
Nottingham	1
Reading	1
Southampton	2
Sussex	1
Total: 15	24

TABLE 9. COLLEGES BY STUDENT POPULATION

NUMBER OF STUDENTS	NUMBER OF COLLEGES
400 and below	2
401 - 600	0
601 - 800	13
801 - 1,000	5
1,001 - 1,200	2
Over 1,200	2
Total	24



Diagram 5.

LOCATION OF THE COLLEGES:
PRELIMINARY VISITS

In each of the colleges a copy of the current Prospectus was obtained and in most instances copies of course outlines, student assignments, course booklets, practice teaching guidelines, and so on. In most cases an opportunity was also provided to read a sample of students' major studies and on a few occasions a discussion was had with visiting external examiners. From such a wide range of experiences it was possible to gain a comprehensive picture of each college, its atmosphere, its work, and the views and opinions of staff and students in relation to these points. This provided the basis for a subsequent survey in twelve of the colleges (including formal interviews with the Heads of the Education Departments, questionnaires to staff members of the Education Departments, and questionnaires to students in their final year of studies in the Nursery/First School courses), and pilot studies in two others: a questionnaire to staff members in one case and to final year Nursery/First School students in the other.

While each college visited had unique features, it soon became apparent that certain characteristics were common to all; for example: student selection by interview and in some cases also by entrance examinations in English and Mathematics; a largely female student body; residential accommodation for about one-third to one-half of the students; a higher staff-student ratio in the Education Department than in other college departments; staff members of the Education Department, and particularly those teaching Nursery/First School courses, generally less well qualified in terms of academic qualifications than their colleagues in other departments. While in one college only at the time of visiting was the minimum entry requirement that of 2 'A' level passes, proportions of students entering the colleges with one or more such passes varied as

follows: in fifteen colleges most students entered with 2 'A' levels; in seven colleges up to twenty percent entered with this qualification; and in two colleges rarely did any students enter with any 'A' level qualification.

THE COLLEGE COURSES

All the colleges visited at this time (1974 and 1975) offered the Three-year Certificate Course; eighteen offered a B.Ed. Ordinary and Honours degree, and six offered a B.Ed. Ordinary but not an Honours degree. In the majority of cases the pattern for the B.Ed. was what is known as 'two plus one,' a system whereby students register in the Certificate Course and at the end of the second year transfer to the B.Ed. Other patterns were 'one plus two,' registration for the degree on entry, and registration for the degree after ten weeks at college. Twenty-one of the colleges provided training for Postgraduate students and in most cases this included Primary as well as Secondary courses. All but two colleges provided training for Nursery teachers, either as a separate age-range study or combined with Infant training. Assessment of courses was based on some of the work completed during the entire course as well as by a final examination. Teaching Practice was assessed by college staff with some contribution from the staff of the co-operating schools. The amount of feedback requested from the schools and the weight attached to this feedback varied a great deal. Grading of Teaching Practice was on a Pass/Fail basis in ten colleges, with the remainder using either a four- or five-point scale. But the colleges using the latter pointed out that while they preferred the Pass/Fail system, this was not acceptable to the universities validating their work and granting the awards. In

some instances where the Pass/Fail system was used, staff regretted that it did not include a third point - Distinction - so as to encourage the very able students to do their best work.

The Three-Year Certificate Course: Content and Method

Most colleges followed a common pattern for the Certificate Course, with time and course work divided fairly equally among a Main (academic) subject, Education and Professional or Curriculum Studies, and with a block of Teaching Practice in each of the three years; the latter totalled at least fifteen weeks with the longest practice being the final one. The amount of time devoted to practice showed some variations. In some colleges, students completed a total of eighteen or nineteen weeks in block practices. Only in two colleges were students required to study two Main subjects instead of one as in the normal pattern; in one other college students were required to study for at least one year an academic subject complementary to their Main subject.

In most colleges the Education component of the Course, i.e., the theory of Education with study in the foundation disciplines of History, Philosophy, Psychology and Sociology of Education, was the responsibility of tutors in the Education Department and was usually taught by a single tutor to his or her group(s) of students training for teaching in a particular age-range. In the majority of cases Curriculum Studies were the responsibility of the Main subject tutors, with the exception of the teaching of Reading which was usually taught by Education tutors. But there were variations such as Main subject tutor having total responsibility, or Main subject tutor working as a member of a team with Education tutors and capitalising on the strengths of each team member.

Within the Certificate Course a few colleges followed arrangements which were somewhat different from the normal pattern and these are worth mentioning. One college offered the entire Course, with the exception of the Main subject, under the title of Educational Studies, with the first year being a Foundation year of Integrated Studies and Main subject; compulsory core Curriculum courses were taught in Year Two, along with the continuation of the Main subject; in Year Three the Main subject was discontinued so that the year was devoted entirely to Curriculum Studies. Another college had divided its Education tutors and students into syndicate groups. These functioned in such a way as to have more student contribution to the courses. The Head of the Department concerned pointed out that his aim in having such an arrangement was to guide tutors away from too much lecturing and to lead to more self-directed study on the part of students. One large college had divided the Course into nine units, with three units being studied each year. All professional training was left until the third year with half of that year being devoted to Teaching Practice. This arrangement was, no doubt, an attempt to introduce a system which might later be replaced by the Diploma in Higher Education. In a somewhat smaller college, attendance at tutorials was made compulsory and at lectures voluntary to discourage lecturing and to encourage student participation in small tutorial groups. One college included studies in Social Welfare as part of its work in Curriculum Studies. A small college had recently begun a B.Ed. in Applied Education and hence the emphasis for the degree was entirely professional in the broadest sense and the study of Education and its application replaced an academic subject as a Main course.

The main form of teaching in most colleges remained that of

lecturing, though most Heads of Departments discouraged this, preferring more seminar and tutorial work; only in a few colleges, however, was there a strong emphasis on forms of teaching other than lecturing. In the Education Department in at least six colleges one could see and indeed was told, though not with pride, that the 'mother hen' technique was still being practised: one tutor responsible for all work (apart from the Main subject) with an age-range group of students; in several cases this same tutor and student group remained together for the entire three years of the Certificate Course. It hardly needs stressing that these tutors must have been ill-qualified to carry out even an adequate programme much less to do challenging work. This arrangement is even more questionable in view of the fact that these same tutors were usually the least qualified, their qualifications consisting of a Teacher's Certificate, Primary School teaching experience and perhaps a professional diploma. As has been pointed out, however, this kind of a situation was to be found in only about one-third of the colleges. In the others there remained no trace of 'mother hen;' in her stead a team of Education tutors was at work planning and sharing the teaching of most of the theoretical and curricular components of the Course. Part of the course was common to all students, but aspects relating to the teaching of given age-ranges of children were taken by Education tutors in groups.

Within Curriculum Studies, Reading and Language Studies held an important place. In all colleges it was pointed out that the emphasis in these areas had greatly increased in recent years, due in no small measure to the concern expressed by both the professional and lay members of the public in the face of the great importance given it by research, in particular Bernstein's work and certain

national Reading surveys. (The Bullock Report, A Language for Life, 1975, had not then been published; at the time of the college visits the report was still being prepared.) Reading, as we have seen, was in most cases taught by Education tutors. The background of these tutors was limited to their experience of teaching Reading in Primary Schools, and rarely did one find a tutor with special or advanced qualifications in this field. But there were a few exceptions: one college had on its staff an internationally-known Reading specialist. Students in another college complained that they were 'up to the ears' in Reading courses, feeling there had been too much emphasis on this area of the curriculum; but this was largely due to the fact that the Head of the Education Department concerned was himself a qualified Reading specialist - among the few to be found with such a qualification in all the colleges visited. In some, however, students complained about lack of emphasis on Reading and their concern centred on their lack of preparation in the basic skills subjects, especially noticeable during Teaching Practice.

In some colleges, the strengths of staff members in all departments were well utilized, but in others Reading was taught without any team efforts and without the help of English tutors. In some instances, students in the same age-range of study were exposed to variable degrees of emphasis on Reading, depending on the tutor to whom they were assigned. In other colleges, however, team work prevented this kind of situation from arising, and guidelines were issued for both tutors and students. In contrast to this, at least in two colleges a member of the Education Department possessed an M.A. in English but, ironically, in these same colleges the Reading and Language work were the complete responsibility of English Main

subject tutors. The Education tutors, in spite of their qualifications, did not even know to what extent their own students were being trained in Reading and Language. One of them was teaching, among other things, History of Education, presumably with a 'mother hen' tutor group. These two cases were exceptional. At one college, however, some staff members boasted of devoting no time at all to the teaching of Reading, nor to 'the teaching of' anything else for that matter: they believed it sufficient to indicate to students how children develop and learn, to expose them to Reading programmes, and then let them make the links for themselves, choosing on the basis of their theoretical background what would be the best practice for a given child. In the face of such variations one could not possibly generalize about the emphasis being put by the colleges on such an important curriculum area in Primary teacher education. It could only be hoped that the more detailed formal survey to follow these visits would result in a better and more representative picture of what was being done.

In three colleges teacher-tutors were employed, i.e., teachers who had been seconded from school teaching and were spending a term or a year teaching at the college. Two of them were working with Certificate Course students mainly in the practical as opposed to the theoretical aspects of Curriculum Studies and organization. But the third felt her strengths were not being utilized and was concerned that part of her teaching load was to teach Educational Psychology to B.Ed. students - a task for which she felt ill-qualified. In colleges where teacher-tutors were not employed on a regular basis it was common to find teachers coming frequently to the college as visiting lecturers; this was especially so in periods prior to students undertaking blocks of Teaching Practice. In one

college the practice was to utilize regularly the services of certain classroom teachers whom the Head of the Education Department described as 'top teachers.' This arrangement, he felt, was the most worthwhile student exposure to classroom teachers in the college setting.

Practical Experiences

School experiences - and here are included all experiences with children and not only the regular blocks of Teaching Practice - had many common features throughout the colleges, but again there were some variations. In all instances block practices were preceded by a series of school visits, usually one-half-day weekly over a period of several weeks. In some cases initial block practices began with small groups of students in the same classroom as opposed to one student per classroom. In most cases also a student began by working with a small group of children in a given subject area or a topic and the number of children with whom he or she worked gradually increased until the entire class was involved. But for most students, working with children was not confined to meeting them in preliminary school visits and block practices; usually they worked with them also in order to put into practice what was being taught them in college about the teaching of Reading and Mathematics. Such teaching sessions with children occurred in schools and also at the college, if facilities were available. In six of the colleges a special children's room was provided and was used on a regular basis, the college operating a Playgroup or a Nursery class. In eleven colleges a children's classroom was provided and children were brought in from time to time. In other colleges students went to the schools more frequently than they

brought children to college because of lack of proper college facilities. In one college, children came weekly for swimming with the students; in the same college students went on a regular, once-weekly basis to the town's public library and read stories to children who had been brought there by their parents. In fact, at least four colleges had some provision whereby students met regularly with parents and their young children; in two instances a 'Mums and Toddlers' group met with students at the college once or twice a week. One college operated a Children's Centre where a Nursery class met daily and where students met with these and with older children and with parents. In only one instance was there evidence of failure to take advantage of special facilities for working with children: one Head of an Education Department pointed out that while the college had its "own" nearby Primary School with a Nursery class, students rarely went there to work with children. Its use was reserved for those students who, during Teaching Practice, might have a personality clash with the co-operating teacher of another school. It was felt that no such problems would arise at their "own" school, for the Headmistress had been formerly a member of the college staff!

In addition to these various types of experience with children and in addition to time spent in classrooms observing and teaching, it was noted that fairly wide use was being made of vicarious experiences in this connection. The use of videotapes, microteaching, films and filmstrips was fairly widespread. In fact, in several colleges these techniques were being widely used on a regular basis, especially videotapes in connection with microteaching.

The common pattern of supervision for Teaching Practice was as follows: each student had one tutor responsible for advising and

supervising him or her and another tutor made occasional visits to the student on practice. Usually one supervisor was an Education tutor and the other the student's Main subject tutor. Only in two colleges was most of the supervising done by the student's own Education tutor and this practice was seen by a senior staff member as most undesirable. In contrast to this, in two colleges, Education tutors were not permitted to supervise their own students on Teaching Practice, though they might make an occasional visit to the student in the classroom. It would seem fair to suggest that where all college tutors were involved in supervising Teaching Practice, those giving most of their time and showing greatest concern were usually members of the Education Department. This might be due in part to the fact that not infrequently Main subject tutors were required to supervise Primary students though they themselves lacked any teaching experience in a Primary School; hence, what might be interpreted as a lack of concern could be a lack of understanding of what ought to be happening in a Primary classroom!

In all cases, assessment of Teaching Practice was seen by Education staff to be, in the final analysis, the responsibility of the college, though as has been pointed out, the amount of feedback obtained from schools and the weight attached to it might vary. Some colleges 'kept it in mind' when assessing the student's classroom performance, while others provided school personnel with very detailed forms which, when completed and returned, helped determine the assessment of the student's school performance. In some colleges seminars with school personnel as well as students and college tutors in attendance, were conducted at the end of each block practice. The students' school experiences and their classroom perform-

ances were openly discussed. In one college, forms on which were entered comments relating to practice, from college and school staff and from the students themselves were discussed. Students thus had an opportunity to make known not only how they felt about their own school performance but also what their reactions were to comments made by school and college staff about this performance. In one instance each student was given a completed form entitled 'Summary of Strengths and Weaknesses on Teaching Practice.' Unfortunately, in one college students complained that no feedback was given them during or after any practice until the final one, and this situation caused much anxiety.

The B.Ed. and Postgraduate Courses

Mention of the B.Ed. brought a variety of responses from college staff and students. For the most part the so-called B.Ed. year was devoted to educational theory and the continuation of a Main subject. Both staff and students had two fairly common complaints. Firstly, the approach in the B.Ed. year was too theoretical, leaving little room for professional emphasis. Secondly, students did not have any contact with schools at a time when this was felt to be particularly necessary. As students would soon become classroom teachers and as they were now nearing the completion of their programme, they felt they were in a better position from an intellectual point of view to make the most of school experiences. Yet a few colleges welcomed the theoretical approach in the B.Ed. year and saw it as a welcome challenge for the abler students.

As for the Postgraduate year, again there were two views. In the majority of colleges it was felt that the time for professional training was far too short, particularly since about half the year

was spent in schools. The result was, in the words of one Head, a 'potted version of the Three-year Certificate Course.' Then there were those who felt that one year was sufficient to train capable, intelligent students, whose background was such that their understanding of materials presented was more rapid and more successful than it could be for undergraduate students. The implication was that if a student already possessed a degree, much more could be accomplished in one year of professional training than in three years with undergraduates.

THE JAMES REPORT, THE WHITE PAPER, AND CIRCULAR 7/73

Since the visits described occurred at a time when college staff were very much concerned about the James Report, Teacher Education and Training (1972), the subsequent Government White Paper, A Framework for Expansion (1972), and more importantly, the Department of Education and Science Circular 7/73, Development of Higher Education in the Non-University Sector (March 1973), staff reactions to these documents (especially reactions from Heads of Education Departments) were sought in informal discussions. Of the twenty-four colleges visited, one-third expressed general satisfaction with the James Report and the White Paper and looked forward to new administrative arrangements and new courses. Circular 7/73 caused some concern among staff members, even in those colleges where there was generally a positive attitude about impending changes, stemming from uncertainty about their own futures. Would they be expected to undertake teaching duties for which they felt unqualified? Would their present posts become redundant? Concern was particularly great among female staff in the Education Departments, whose somewhat low academic qualifications have already been

noticed.

But in spite of the personal concern of some staff members, in those eight colleges there was, generally speaking, a degree of excitement and optimism. Heads of Departments and some staff members said they found it beneficial to assess the work they were currently doing, and to modify aims and develop an improved programme for the education of teachers, perhaps alongside students who would not necessarily become teachers. There was much enthusiasm among those staff groups who were working diligently in the preparation of new courses for submission to awarding bodies for approval and validation.

In the remaining sixteen colleges the atmosphere was very different. While none denied that it was necessary to review and perhaps revise current programmes, there was a feeling that professional training in colleges was being downgraded. Teacher education would now have to give way to a more general and more academic course, with the 'training' component receiving far too little time and attention. The practical realities of teaching would be neglected. It was feared that in offering a Diploma in Higher Education a student could complete this Diploma as the first two years of initial teacher training without reference to pedagogy and without opportunity to visit, let alone work with, children in their classrooms. This consecutive pattern would provide not only less opportunity for a meshing of theory and practice, but also far too little time for adequate Curriculum Studies and classroom experiences.

Many Department Heads and staff members spoke unfavourably of the Diploma in Higher Education for other reasons also. In itself it would be a general study with no specific goals as far as pro-

fessional preparation was concerned, and no one knew how such a qualification would be accepted by future employers in any field of employment. Furthermore, would students be well motivated to study for such a qualification? Were it to constitute the first two years of the initial teacher training programme, it would, it was felt, take too great a proportion of time, leaving little for professional training. It would, in fact, become a consecutive course with all the undesirable features now associated with the Postgraduate Certificate. Another concern was that of the possibility of the college having to merge with an institution whose goals were very different from its own - a polytechnic, for example. Education would be a minor segment of the total work of the institution and professional training would suffer for that reason. If a college of education were to merge with a polytechnic or a college of further education, it was argued, the prestige which the college enjoyed in its partnership with a university would be lost. But the greatest fear in some colleges was that they would cease to exist in their present form. This fear was especially evident in small colleges, and in those which played no special role in teacher education by way of offering any unique programme.

It was felt by a majority of the college staff that the new degrees being submitted for approval and validation were aiming at 'academic respectability' without, perhaps, enough concern for professional weight and content. Some said they were having to 'fight' for inclusion of what they considered to be minimum essentials in this area. One Department Head felt so strongly about the cutting back on professional content that he called the Framework for Expansion a 'Framework for Contraction.' Naturally this complaint would not apply in cases where new degrees in Applied Educa-

tion were being successfully accepted and validated.

A CRITIQUE OF THE COLLEGES AND THEIR COURSES BY STUDENTS AND STAFF

On the whole students reacted favourably to their courses. But some complaints were frequently raised: fragmentation and lack of organisation in the Education course; poor scheduling of block practices; poor balance of workload with the first year's work being so light as to make the year largely a waste of time, and the next two years far too demanding; inadequate practical work and school contact in the B.Ed. year; inadequate preparation in the teaching of Reading and Mathematics; inadequate attention given to classroom organisation and management; lack of information about long-term plans and requirements for the Course; too much preparation of work for use in block practices when there was not ample opportunity to implement it.

In contrast to such complaints, in at least ten colleges students spoke very highly of their college and its Courses. In a few cases students acknowledged that they had worked very hard in a challenging programme, but it had been most worthwhile and they now felt quite well prepared for classroom teaching. With regard to staff, many of them were so preoccupied with and worried about their own professional future that they admitted not being as concerned as they ought to be about the job in hand. This was indeed an unusual and difficult time in the life of the colleges and one could readily appreciate the anxieties and concerns expressed. However, that aside, some did express disquiet about current courses and looked forward to improvements. Ironically, the very legislation which could and probably would lead to improved teacher education programmes was also that which was causing uncertainty and

anxiety. In one college, staff complained about lack of support and encouragement from their Principal. In other colleges some mentioned the great difficulty they were experiencing in obtaining secondment so as to improve their qualifications, but they appreciated the fact that this was purely a problem of economics. Associated with this was the concern of several Education Department Heads about the great difficulty they were experiencing in securing staff for the Nursery and First School work, who were academically well qualified as well as having had Primary School teaching experience. They explained that they had generally employed staff for these posts (during the boom of the sixties) who had come straight from Primary Schools and who were, in the main, not over-anxious tc pursue higher degree work.

Complaints from staff about the B.Ed. and the Postgraduate Courses have already been mentioned, namely, that the former was too theoretical with no opportunity for school experiences and the latter was too short. In more than half the colleges staff were almost unanimous in their complaint that the new degrees were moving too far towards the academic and away from the professional in terms of content and school contact. They were especially worried that they might be called upon to teach aspects of new courses with a good deal of unfamiliar content with which they would be unable to cope. In a few colleges staff complained about poor physical facilities and lack of resources, but these were exceptional. One could hardly find a college where there was not, it seemed, an abundance of resources commonly associated with initial teacher training, with well-stocked libraries and with very fine and beautifully furnished buildings.

Most Education Department Heads complained of being under-

staffed in comparison with the rest of the college. One Head did not even have the services of a secretary. Several referred to Education Departments as the 'Cinderellas' of the colleges. Some were anxious to see the departmental structure in the colleges abolished, to be replaced by an administrative structure which would put an end to isolated groups who did not always see themselves as members of a team sharing the same goals. Heads were also unhappy because the academic component of courses was too great, to the neglect of professional studies. Many complained that their staff were doing far too much lecturing, though efforts were being made to overcome this.

Many of the complaints voiced by both staff and students in the colleges would appear to have been legitimate; for example, students' allegations regarding the lack of organisation in Education and Curriculum Studies. In a few of the colleges, it appeared that there was a total absence of a course format or outline; most staff seemed to operate in almost complete ignorance of the work of others.

As was noted earlier, staff in Nursery and First School courses in some colleges seemed to be teaching in areas where they had little expertise. Several of them were expected to teach the basic disciplines of Education to both Certificate Course and B.Ed. students, although their own qualifications were often too limited to deal with the demands of this work. Few staff in this group were qualified, except by way of their Primary School teaching experience, to give students the necessary grounding in the teaching of the basic skills subjects such as Mathematics and Reading. The problem was not so pronounced in the case of Mathematics, which was usually the responsibility of Main subject tutors, but in the main

the teaching of Reading was the one Curriculum area under the sole direction of the Education tutors.

In spite of the fact that staff-student ratios were not exceptionally high, ranging from 8:1 to 25:1 (the latter true only in a few Education Departments), in many colleges lecturing was the main form of teaching. The 'mass' lecture, called by some the 'year' lecture, was strongly criticised by students. On occasion, students could be seen filing in to a main hall or auditorium to attend, for example, a Philosophy of Education lecture, which was also attended by the tutors. Later, tutors and students would meet and discuss the lecture. The resulting atmosphere was likely to be heavy with apathy, listlessness and boredom. In the majority of colleges these lectures would be given by qualified lecturers; in a few colleges however, the Education tutor (of the 'mother hen' type) would lecture on all aspects of the theory and practice of Education.

On at least ten occasions visits were made with staff members to schools where students were carrying out Teaching Practice. Students were seen by their tutors at least once a week, but unfortunately, in many cases, students were 'seen' and little else. Visits were very brief and included a chat with the head mistress, a few words with the student and perhaps a remark to the co-operating teacher. It must be remembered, however, that, in many cases, schools were widely dispersed and staff had to supervise unusually large numbers of students. Moreover, the period under consideration was the immediate post-James era, one of the greatest periods of turmoil in which the English colleges of education have ever found themselves.

There was, however, much that could be commended in the pro-

grammes of these colleges. A real attempt was being made in many colleges constantly to combine the theoretical and practical components of the students' initial training. Block teaching practices were quite extensive; students were given the opportunity of working with children in small groups on the basic skills of literacy and numeracy, or of meeting with children and their parents on a fairly regular basis. Students thus had a chance to learn the 'how' at the same time as they learned the 'why' of teaching young children. This was one of the strongest features of initial training as given in English colleges.

Early childhood educationists are in favour of students developing the ability to educate children in creative activities; the colleges of education in England showed evidence of outstanding work in this area. In all colleges visited, students had to undertake extensive work in Music, Art, Drama, Crafts, etc., and to learn how to foster these arts in young children. In fact, in some colleges there were displays of children's work in Arts and Crafts, completed under the guidance of student-teachers.

While it is true that there were complaints about too much lecturing in the colleges, it is also true that at least half of them conducted their Curriculum and Education work in small seminar and tutorial groups. The majority of Education Departments had in recent years adopted a team approach with well-defined course goals and course outlines to be followed by team members. Certain basic components were common to a given course, regardless of the person teaching it, but opportunity was allowed for individual work by tutors. The advantage of having the expert advice and assistance of tutors from academic departments was particularly noticeable in Curriculum work, where an Education tutor's professional expertise

and an academic tutor's knowledge of the discipline could complement each other. Furthermore, the academic tutors were frequently in schools during Teaching Practice and were thus able to grasp more readily the importance of their particular discipline within the Primary School setting.

In view of the recent and impending changes within the colleges, outlined in the White Paper and Circular 7/73, some staff members were concerned about the adequacy of their qualifications, and their future role. While a few felt that economic stringencies were preventing them from obtaining study leave, and while some Department Heads also complained of this, it was most encouraging to find that in at least one-third of the colleges there was a well-devised policy for staff leave. Those wishing to qualify for the new courses they would be teaching were, however, given priority over those planning to do personal research (which might not be related to their teaching).

This discussion would not be complete without some reference to the advantages and disadvantages of the physical setting of the English colleges of education. In only one case could the physical condition of the college be considered as adversely affecting those living and working in it. Most of the remaining twenty-three colleges had the appearance of country estates rather than of institutions of higher learning. The college was usually a beautiful building - often a combination of the old and the new - set in vast parkland on the outskirts of a city or town. Those privileged to live and study in such surroundings were very fortunate. But such an environment runs the risk of divorcing the student from the reality to be faced in many urban classrooms containing untidy and unruly children. The student, in his or her first post, might well

suffer from 'culture shock.'

To the writer, the atmosphere of most colleges was that which one might expect to find at an expensive finishing school. Students were often under the pastoral care of devoted tutors (usually the older, long-serving female staff), who seemed both upright and forthright in all things! Their concern for the students' decorum, etiquette and appearance seemed often to be as great as or greater than their concern for their professional development.

The traditional pattern of tutor-student relationships could not, however, hope to survive the changes foreshadowed in the White Paper and Circular 7/73. One of the purposes of these documents, as a senior member of the DES pointed out to the writer, was to end the isolation of the colleges: in many cases colleges would be merging with at least one other institution whose students were not primarily in teacher education. Some of these changes might or might not prove to be beneficial. What is certain, however, is that the college of education in its traditional form is doomed to disappear.

CHAPTER VII

STATEMENT, INTERPRETATION, AND DISCUSSION OF QUESTIONNAIRE RESULTS: STUDENTS

STATEMENT, INTERPRETATION, AND DISCUSSION OF QUESTIONNAIRE RESULTS: STUDENTS

The English student questionnaire will be taken as the basic questionnaire for all students, and where Items differ for Newfoundland students, they will be dealt with as they occur. The questionnaire consisted of thirty-three Items; the first three Items dealt with biographical data, including sex, age group, and marital status.

Item 1. Sex.

Table 10 indicates the male/female breakdown of students in the sample. There were 628 females and 78 males, giving a female representation of 89.0%. The highest proportion of males in a single institution was in College C, with 52.1%; there were none in the samples from Colleges D and K and from MUN. The relatively high percentage of males from College C might be due to their offering several Main subject courses of particular appeal to male students. The high female representation in the sample is in keeping with the general trend and was also noticed in the college visits.

Item 2. To which age group do you belong?

The results in Table 11 are not surprising: 83.4% of the sample were in the '25 years and under' category. The high proportion of students in this age group is generally representative of most of the individual institutions, with the exception of College K, with only 28.6% in that category. This College began as, and basically remains, a college for mature students. This helps to explain the

TABLE 10. STUDENT SAMPLE BY SEX

INSTITUTION		MALE		FEMALE		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=68	--	--	68	100.0	--	--
College A	N=81	6	7.4	75	92.6	--	--
College B	N=101	24	23.8	77	76.2	--	--
College C	N=48	25	52.1	23	47.9	--	--
College D	N=58	--	--	58	100.0	--	--
College E	N=60	6	10.0	54	90.0	--	--
College G	N=92	2	2.2	90	97.8	--	--
College H	N=28	3	10.7	25	89.3	--	--
College I	N=50	1	2.0	49	98.0	--	--
College J	N=65	9	13.8	56	86.2	--	--
College K	N=21	--	--	21	100.0	--	--
College L	N=22	1	4.5	21	95.5	--	--
School of Ed.	N=12	1	8.3	11	91.7	--	--
Total	706	78		628		--	
Percent	100%	11.05%		88.95%			

TABLE 11. STUDENT SAMPLE BY AGE GROUPS

INSTITUTION		25 YRS. & UNDER		26-30 YRS.		31-35 YRS.		36-40 YRS.		OVER 40 YRS.		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	57	83.8	4	5.9	1	1.5	3	4.4	3	4.4	--	--
College A	N=81	75	92.6	1	1.2	1	1.2	3	3.8	1	1.2	--	--
College B	N=101	94	93.1	2	2.0	--	--	3	2.9	2	2.0	--	--
College C	N=48	35	72.9	7	14.6	3	6.3	2	4.2	1	2.0	--	--
College D	N=58	52	89.7	--	--	3	5.2	2	3.4	1	1.7	--	--
College E	N=60	46	76.7	2	3.3	5	8.3	5	8.3	2	3.4	--	--
College G	N=92	81	88.0	--	--	7	7.6	3	3.3	1	1.1	--	--
College H	N=28	24	85.7	2	7.1	1	3.6	1	3.6	--	--	--	--
College I	N=50	47	94.0	--	--	--	--	--	--	3	6.0	--	--
College J	N=65	44	67.7	5	7.6	4	6.2	8	12.3	4	6.2	--	--
College K	N=21	6	28.6	3	14.3	6	28.6	1	4.7	5	23.8	--	--
College L	N=22	18	81.8	2	9.1	--	--	--	--	2	9.1	--	--
School of Ed.	N=12	10	83.3	2	16.7	--	--	--	--	--	--	--	--
Total	706	589		30		31		31		25		--	
Percent	100%	83.4%		4.3%		4.4%		4.4%		3.5%			

23.8% of its students in the 'over 40 years' age group.

Item 3. Marital Status.

A breakdown according to marital status given in Table 12 shows that 557 of the 706 students - 78.9% - in the sample were single. College K is different from the others, with only 23.8% in that category and 71.4% married. This is related to the mature student enrolment in that college. Apart from College K, the range of married students is from a low of 7.4% in one of the largest colleges in the sample to a high of 30.8% in College J, another large college. Of the Postgraduate students at the School of Education, 41.7% were married.

Items 4-9 sought information regarding students' schooling, pre-college experiences, choice of profession, and their choice of a college.

Item 4. In what school(s) or other educational institution(s) were you between 16 and 18 years of age?

This open-ended question brought responses which it was possible to fit into the categories given in Table 13 (England). The 'other' category included: college of further education, college of technology, college of art, and public school. Table 13 shows that 336 students (52.7%) had attended grammar schools. This is in line with one of the findings of the Robbins Committee: 74% of the men and 69% of the women in their sample of 1,085 students in the colleges in 1961-62 had attended grammar schools.[1] Kemble (1971) felt that it was undesirable for the majority of students to enter teacher training from grammar schools.

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[1]Taylor, W., Society and the Education of Teachers (London, 1969), p. 184.

TABLE 12. STUDENT SAMPLE BY MARITAL STATUS

INSTITUTION		SINGLE		MARRIED		WIDOWED		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
MUN	N=68	54	79.4	14	20.6	--	--	--	--
College A	N=81	74	91.4	6	7.4	1	1.2	--	--
College B	N=101	87	86.1	13	12.9	1	1.0	--	--
College C	N=48	34	70.8	13	27.1	1	2.1	--	--
College D	N=58	49	84.5	9	15.5	--	--	--	--
College E	N=60	42	70.0	18	30.0	--	--	--	--
College G	N=92	78	84.8	13	14.1	1	1.1	--	--
College H	N=28	23	82.1	5	17.9	--	--	--	--
College I	N=50	42	84.0	7	14.0	1	2.0	--	--
College J	N=65	44	67.7	20	30.8	1	1.5	--	--
College K	N=21	5	23.8	15	71.4	1	4.8	--	--
College L	N=22	18	81.8	4	18.2	--	--	--	--
School of Ed.	N=12	7	58.3	5	41.7	--	--	--	--
Total	706	557		142		7		--	
Percent	100%	78.9%		20.1%		1.0%			

TABLE 13. EDUCATIONAL INSTITUTIONS ATTENDED: ENGLAND

INSTITUTION		GRAMMAR SCHOOL		SECONDARY MODERN		COMPREHENSIVE		OTHER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%
College A	N=81	46	56.8	5	6.2	7	8.6	19	23.5	4	4.9
College B	N=101	57	56.5	10	9.9	16	15.8	12	11.9	6	5.9
College C	N=48	29	60.4	--	--	2	4.2	11	22.9	6	12.5
College D	N=58	28	48.3	3	5.2	13	22.4	13	22.4	1	1.7
College E	N=60	35	58.3	5	8.3	7	11.7	10	16.7	3	5.0
College G	N=92	49	53.2	5	5.4	16	17.4	19	20.7	3	3.3
College H	N=28	13	46.4	2	7.1	7	25.0	5	17.9	1	3.6
College I	N=50	22	44.0	5	10.0	12	24.0	7	14.0	4	8.0
College J	N=65	30	46.1	2	3.1	12	18.5	15	23.1	6	9.2
College K	N=21	9	42.9	1	4.7	2	9.5	3	14.3	6	28.6
College L	N=22	9	40.9	1	4.5	3	13.7	8	36.4	1	4.5
School of Ed.	N=12	9	75.0	--	--	--	--	3	25.0	--	--
Total	638	336		39		97		125		41	
Percent	100%	52.7%		6.1%		15.2%		19.6%		6.4%	

For Newfoundland students the categories used were, of necessity, different, as indicated in Table 14. The fact that between the ages of 16 and 18 years, 44.1% of the sample had attended both high school and university, is explained by two factors: first, Newfoundland students complete only 12 years at school, ending with Junior Matriculation, or Grade XI. The average age by which this schooling is completed is 17 years. Second, while students in England must have reached 18 years of age in order to qualify for university or college entrance, in Newfoundland the minimum age requirement is 16.

Item 5. What were your occupations, if any, prior to beginning studies at this institution?

Categories used for responses given to this Item are given in Table 15. The 'teacher/related professions' category included responses such as teacher, teacher assistant, and nursery nurse; that of 'nursing/related professions' included nursing, nursing assistant, and social worker. The 'other' category included journalist, interior designer, electrician, buyer, waitress, and laboratory technician. The fact that 71.8% gave no response indicates that the majority of students had entered college immediately after completing their secondary education.

Item 6a. Give the number of subjects in which you received a pass at 'O' level.

Although most of the colleges in the sample at the time of the survey still had a minimum entry requirement of 5 'O' level passes, Table 16 shows that the majority of students in the sample had seven or more 'O' level passes, with 44.2% having 7 or 8 and another 21.6% having 9 and over; thus they were qualified in excess of the minimum requirement. At the School of Education, 50.0% of the

TABLE 14. EDUCATIONAL INSTITUTIONS ATTENDED: NEWFOUNDLAND

INSTITUTION		HIGH SCHOOL		HIGH SCHOOL AND UNIVERSITY		UNIVERSITY		OTHER		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	15	22.1	30	44.1	14	20.6	4	5.9	5	7.3	--	--
Total	68	15		30		14		4		5		--	

TABLE 15. OCCUPATIONS PRIOR TO COMMENCING PRESENT STUDIES

INSTITUTION		TEACHER AND RELATED PROFESSIONS		NURSING AND RELATED PROFESSIONS		SECRETARY/ CLERICAL		OTHER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	4	5.9	--	--	15	22.1	1	1.5	48	70.5
College A	N=81	--	--	2	2.4	9	11.1	3	3.8	67	82.7
College B	N=101	1	1.0	2	2.0	8	7.9	5	5.0	85	84.1
College C	N=48	--	--	3	6.2	14	29.2	9	18.8	22	45.8
College D	N=58	3	5.2	2	3.4	8	13.8	--	--	45	77.6
College E	N=60	1	1.7	2	3.3	19	31.6	1	1.7	37	61.7
College G	N=92	1	1.1	4	4.3	14	15.2	1	1.1	72	78.3
College H	N=28	--	--	--	--	3	10.7	--	--	25	89.3
College I	N=50	1	2.0	1	2.0	7	14.0	--	--	41	82.0
College J	N=65	6	9.2	1	1.5	17	26.2	3	4.6	38	58.5
College K	N=21	2	9.5	1	4.7	11	52.5	2	9.5	5	23.8
College L	N=22	1	4.5	--	--	6	27.3	1	4.5	14	63.7
School of Ed.	N=12	--	--	2	16.7	2	16.7	--	--	8	66.6
Total	706	20		20		133		26		507	
Percent	100%	2.8%		2.8%		18.8%		3.8%		71.8%	

TABLE 16. 'O' LEVEL PASSES

INSTITUTION		9 AND OVER		7-8		5-6		3-4		1-2		0		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College A	N=81	30	37.0	40	49.5	10	12.3	1	1.2	--	--	--	--	--	--
College B	N=101	18	17.8	44	43.5	34	33.7	4	4.0	1	1.0	--	--	--	--
College C	N=48	13	27.1	20	41.7	12	25.0	3	6.2	--	--	--	--	--	--
College D	N=58	11	19.0	30	51.7	14	24.1	3	5.2	--	--	--	--	--	--
College E	N=60	16	26.6	24	40.0	18	30.0	1	1.7	--	--	1	1.7	--	--
College G	N=92	19	20.7	35	38.0	36	39.1	2	2.2	--	--	--	--	--	--
College H	N=28	11	39.3	11	39.3	4	14.3	2	7.1	--	--	--	--	--	--
College I	N=50	4	8.0	26	52.0	19	38.0	1	2.0	--	--	--	--	--	--
College J	N=65	6	9.2	25	38.5	33	50.8	1	1.5	--	--	--	--	--	--
College K	N=21	--	--	11	52.4	6	28.6	3	14.3	--	--	1	4.7	--	--
College L	N=22	4	18.2	11	50.0	6	27.3	--	--	1	4.5	--	--	--	--
School of Ed.	N=12	6	50.0	5	41.7	1	8.3	--	--	--	--	--	--	--	--
Total	638	138		282		193		21		2		2		--	
Percent	100%	21.6%		44.2%		30.3%		3.3%		0.3%		0.3%			

sample had 9 'O' level passes or more. In the colleges, the highest proportion of students with 9 and over were from College H (39.3%), while the students from College I reported the lowest proportion, with only 8.0%.

Item 6b. Give the number of subjects in which you received a pass at 'A' level.

Students having 1 'A' level passes or more totalled 362 or 56.7% (Table 17), and of these 23.5% had 3 or more. Of the sample from College A, 97.5% had 2 'A' level passes or more, while this was true for only 28.6% at College K. It is possible, of course, that a fairly large proportion of students entering that college had done so by meeting special entry requirements for mature students. It is worth noting that 83.3% of the students from the School of Education and 53.1% from College A had 3 or more 'A' level passes. On the other hand, more than 30% of the sample from the following four colleges reported having no 'A' level passes: College J - 38.5%; College K - 38.1%; College I - 36.0%; and College L - 31.8%.

One feature of these findings is that 56.7% of the sample had met the 'A' level university entrance requirements. Evidence from Lomax (1971) and from Willey and Maddison (1971) showed an increased proportion of students entering colleges with 'A' level qualifications. But at the same time, the wide variations among colleges in this respect, pointed out by Simons (1965) and Start (1966), is also reflected in this survey. It will be recalled that this variation was mentioned also in the discussion of initial visits made to the colleges: 15 colleges had reported most of their students having two 'A' level passes, 7 colleges had about 20% with this qualification, and 2 colleges had hardly any. By the time Heads

TABLE 17. 'A' LEVEL PASSES

INSTITUTION		4 AND OVER		3		2		1		0		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College A	N=81	1	1.2	42	51.9	36	44.4	2	2.5	--	--	--	--
College B	N=101	5	5.0	13	12.9	30	29.7	26	25.7	27	26.7	--	--
College C	N=48	4	8.3	11	22.9	17	35.4	9	18.8	7	14.6	--	--
College D	N=58	2	3.4	7	12.1	27	46.6	19	32.7	3	5.2	--	--
College E	N=60	2	3.4	14	23.3	20	33.3	12	20.0	12	20.0	--	--
College G	N=92	2	2.2	10	10.9	36	39.1	31	33.7	13	14.1	--	--
College H	N=28	1	3.5	7	25.0	10	35.7	5	17.9	5	17.9	--	--
College I	N=50	--	--	6	12.0	11	22.0	15	30.0	18	36.0	--	--
College J	N=65	1	1.5	6	9.2	12	18.5	20	30.8	25	38.5	1	1.5
College K	N=21	--	--	4	19.1	2	9.5	7	33.3	8	38.1	--	--
College L	N=22	--	--	2	9.1	9	40.9	4	18.2	7	31.8	--	--
School of Ed.	N=12	1	8.3	9	75.0	2	16.7	--	--	--	--	--	--
Total	638	19		131		212		150		125		1	
Percent	100%	3.0%		20.5%		33.2%		23.5%		19.6%		0.2%	

of Education Departments were interviewed at a later date, entry requirements were under revision in most of the colleges.

The corresponding Item (6a, 6b) for Newfoundland students follows.

Item 6a. Give the number of subjects in which you received a pass in Grade XI examinations.

In order to qualify for entrance to Memorial University, Newfoundland students must have passed the Grade XI Public Examinations (or the examinations of a school accredited by the Department of Education) in each of 5 courses with an overall average mark of not less than 60%. These must include English, Mathematics, and a Science. Table 18 indicates that all students in the sample had exceeded this requirement, with 42.6% having 8 or more passes.

Item 6b. Did you receive a Grade XI Honours pass?

A Grade XI pass is awarded if a student obtains a pass at the 50% level in 5 subjects, one of which must be English. In order to obtain a Grade XI Honours pass the following requirements must be met: an overall average grade of 75% in English, Mathematics*, a Science, and 3 other academic courses (one of which must not be a Science). As can be seen from Table 19, the sample did not fare well in this respect, with only 29.4% having received a Grade XI Honours pass.

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*This refers to basic Mathematics; if the student has received this pass in Honours or Matriculation Mathematics, then that course is given 2 academic credits, thus reducing the number of required courses by 1. Honours Mathematics or Matriculation Mathematics is given 2 academic credits in the case of the ordinary Grade XI pass also, thus reducing the number of passes required to 4, including English.

TABLE 18. GRADE XI EXAMINATION PASSES

INSTITUTION		9 AND OVER		8		7		6		5		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	6	8.8	23	33.8	30	44.2	6	8.8	--	--	--	--	3	4.4
Total	68	6		23		30		6		--		--		3	

TABLE 19. GRADE XI HONOURS PASSES

INSTITUTION		YES		NO		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=68	20	29.4	47	69.1	1	1.5
Total	68	20		47		1	

Item 7a. Did you have a first degree before beginning your teacher education programme?

Since there were not many Postgraduate students in the total sample, it is not surprising to find (Table 20, Appendix IV, p. 471) that only 4.7% possessed a first degree, and of these, 12 were from the School of Education and studying the PGCE Course.

Item 7b. If Yes, please state degree and Main subject of study.

The categories given in Table 21 (Appendix IV, p. 472) were arrived at on the basis of responses given, with 'other' degrees including: M.A. (English), M.A. (Sociology), and M.A. (Psychology). Of the 33 students reporting having a degree, 18 of them (54.5%) had a B.A., 6 a B.Sc., and 4 had other degrees. In the Main subject categories, that of 'expressive and language arts' included: English, Drama, Music, Art and Craft, and Physical Education. A Social Science was most frequently mentioned as a Main subject of study.

Item 8a. Was your first choice of a profession that of a Primary School teacher?

As indicated in Table 22, most students (77.9%) reported Primary School teaching as their first choice of a profession, contrary to the popular view that most students tend to 'drift into' teaching.

TABLE 22. FIRST CHOICE OF PROFESSION: PRIMARY SCHOOL TEACHER

INSTITUTION		YES		NO		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=68	50	73.5	18	26.5	--	--
College A	N=81	67	82.7	14	17.3	--	--
College B	N=101	77	76.2	24	23.8	--	--
College C	N=48	23	47.9	25	52.1	--	--
College D	N=58	50	86.2	8	13.8	--	--
College E	N=60	43	71.7	17	28.3	--	--
College G	N=92	84	91.3	8	8.7	--	--
College H	N=28	23	82.1	5	17.9	--	--
College I	N=50	41	82.0	9	18.0	--	--
College J	N=65	53	81.5	12	18.5	--	--
College K	N=21	11	52.4	10	47.6	--	--
College L	N=22	19	86.4	3	13.6	--	--
School of Ed.	N=12	9	75.0	3	25.0	--	--
Total	706	550		156		--	
Percent	100%	77.9%		22.1%			

Item 8b. If No, what was your first choice?

Responses were placed in the categories given in Table 23 (Appendix IV, p. 473). That of 'medicine/related' included medicine, nursing, and radiology; the category 'other' included law, ballet teacher, high school teacher, musician, riding instructor, design, librarian, and anthropologist. In view of the fact that 550 of the sample had already named Primary School teaching as their first choice, the high proportion of non-respondents to this Item was expected.

Item 9a. Was this college your first choice of institution to study teacher education?

Because of lack of choice of an institution in Newfoundland, this Item applied only to English students. Table 24 indicates that 81.5% of the sample were attending the college of their first choice. However, more than 25% of the sample from each of four colleges were not doing so: College G - 33.7%, College I - 32.0%, Colleges B and J - 27.7%. This supports information provided earlier by Heads of Education Departments; three of them stated that their college was often obliged to accept students who had named it as their third or fourth choice.

Item 9b. If No, to what other institution(s) did you apply for admission?

In keeping with responses to the previous Item, the same four colleges (G, I, B, J) had the greatest proportion of students who had applied for admission to one other college. Table 25 (Appendix IV, p. 474) shows that 13.2% of the sample had applied for admission to one other college, with 4 students having applied for university and 25 for more than one other college.

TABLE 24. ATTENDING COLLEGE OF FIRST CHOICE

INSTITUTION		YES		NO		NO RESPONSE	
		No.	%	No.	%	No.	%
College A	N=81	77	95.1	4	4.9	--	--
College B	N=101	73	72.3	28	27.7	--	--
College C	N=48	44	91.7	4	8.3	--	--
College D	N=58	52	89.7	6	10.3	--	--
College E	N=60	55	91.7	5	8.3	--	--
College G	N=92	61	66.3	31	33.7	--	--
College H	N=28	27	98.4	1	3.6	--	--
College I	N=50	34	68.0	16	32.0	--	--
College J	N=65	47	72.3	18	27.7	--	--
College K	N=21	20	95.2	1	4.8	--	--
College L	N=22	19	86.4	3	13.6	--	--
School of Ed.	N=12	11	91.7	1	8.3	--	--
Total	638	520		118		--	
Percent	100%	81.5%		18.5%			

Items 10-12 focused on the particular programme being pursued by the student.

Item 10. Towards what qualification are you now working?

At MUN all students in the sample were working towards the only initial programme offered for Primary students, the B.A.(Ed.), and, as seen in Table 26, nearly two-thirds of the English students (60.0%) were working towards the Teacher's Certificate. There were 35.6% who were working towards a B.Ed. or B.Ed. (Hons.), with 28 respondents working towards the PGCE. All students from College A were working towards a degree, as were 50.5% from College B and 48.9% from College G. The two colleges with the lowest proportion of students working beyond the Teacher's Certificate were College I with 8.0% and College L with 9.1%.

Item 11. For which school age group are you training?

In Newfoundland, all students preparing to teach in a Primary School, study for the B.A.(Ed.) Primary programme, with no further age-range divisions. Selections made by the English students in the sample indicated a reasonable distribution among Nursery/Infant, Infant, and Infant/Junior age groups, with only 3 students having selected the Nursery group (Table 27). The most frequently selected group was that of Infant/Junior, which accounted for 207 students, or 32.4% of the sample. It is worth noting that the greatest concentration of students in the Nursery or Nursery/Infant age group was at College L (95.4%), which has had a long tradition in Nursery School teacher training.

TABLE 26. QUALIFICATIONS TOWARDS WHICH STUDENTS WERE WORKING

INSTITUTION		TEACHER'S CERTIFICATE		B.ED.(ORD.)		B.ED.(HONS.)		PGCE		OTHER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College A	N=81	--	--	29	35.8	52	64.2	--	--	--	--	--	--
College B	N=101	50	49.5	1	1.0	50	49.5	--	--	--	--	--	--
College C	N=48	35	72.9	1	2.1	6	12.5	6	12.5	--	--	--	--
College D	N=58	46	79.3	4	6.9	8	13.8	--	--	--	--	--	--
College E	N=60	48	80.0	1	1.7	2	3.3	9	15.0	--	--	--	--
College G	N=92	47	51.1	17	18.5	28	30.4	--	--	--	--	--	--
College H	N=28	21	75.0	2	7.1	5	17.9	--	--	--	--	--	--
College I	N=50	46	92.0	1	2.0	3	6.0	--	--	--	--	--	--
College J	N=65	53	81.5	1	1.6	11	16.9	--	--	--	--	--	--
College K	N=21	17	80.9	1	4.8	2	9.5	1	4.8	--	--	--	--
College L	N=22	20	90.9	--	--	2	9.1	--	--	--	--	--	--
School of Ed.	N=12	--	--	--	--	--	--	12	100.0	--	--	--	--
Total	638	383		58		169		28		--		--	
Percent	100%	60.0%		9.1%		26.5%		4.4%					

TABLE 27. AGE GROUPS FOR WHICH STUDENTS WERE TRAINING

INSTITUTION		NURSERY		NURSERY/ INFANT		INFANT		INFANT/ JUNIOR		JUNIOR		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College A	N=81	--	--	2	2.5	18	22.2	22	27.2	39	48.1	--	--
College B	N=101	--	--	33	32.7	4	4.0	5	5.0	59	58.3	--	--
College C	N=48	--	--	--	--	1	2.1	12	25.0	35	72.9	--	--
College D	N=58	--	--	27	46.6	1	1.7	28	48.3	2	3.4	--	--
College E	N=60	--	--	7	11.7	24	40.0	3	5.0	26	43.3	--	--
College G	N=92	2	2.2	12	13.0	12	13.0	66	71.8	--	--	--	--
College H	N=28	--	--	--	--	7	25.0	19	67.9	2	7.1	--	--
College I	N=50	--	--	14	28.0	11	22.0	23	46.0	2	4.0	--	--
College J	N=65	--	--	4	6.1	24	36.9	25	38.5	12	18.5	--	--
College K	N=21	--	--	14	66.7	5	23.8	2	9.5	--	--	--	--
College L	N=22	1	4.6	20	90.8	1	4.6	--	--	--	--	--	--
School of Ed.	N=12	--	--	7	58.3	3	25.0	2	16.7	--	--	--	--
Total	638	3		140		111		207		177		--	
Percent	100%	0.5%		22.0%		17.4%		32.4%		27.7%			

Item 12. What has been your 'Main' academic subject of study at this college?

Table 28 gives a breakdown of 'Main' subjects which students had studied. The categories used were the same as those used for Item 7b in relation to the Main subject of study in first degrees. In the category 'other,' specific responses included religious education, theology, textiles, and combined arts. The two areas which had been studied by most students were 'Expressive and Language Arts,' within which the most frequently named subject was English; and 'Social Science,' with History most frequently named. Only 8.4% had studied a Physical Science, with fewer still (3.5%) having studied a Foreign Language.

In Items 13-22 students were invited to give their opinions on various aspects of their programme. These ranged from student commitment to teaching at an early stage of their training to participation in planning their programme, forms of teaching they had received, balance of course content, and so forth.

Item 13. Students should make a commitment to teaching early in their college life.

It can be seen from Table 29 that 452, or 64.0% of the student sample agreed or strongly agreed with this statement, while 121, or 17.1%, disagreed or strongly disagreed. One argument which had been put forward by those supporting the Dip.H.E. was that it would allow students to delay their choice of profession. These findings do not substantiate that argument. Rather, they tend to reinforce the view expressed by Ross (1976) that some students know they want to become teachers even before they take 'A' levels. The high proportion of the sample responding to this Item might indicate the strength of feeling among students about this particular statement.

TABLE 28. MAIN SUBJECT STUDIED

INSTITUTION		EXPRESSIVE AND LANGUAGE ARTS		PHYSICAL SCIENCE		SOCIAL SCIENCE		FOREIGN LANGUAGE		OTHER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	26	38.2	4	5.9	29	42.6	4	5.9	5	7.4	--	--
College A	N=81	32	39.5	7	8.6	28	34.6	14	17.3	--	--	--	--
College B	N=101	48	47.5	19	18.8	31	30.7	--	--	2	2.0	1	1.0
College C	N=48	15	31.2	--	--	27	56.3	1	2.1	1	2.1	4	8.3
College D	N=58	22	37.9	1	1.7	30	51.8	--	--	4	6.9	1	1.7
College E	N=60	17	28.3	2	3.3	26	43.4	--	--	6	10.0	9	15.0
College G	N=92	50	54.3	8	8.7	22	23.9	--	--	9	9.8	3	3.3
College H	N=28	4	14.3	5	17.9	12	42.9	--	--	6	21.3	1	3.6
College I	N=50	23	46.0	2	4.0	15	30.0	6	12.0	4	8.0	--	--
College J	N=65	33	50.8	6	9.2	21	32.3	--	--	5	7.7	--	--
College K	N=21	15	71.4	2	9.5	3	14.3	--	--	--	--	1	4.8
College L	N=22	6	27.3	3	13.6	6	27.3	--	--	6	27.3	1	4.5
School of Ed.	N=12	--	--	--	--	--	--	--	--	--	--	12	100.0
Total	706	291		59		250		25		48		33	
Percent	100%	41.2%		8.4%		35.4%		3.5%		6.8%		4.7%	

TABLE 29. EARLY COMMITMENT TO TEACHING

INSTITUTION		STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	15	22.1	27	39.7	13	19.1	10	14.7	1	1.5	2	2.9
College A	N=81	9	11.1	46	56.8	12	14.8	13	16.0	1	1.3	--	--
College B	N=101	15	14.9	46	45.5	20	19.8	16	15.8	3	3.0	1	1.0
College C	N=48	9	18.8	10	20.8	7	14.6	16	33.3	6	12.5	--	--
College D	N=58	8	13.8	32	55.2	8	13.8	10	17.2	--	--	--	--
College E	N=60	12	20.0	27	45.0	9	15.0	9	15.0	2	3.3	1	1.7
College G	N=92	25	27.2	46	50.0	14	15.2	6	6.5	1	1.1	--	--
College H	N=28	10	35.7	9	32.1	5	17.9	4	14.3	--	--	--	--
College I	N=50	7	14.0	26	52.0	12	24.0	3	6.0	--	--	2	4.0
College J	N=65	12	18.5	30	46.2	12	18.5	11	16.8	--	--	--	--
College K	N=21	2	9.5	10	47.6	3	14.3	3	14.3	1	4.8	2	9.5
College L	N=22	3	13.6	8	36.4	8	36.4	3	13.6	--	--	--	--
School of Ed.	N=12	--	--	8	66.6	2	16.7	--	--	2	16.7	--	--
Total	706	127		325		125		104		17		8	
Percent	100%	18.0%		46.0%		17.7%		14.7%		2.4%		1.2%	

Item 14a. To whom did you most frequently go for advice about your studies?

14b. To whom did you most frequently go for advice about personal matters?

Students tended to go for advice about their studies to either their personal tutor (42.9%), or to a lecturer who was not their assigned tutor (34.1%). These percentages were not, however, representative of College K, which showed only 23.8% and 14.3% respectively. Such differences might be explained by the number of mature students at that college.

When it came to advice about personal matters, as Table 30 indicates, the majority of students (65.2%) sought advice from family and friends rather than from their college tutors.

Item 15. Did you have opportunity to participate in the planning of any of your courses?

Some student participation in course planning is clearly indicated in responses to this question, with 55.5% of the sample reporting that they did so occasionally and another 6.7% reporting that they did so frequently (Table 31). Highest proportions reporting participation were from the School of Education with 100% and College K with 90.5%. Following these were College H with 82.1% and MUN with 76.5%. In contrast to these fairly high percentages, however, there were 37.7% of the sample who reported that they never participated in course planning, and even higher proportions from certain individual colleges.

Item 16. What did you find to be the main form of teaching used in your programme?

The majority of students (72.4%) reported lectures to be the main form of teaching (Table 32). In several institutions the

TABLE 30. PERSONS FROM WHOM STUDENTS SOUGHT ADVICE

INSTITUTION		ABOUT STUDIES								ABOUT PERSONAL MATTERS							
		PERSONAL ADVISER		LECTURER NOT ADVISER		OTHER		NO RESPONSE		PERSONAL ADVISER		LECTURER NOT ADVISER		OTHER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	19	27.9	25	36.8	24	35.3	--	--	7	10.3	2	2.9	59	86.8	--	--
College A	N=81	57	70.4	12	14.8	12	14.8	--	--	22	27.2	5	6.2	54	66.6	--	--
College B	N=101	36	35.6	43	42.6	22	21.8	--	--	14	13.9	11	10.9	76	75.2	--	--
College C	N=48	9	18.8	21	43.7	16	33.3	2	4.2	4	8.3	10	20.8	31	64.6	3	6.3
College D	N=58	35	60.3	13	22.5	10	17.2	--	--	12	20.7	9	15.5	37	63.8	--	--
College E	N=60	28	46.7	26	43.3	6	10.0	--	--	20	33.3	11	18.3	28	46.7	1	1.7
College G	N=92	32	34.8	43	46.7	17	18.5	--	--	22	23.9	16	17.4	54	58.7	--	--
College H	N=28	16	57.1	9	32.1	3	10.8	--	--	13	46.4	6	21.4	9	32.2	--	--
College I	N=50	17	34.0	14	28.0	19	38.0	--	--	12	24.0	7	14.0	31	62.0	--	--
College J	N=65	25	38.5	24	36.9	16	24.6	--	--	17	26.1	4	6.2	44	67.7	--	--
College K	N=21	5	23.8	3	14.3	13	61.9	--	--	3	14.3	3	14.3	15	71.4	--	--
College L	N=22	12	54.5	8	36.4	2	9.1	--	--	3	13.6	4	18.2	15	68.2	--	--
School of Ed.	N=12	12	100.0	--	--	--	--	--	--	5	41.7	--	--	7	58.3	--	--
Total	706	303		241		160		2		154		88		460		4	
Percent	100%	42.9%		34.1%		22.7%		0.3%		21.8%		12.5%		65.2%		0.5%	

TABLE 31. STUDENT PARTICIPATION IN COURSE PLANNING

INSTITUTION		FREQUENTLY		OCCASIONALLY		NEVER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
MUN	N=68	17	25.0	35	51.5	16	23.5	--	--
College A	N=81	14	17.3	43	53.1	23	28.4	1	1.2
College B	N=101	1	1.0	51	50.5	49	48.5	--	--
College C	N=48	--	--	30	62.5	18	37.5	--	--
College D	N=58	2	3.4	25	43.1	31	53.5	--	--
College E	N=60	2	3.3	36	60.0	22	36.7	--	--
College G	N=92	1	1.1	45	48.9	46	50.0	--	--
College H	N=28	--	--	23	82.1	5	17.9	--	--
College I	N=50	1	2.0	27	54.0	22	44.0	--	--
College J	N=65	3	4.6	40	61.5	22	33.9	--	--
College K	N=21	2	9.5	17	81.0	2	9.5	--	--
College L	N=22	--	--	12	54.5	10	45.5	--	--
School of Ed.	N=12	4	33.3	8	66.7	--	--	--	--
Total	706	47		392		266		1	--
Percent	100%	6.7%		55.5%		37.7%		0.1%	

TABLE 32. MAIN FORMS OF TEACHING USED

INSTITUTION		LECTURES		SEMINARS		TUTORIALS		OTHER		COMBINATION		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	67	98.5	--	--	1	1.5	--	--	--	--	--	--
College A	N=81	53	65.4	18	22.2	--	--	4	4.9	6	7.5	--	--
College B	N=101	72	71.3	2	2.0	--	--	1	1.0	26	25.7	--	--
College C	N=48	33	68.7	5	10.4	2	4.2	1	2.1	7	14.6	--	--
College D	N=58	30	51.7	2	3.4	12	20.7	--	--	14	24.2	--	--
College E	N=60	40	66.7	17	28.3	--	--	1	1.7	2	3.3	--	--
College G	N=92	77	83.7	4	4.3	2	2.2	2	2.2	7	7.6	--	--
College H	N=28	25	89.3	2	7.1	--	--	--	--	1	3.6	--	--
College I	N=50	43	86.0	1	2.0	1	2.0	2	4.0	3	6.0	--	--
College J	N=65	37	56.9	15	23.1	--	--	--	--	13	20.0	--	--
College K	N=21	17	80.9	1	4.8	--	--	--	--	3	14.3	--	--
College L	N=22	16	72.7	4	18.3	1	4.5	--	--	1	4.5	--	--
School of Ed.	N=12	1	8.3	10	83.4	1	8.3	--	--	--	--	--	--
Total	706	511		81		20		11		83		--	
Percent	100%	72.4%		11.5%		2.8%		1.5%		11.8%			

proportion of students reporting this was even higher: MUN 98.5%; and more than 80% from each of Colleges H, I, G, and K. On the other hand, 83.4% of the School of Education sample reported seminars as the main form of teaching, as did 28.3% of the sample from College E (a relatively small Voluntary college), and 11.5% of the entire sample.

Tutorials were reported as the main form of teaching by 20.7% of the College D sample, and this was one of the largest of the colleges. Thus college size might not necessarily be linked with teaching styles. The category 'combination' was added for the purpose of data analysis, because some respondents circled more than one form of teaching, and several specified in the 'other' category that a combination of forms of teaching had been used. A relatively low proportion of the sample (11.8%) reported that a combination of teaching forms was mainly used.

The high proportion reporting lectures to be the main form of teaching supports findings in other studies: Chambers (1962), Derricott (1968), NUS, NUT, Glover (all 1969), MacManaway, McLeish (both 1970), Page (1971). It also lends support to concern expressed by Heads of Education Departments in discussion. Excessive lecturing was also commented on in the Newfoundland survey.

Item 17. On the whole, did you find lectures in Education to be well presented?

Education lectures, according to responses tabulated in Table 33, were reported by 35.7% of the sample as being always or frequently well presented, with 62.0% reporting them to have been well presented only occasionally. Highest rated in the 'always' or 'frequently' categories was College H with 60.7%, followed by MUN with 52.9%. From the School of Education, 50.0% reported lectures

TABLE 33. LECTURE PRESENTATION

INSTITUTION		ALWAYS		FREQUENTLY		OCCASIONALLY		NEVER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	3	4.4	33	48.5	31	45.6	1	1.5	--	--
College A	N=81	1	1.2	34	42.0	43	53.1	3	3.7	--	--
College B	N=101	1	1.0	33	32.7	67	66.3	--	--	--	--
College C	N=48	--	--	9	18.8	34	70.8	5	10.4	--	--
College D	N=58	2	3.4	18	31.0	38	65.6	--	--	--	--
College E	N=60	--	--	13	21.7	46	76.6	1	1.7	--	--
College G	N=92	1	1.1	27	29.3	64	69.6	--	--	--	--
College H	N=28	6	21.4	11	39.3	11	39.3	--	--	--	--
College I	N=50	--	--	23	46.0	26	52.0	1	2.0	--	--
College J	N=65	--	--	13	20.0	48	73.8	4	6.2	--	--
College K	N=21	1	4.8	9	42.9	11	52.3	--	--	--	--
College L	N=22	--	--	8	36.4	13	59.1	1	4.5	--	--
School of Ed.	N=12	--	--	6	50.0	6	50.0	--	--	--	--
Total	706	15		237		438		16		--	
Percent	100%	2.1%		33.6%		62.0%		2.3%			

to be frequently well presented. It will be recalled from the review of the literature that student complaints (for example, as reported by Chambers, Glover, McLeish) about excessive lecturing have usually been accompanied by complaints that lectures were dull, boring, badly prepared and badly presented, and sometimes a mere repetition of textbooks.

Item 18. Would you describe the majority of your lecturers as being conversant with current Primary School practices?

Table 34 indicates that the majority of students (64.4%) thought their lecturers were moderately conversant with Primary School practices. Most of the remaining students believed their lecturers to be very much (19.0%) or very little (14.6%) in tune with current practices in the Primary Schools. The School of Education and MUN were most favourably rated, with the least favourably rated being College J, where nearly one-third of the sample responded in the 'very little' or 'not at all' categories. In comparison with these results, earlier studies such as those by Shipman (1966), Drabick (1967), Plowden (1967), and NFER (1974) have suggested that college staff were out of touch with current Primary School practices.

Item 19. The programme for Primary students should require a study of three or more academic subjects at a moderate level (courses lasting 3-4 terms) rather than a study of one academic subject in greater depth.

Table 35 shows that students were quite divided in their views on this matter. While 57.8% agreed or strongly agreed, 22.7% disagreed or strongly disagreed; and 132 students (18.7%) were undecided on the issue. These findings suggest that students might not wholeheartedly endorse the views of Robinson (1971) and Peck (1973)

TABLE 34. LECTURERS' KNOWLEDGE OF PRIMARY SCHOOLS

INSTITUTION		VERY MUCH		MODERATELY		VERY LITTLE		NOT AT ALL		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	21	30.9	45	66.1	1	1.5	1	1.5	--	--
College A	N=81	18	22.2	51	63.0	12	14.8	--	--	--	--
College B	N=101	12	11.9	78	77.2	8	7.9	3	3.0	--	--
College C	N=48	4	8.3	34	70.8	4	8.3	5	10.4	1	2.2
College D	N=58	12	20.7	38	65.5	7	12.1	1	1.7	--	--
College E	N=60	10	16.7	37	61.6	12	20.0	1	1.7	--	--
College G	N=92	17	18.5	56	60.9	19	20.6	--	--	--	--
College H	N=28	2	7.1	20	71.4	6	21.5	--	--	--	--
College I	N=50	11	22.0	28	56.0	10	20.0	--	--	1	2.0
College J	N=65	7	10.8	37	56.9	20	30.8	1	1.5	--	--
College K	N=21	3	14.3	16	76.2	2	9.5	--	--	--	--
College L	N=22	7	31.8	13	59.1	2	9.1	--	--	--	--
School of Ed.	N=12	10	83.3	2	16.7	--	--	--	--	--	--
Total	706	134		455		103		12		2	
Percent	100%	19.0%		64.4%		14.6%		1.7%		0.3%	

TABLE 35. CHANGES IN ACADEMIC REQUIREMENTS FOR PRIMARY STUDENTS

INSTITUTION		STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	20	29.4	24	35.3	18	26.5	5	7.3	--	--	1	1.5
College A	N=81	14	17.3	29	35.8	17	21.0	18	22.2	3	3.7	--	--
College B	N=101	21	20.8	39	38.6	15	14.9	18	17.8	8	7.9	--	--
College C	N=48	5	10.4	18	37.5	11	22.9	12	25.0	2	4.2	--	--
College D	N=58	4	6.9	25	43.1	13	22.4	14	24.2	2	3.4	--	--
College E	N=60	10	16.7	18	30.0	8	13.3	18	30.0	5	8.3	1	1.7
College G	N=92	14	15.2	48	52.2	13	14.1	10	10.9	6	6.5	1	1.1
College H	N=28	8	28.6	10	35.7	6	21.5	2	7.1	2	7.1	--	--
College I	N=50	7	14.0	14	28.0	15	30.0	13	26.0	1	2.0	--	--
College J	N=65	11	16.9	33	50.8	11	16.9	7	10.8	3	4.6	--	--
College K	N=21	3	14.3	9	42.9	4	19.0	4	19.0	1	4.8	--	--
College L	N=22	2	9.1	13	59.1	1	4.5	4	18.2	2	9.1	--	--
School of Ed.	N=12	1	8.3	8	66.7	--	--	--	--	--	--	3	25.0
Total	706	120		288		132		125		35		6	
Percent	100%	17.0%		40.8%		18.7%		17.7%		5.0%		0.8%	

on this issue. Robinson recommended the establishment of a special degree for Primary teachers because he believed the Main subject study to have little relationship to their job; Peck suggested replacing the Main subject with interdisciplinary studies.

Item 20. The theoretical aspects of Education are indispensable to the training of a Primary teacher.

Table 36 indicates the importance which students attached to the theoretical component of their training: 67.1% agreed or strongly agreed with this statement, 14.0% disagreed or strongly disagreed, and 18.4% were undecided on the matter.

On the whole, these results are in conflict with the often-expressed view that students for the most part want practice and practice-related work in their programme. Several surveys have supported this view: Chambers (1962), Bewsher (1965), Shipman (1966), Glover (1969), and the NFER survey of 1974 in which 87.2% of the Primary teacher sample believed there had been too much emphasis on theory in their training. Perhaps this shift in attitude towards theory is related to the fact that the teaching of theory (according to Heads of Education Departments) has improved in recent years in many of the colleges, because of the increasing number of well qualified staff.

Item 21. What is your opinion of the present requirements for Primary students in THE TEACHING OF the following subjects:

a. LANGUAGE

b. READING

c. MATHEMATICS

a. LANGUAGE

While 43.6% of the sample (Table 37) felt their Language requirement had been sufficient, 55.0% felt it had been less or

TABLE 36. STUDENT VIEWS ON THE THEORY OF EDUCATION

INSTITUTION		STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	10	14.7	33	48.5	15	22.0	8	11.8	1	1.5	1	1.5
College A	N=81	11	13.6	45	55.6	15	18.5	10	12.3	--	--	--	--
College B	N=101	13	12.9	55	54.5	12	11.9	17	16.8	4	3.9	--	--
College C	N=48	7	14.6	20	41.7	7	14.6	12	25.0	2	4.1	--	--
College D	N=58	3	5.2	30	51.7	18	31.0	7	12.1	--	--	--	--
College E	N=60	5	8.3	36	60.0	12	20.0	7	11.7	--	--	--	--
College G	N=92	8	8.7	61	66.3	17	18.5	6	6.5	--	--	--	--
College H	N=28	5	17.9	18	64.3	3	10.7	2	7.1	--	--	--	--
College I	N=50	9	18.0	26	52.0	7	14.0	7	14.0	--	--	1	2.0
College J	N=65	3	4.6	35	53.9	14	21.5	13	20.0	--	--	--	--
College K	N=21	8	38.1	9	42.9	4	19.0	--	--	--	--	--	--
College L	N=22	1	4.5	13	59.1	4	18.2	3	13.6	--	--	1	4.6
School of Ed.	N=12	2	16.7	8	66.6	2	16.7	--	--	--	--	--	--
Total	706	85		389		130		92		7		3	
Percent	100%	12.0%		55.1%		18.4%		13.0%		1.0%		0.5%	

TABLE 37. CURRICULUM REQUIREMENTS

INSTITUTION		LANGUAGE							
		SUFFICIENT		LESS THAN SUFFICIENT		MUCH LESS THAN SUFFICIENT		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
MUN	N=68	17	25.0	45	66.2	6	8.8	--	--
College A	N=81	42	51.9	36	44.4	2	2.5	1	1.2
College B	N=101	36	35.6	49	48.5	16	15.9	--	--
College C	N=48	11	22.9	22	45.8	15	31.3	--	--
College D	N=58	42	72.4	14	24.2	1	1.7	1	1.7
College E	N=60	24	40.0	30	50.0	6	10.0	--	--
College G	N=92	30	32.6	53	57.6	6	6.5	3	3.3
College H	N=28	14	50.0	11	39.3	1	3.6	2	7.1
College I	N=50	34	68.0	11	22.0	3	6.0	2	4.0
College J	N=65	33	50.8	29	44.6	3	4.6	--	--
College K	N=21	6	28.6	12	57.1	2	9.5	1	4.8
College L	N=22	11	50.0	9	40.9	2	9.1	--	--
School of Ed.	N=12	8	66.7	4	33.3	--	--	--	--
Total	706	308		325		63		10	
Percent	100%	43.6%		46.0%		9.0%		1.4%	

....continued

TABLE 37 (continued)

INSTITUTION		READING							
		SUFFICIENT		LESS THAN SUFFICIENT		MUCH LESS THAN SUFFICIENT		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
MUN	N=68	18	26.5	36	52.9	14	20.6	--	--
College A	N=81	33	40.7	42	51.9	5	6.2	1	1.2
College B	N=101	47	46.5	36	35.6	18	17.9	--	--
College C	N=48	10	20.8	21	43.8	17	35.4	--	--
College D	N=58	22	37.9	28	48.3	7	12.1	1	1.7
College E	N=60	21	35.0	32	53.3	7	11.7	--	--
College G	N=92	22	23.9	54	58.7	13	14.1	3	3.3
College H	N=28	10	35.8	14	50.0	2	7.1	2	7.1
College I	N=50	29	58.0	15	30.0	4	8.0	2	4.0
College J	N=65	40	61.5	20	30.8	5	7.7	--	--
College K	N=21	5	23.8	13	61.9	2	9.5	1	4.8
College L	N=22	8	36.4	13	59.1	1	4.5	--	--
School of Ed.	N=12	6	50.0	6	50.0	--	--	--	--
Total	706	271		330		95		10	
Percent	100%	38.4%		46.7%		13.5%		1.4%	

....continued

TABLE 37 (continued)

INSTITUTION		MATHEMATICS							
		SUFFICIENT		LESS THAN SUFFICIENT		MUCH LESS THAN SUFFICIENT		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
MUN	N=68	36	53.0	26	38.2	6	8.8	--	--
College A	N=81	24	29.6	43	53.1	13	16.0	1	1.3
College B	N=101	30	29.7	42	41.6	29	28.7	--	--
College C	N=48	20	41.7	17	35.4	11	22.9	--	--
College D	N=58	43	74.1	14	24.2	--	--	1	1.7
College E	N=60	22	36.7	33	55.0	5	8.3	--	--
College G	N=92	32	34.8	45	48.9	12	13.0	3	3.0
College H	N=28	11	39.3	12	42.9	3	10.7	2	7.1
College I	N=50	25	50.0	18	36.0	5	10.0	2	4.0
College J	N=65	31	47.7	30	46.1	4	6.2	--	--
College K	N=21	12	57.1	8	38.1	1	4.8	--	--
College L	N=22	15	68.2	5	22.7	2	9.1	--	--
School of Ed.	N=12	10	83.3	2	16.7	--	--	--	--
Total	706	311		295		91		9	
Percent	100%	44.1%		41.8%		12.9%		1.2%	

much less than sufficient. Looking at specific institutions, Colleges D and I and the School of Education had fairly high proportions of students believing it to be sufficient, with 72.4%, 68.0%, and 66.7% respectively. On the other hand, favourable responses were relatively low from several colleges: 22.9% from College C, 28.6% from College K, and 25.0% from MUN.

b. READING

Reading fared worse than Language, with only 38.4% finding the requirement to be sufficient, while 60.2% found it to be less or much less than sufficient. Only in three institutions did 50% or more of the respondents believe the Reading requirement to be sufficient; these were College J with 61.5%, College I with 58.0%, and the School of Education with 50.0%. Favourable responses were lowest from College C (20.8%), followed by Colleges K and G with 23.8% and 23.9% respectively; and MUN rated only 26.5% favourable response.

c. MATHEMATICS

This area fared slightly better than did the other two curriculum areas, with 44.1% believing the requirements to be sufficient. Yet 54.7% of the sample still found the requirements to be less or much less than sufficient. Most favourably rated for the teaching of Mathematics was the School of Education, with 83.3% believing the work to be sufficient. Colleges D and L rated higher than the others, with 74.1% and 68.2% respectively. Greatest dissatisfaction was expressed by students from Colleges B and A with 70.3% and 69.1% respectively reporting the Mathematics requirement to be less or much less than sufficient.

In the review of the literature reference was made to studies

which reported student dissatisfaction with method courses in the teaching of Reading, for example, Plowden (1967), Kitchen (Newfoundland, 1969), Cortis and Dean (1970), and NFER (1974). Reference was made also to the Bullock Report (1975) findings of (i) poor facilities in the colleges for teaching Language and Reading, and (ii) colleges giving too little attention to Language in general and Reading in particular. Furthermore, it was reported that there were few staff well qualified in Reading by training and experience, and that the degree of emphasis varied from tutor to tutor and from college to college, i.e., there was a wide variation in the importance attached to Reading and Language in different institutions.

Heads of Education Departments had stated, in initial discussions with the writer, that much importance was being placed on these two curriculum areas, but that they had few if any staff well qualified to teach them. But about a year later when some of these Heads were formally interviewed, all of them reported having Reading specialists on their staff, and in some cases, they reported having introduced new courses in the teaching of Reading. However, student responses to this survey do not show any indication of positive change in this area. Rather, they are consistent with views expressed by students in discussions held with them during initial college visits; they saw themselves as being inadequately prepared in the teaching of Reading.

Item 22. Please rate the degree of emphasis you feel was placed on the following components of your programme:

a. Main subject (academic)
b. History of Education
c. Philosophy of Education
d. Psychology of Education
e. Sociology of Education

f. School experiences

g. Curriculum subjects

Responses to this Item are given in Tables 38 and 39.

a. Main subject

The majority of students (55.1%) believed the emphasis to be about right, with 32.6% believing there had been too much emphasis, and 11.0% believing there had been too little. Of the students from College H, 78.6% thought the emphasis on the Main subject had been too great. The fact that 66.1% of the sample saw the Main subject emphasis as about right, or were desirous of having it increased, supports earlier findings: Chambers (1962), Shipman (1966), Lomax (1971), and NFER (1971). But it is not in keeping with the more recent NFER survey (1974) which reported that too much emphasis had been placed on the Main subject.

b. History of Education

In this area 66.1% thought the emphasis was about right, with 15.0% believing it to have been too much, and a similar proportion (15.7%) believing it had received too little emphasis. A substantial proportion of the College I sample (44.0%) believed History of Education had received too little emphasis.

c. Philosophy of Education

Responses indicate that 459 students, or 65.0% of the sample, thought the emphasis on Philosophy of Education to have been about right and another 14.7% thought it was too little. Only 18.1% saw the emphasis as too great, with 30% of the sample from College E and College I in that category. At the same time, more than 30% of those from College C and College D thought it had received too

TABLE 38. COMPONENTS OF THE PROGRAMME

INSTITUTION		MAIN SUBJECT							
		TOO MUCH		ABOUT RIGHT		TOO LITTLE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
MUN	N=68	15	22.1	46	67.6	6	8.8	1	1.5
College A	N=81	26	32.1	54	66.7	1	1.2	--	--
College B	N=101	28	27.7	68	67.3	5	5.0	--	--
College C	N=48	5	10.4	28	58.3	14	29.2	1	2.1
College D	N=58	19	32.8	26	44.8	13	22.4	--	--
College E	N=60	20	33.3	29	48.4	6	10.0	5	8.3
College G	N=92	40	43.5	46	50.0	5	5.4	1	1.1
College H	N=28	22	78.6	6	21.4	--	--	--	--
College I	N=50	11	22.0	32	64.0	6	12.0	1	2.0
College J	N=65	25	38.5	33	50.8	7	10.7	--	--
College K	N=21	11	52.4	10	47.6	--	--	--	--
College L	N=22	8	36.4	9	40.9	5	22.7	--	--
School of Ed.	N=12	--	--	2	16.7	10	83.3	--	--
Total	706	230		389		78		9	
Percent	100%	32.6%		55.1%		11.0%		1.3%	

....continued

TABLE 38 (continued)

INSTITUTION		HISTORY OF EDUCATION							
		TOO MUCH		ABOUT RIGHT		TOO LITTLE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
MUN	N=68	10	14.7	40	58.8	12	17.7	6	8.8
College A	N=81	5	6.2	56	69.1	17	21.0	3	3.7
College B	N=101	26	25.7	56	55.4	19	18.9	--	--
College C	N=48	15	31.2	27	56.3	6	12.5	--	--
College D	N=58	2	3.4	51	87.9	5	8.7	--	--
College E	N=60	11	18.3	45	75.0	2	3.3	2	3.4
College G	N=92	15	16.3	69	75.0	7	7.6	1	1.1
College H	N=28	3	10.7	20	71.4	5	17.9	--	--
College I	N=50	1	2.0	24	48.0	22	44.0	3	6.0
College J	N=65	17	26.2	45	69.2	3	4.6	--	--
College K	N=21	1	4.8	13	61.9	7	33.3	--	--
College L	N=22	--	--	19	86.4	3	13.6	--	--
School of Ed.	N=12	--	--	2	16.7	3	25.0	7	58.3
Total	706	106		467		111		22	
Percent	100%	15.0%		66.1%		15.7%		3.2%	

....continued

TABLE 38 (continued)

INSTITUTION		PHILOSOPHY OF EDUCATION							
		TOO MUCH		ABOUT RIGHT		TOO LITTLE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
MUN	N=68	15	22.1	41	60.3	9	13.2	3	4.4
College A	N=81	14	17.3	52	64.2	13	16.0	2	2.5
College B	N=101	27	26.7	56	55.4	18	17.9	--	--
College C	N=48	10	20.8	22	45.8	16	33.4	--	--
College D	N=58	5	8.6	33	56.9	20	34.5	--	--
College E	N=60	22	36.7	38	63.3	--	--	--	--
College G	N=92	9	9.8	71	77.2	10	10.9	2	2.1
College H	N=28	1	3.6	21	75.0	6	21.4	--	--
College I	N=50	16	32.0	30	60.0	3	6.0	1	2.0
College J	N=65	8	12.3	55	84.6	2	3.1	--	--
College K	N=21	--	--	19	90.5	2	9.5	--	--
College L	N=22	1	4.5	19	86.4	2	9.1	--	--
School of Ed.	N=12	--	--	2	16.7	3	25.0	7	58.3
Total	706	128		459		104		15	
Percent	100%	18.1%		65.0%		14.7%		2.2%	

....continued

TABLE 38 (continued)

INSTITUTION		PSYCHOLOGY OF EDUCATION							
		TOO MUCH		ABOUT RIGHT		TOO LITTLE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
MUN	N=68	8	11.8	45	66.2	11	16.1	4	5.9
College A	N=81	18	22.2	50	61.7	12	14.8	1	1.3
College B	N=101	12	11.9	83	82.2	6	5.9	--	--
College C	N=48	5	10.4	26	54.2	17	35.4	--	--
College D	N=58	4	6.9	48	82.8	6	10.3	--	--
College E	N=60	11	18.3	43	71.7	6	10.0	--	--
College G	N=92	3	3.3	68	73.9	20	21.7	1	1.1
College H	N=28	1	3.6	25	89.3	2	7.1	--	--
College I	N=50	3	6.0	41	82.0	5	10.0	1	2.0
College J	N=65	7	10.7	47	72.3	11	17.0	--	--
College K	N=21	--	--	15	71.4	6	28.6	--	--
College L	N=22	--	--	17	77.3	5	22.7	--	--
School of Ed.	N=12	1	8.3	2	16.7	5	41.7	4	33.3
Total	706	73		510		112		11	
Percent	100%	10.3%		72.2%		15.9%		1.6%	

TABLE 39. COMPONENTS OF THE PROGRAMME

INSTITUTION		SOCIOLOGY OF EDUCATION							
		TOO MUCH		ABOUT RIGHT		TOO LITTLE		NO RESPONSE	
		No.	%	No.	%	No.	%	No	%
MUN	N=68	9	13.2	45	66.2	8	11.8	6	8.8
College A	N=81	8	9.9	43	53.1	27	33.3	3	3.7
College B	N=101	10	9.9	78	77.2	13	12.9	--	--
College C	N=48	6	12.5	28	58.3	14	29.2	--	--
College D	N=58	3	5.2	47	81.0	8	13.8	--	--
College E	N=60	11	18.3	46	76.7	3	5.0	--	--
College G	N=92	4	4.3	78	84.8	8	8.7	2	2.2
College H	N=28	1	3.6	22	78.6	5	17.8	--	--
College I	N=50	7	14.0	36	72.0	6	12.0	1	2.0
College J	N=65	10	15.4	49	75.4	6	9.2	--	--
College K	N=21	1	4.8	16	76.2	4	19.0	--	--
College L	N=22	--	--	20	90.9	2	9.1	--	--
School of Ed.	N=12	--	--	4	33.3	3	25.0	5	41.7
Total	706	70		512		107		17	
Percent	100%	9.9%		72.5%		15.2%		2.4%	

....continued

TABLE 39 (continued)

INSTITUTION		SCHOOL EXPERIENCES							
		TOO MUCH		ABOUT RIGHT		TOO LITTLE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
MUN	N=68	1	1.5	5	7.3	61	89.7	1	1.5
College A	N=81	--	--	21	25.9	60	74.1	--	--
College B	N=101	1	1.0	38	37.6	62	61.4	--	--
College C	N=48	--	--	16	33.3	32	66.7	--	--
College D	N=58	1	1.7	37	63.8	20	34.5	--	--
College E	N=60	--	--	11	18.3	49	81.7	--	--
College G	N=92	--	--	29	31.5	61	66.3	2	2.2
College H	N=28	--	--	14	50.0	14	50.0	--	--
College I	N=50	--	--	15	30.0	34	68.0	1	2.0
College J	N=65	--	--	9	13.8	56	86.2	--	--
College K	N=21	--	--	5	23.8	16	76.2	--	--
College L	N=22	--	--	13	59.1	9	40.9	--	--
School of Ed.	N=12	--	--	6	50.0	2	16.7	4	33.3
Total	706	3		219		476		8	
Percent	100%	0.4%		31.0%		67.4%		1.2%	

....continued

TABLE 39 (continued)

INSTITUTION		CURRICULUM SUBJECTS							
		TOO MUCH		ABOUT RIGHT		TOO LITTLE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
MUN	N=68	1	1.5	20	29.4	45	66.2	2	2.9
College A	N=81	—	--	12	14.8	68	84.0	1	1.2
College B	N=101	1	1.0	39	38.6	61	60.4	--	--
College C	N=48	11	22.9	17	35.4	19	39.6	1	2.1
College D	N=58	7	12.1	32	55.2	19	32.7	--	--
College E	N=60	--	--	12	20.0	48	80.0	--	--
College G	N=92	2	2.2	36	39.1	51	55.4	3	3.3
College H	N=28	--	--	8	28.6	20	71.4	--	--
College I	N=50	24	48.0	18	36.0	7	14.0	1	2.0
College J	N=65	--	--	11	16.9	54	83.1	--	--
College K	N=21	--	--	9	42.9	12	57.1	--	--
College L	N=22	--	--	12	54.5	10	45.5	--	--
School of Ed.	N=12	--	--	7	58.3	1	8.3	4	33.4
Total	706	46		233		415		12	
Percent	100%	6.5%		33.0%		58.8%		1.7%	

little emphasis. Again, findings are consistent with the trend towards a more positive view on the part of students towards the theory of Education.

d. Psychology of Education

For 72.2% of the sample, the emphasis on the Psychology of Education was about right. Only 10.3% thought the emphasis had been too much, and 15.9% thought it had been too little. Among this latter group were 35.4% of the sample from College C and 41.7% from the School of Education. In fact, while educationists were debating the 'theory' versus 'practical' emphasis for the Postgraduate year, Postgraduate students in this sample showed evidence of wanting greater theoretical emphasis: 25.0% thought there had been too little emphasis on the History of Education, Philosophy of Education, and Sociology of Education, and 41.7% thought greater emphasis was needed on the Psychology of Education. That this area was seen positively by the sample in general, supports the favourable rating it received in the survey by Glover (1969).

e. Sociology of Education

Again, the majority of students responded favourably, with 72.5% thinking the emphasis on the Sociology of Education had been about right and 15.2% thinking there should have been greater emphasis. Only 9.9% thought it had received too much emphasis. So once again, the findings suggest a positive attitude to the theory of Education.

f. School Experiences

Here one sees a shift in student opinion from that expressed in relation to the course components so far, with a much higher

proportion of students thinking the emphasis on this particular component was too little, and very few thinking it had been too great. Specifically, 67.4% thought school experiences received too little emphasis, 31.0% thought it had been about right, and only 0.4% thought it had been too great. It should be pointed out, however, that in the case of four institutions, 50% or more of the sample thought the emphasis on school experiences had been about right: Colleges D, L, and H, and the School of Education. At the time of visiting the colleges the writer had learned that students at College D carried out teaching practice blocks which were of greater duration than they were for other colleges visited, and in addition to this, they undertook many school-related activities such as regular periods of 'school attachments.'

As was to be expected, greatest concern about the lack of emphasis on school experiences was shown among the students from MUN, with 89.7% seeing the emphasis as too little. As has been explained earlier, apart from the relatively small number of students participating in an internship or professional semester programme, few students receive more than two weeks of practice throughout their entire four-year degree programme. In the English colleges, however, where 12 weeks is usually the minimum amount of time devoted to Teaching Practice, students still believe that there ought to be greater emphasis on school experiences, as expressed by students in this sample. In the case of Colleges E and J, more than 80% of the sample were of this opinion. It might be worth recalling that at College J the pattern of training was such that no professional studies - and hence no school experiences - were undertaken during the first year of the programme.

The high demand for more school experiences supports previous

research cited earlier on this facet of training: Shipman (1966), Glover (1969), Cortis and Dean (1970), Cope (1971), and others.

g. Curriculum Subjects

The view that curriculum subjects had received about the right emphasis was expressed by 33.0% of the sample. Only 6.5% saw the emphasis as being too much, while 58.8% thought this had received too little emphasis. Among the samples from three colleges (A, E, J), more than 80% were dissatisfied with the present emphasis, and this was true for 66.2% of the MUN sample. At the same time, 48.0% of the College I sample thought there had been too much emphasis on curriculum subjects. When seen in relation to the responses to Item 21, the sample from College K was most consistent in expressing dissatisfaction with the emphasis placed on the curriculum: Reading - 23.8%, Language - 28.6%, Mathematics - 38.1%, and Curriculum Subjects generally - 57.1%.

The somewhat low percentage of 33.0% expressing satisfaction with curriculum subjects, tends to support findings in earlier studies where students expressed dissatisfaction with this area: Chambers (1962), Derricott (1968), Lomax (1971), and NFER (1971).

Items 23-30 were designed to seek information and student opinions in connection with Teaching Practice and related activities.

Item 23. Were you required as part of your courses to work with children in situations other than teaching practice:

a. In the College

b. Outside the College

a. In the College

A slight majority of the sample (52.3%) reported having done

this occasionally (Table 40), 4.1% frequently, and 43.2% never. Most favourable ratings were from Colleges L, B, and G, with 100%, 96.0%, and 95.7% respectively reporting to have worked occasionally or frequently with children in the college. More than 50% of the sample from several colleges reported never working with children at the college, with 85.7% stating this in the case of College K, and 66.2% of the MUN sample.

b. Outside the College

Responses here were somewhat more positive, with 61.0% reporting having worked occasionally with children outside the college and another 7.1% having done so frequently. On combining the 'frequently' and 'occasionally' responses, a favourable picture emerges, with 100% from the School of Education, 94.9% from College D, 83.2% from College B, 77.3% from College L, 76.1% from College G, and 82.4% from MUN. A fairly high proportion of the sample (31.5%) reported never working with children outside the college in situations other than Teaching Practice. This was the case with more than 50% of the students from Colleges J and K and from the School of Education.

Item 24. a. Are you satisfied with the present provision of teaching practice for Primary students?

b. If No, how would you suggest that practice be distributed?

The majority of students in the sample (57.4%), as can be seen in Table 41, were dissatisfied with Teaching Practice arrangements; while 42.1% expressed satisfaction. More than 70% were satisfied from Colleges D and L and the School of Education, but more than 70% were dissatisfied from College J and from MUN.

Most of the students who reported dissatisfaction with Teaching

TABLE 40. WORKING WITH CHILDREN OTHER THAN IN TEACHING PRACTICE

INSTITUTION		IN THE COLLEGE								OUTSIDE THE COLLEGE							
		FREQUENTLY		OCCASIONALLY		NEVER		NO RESPONSE		FREQUENTLY		OCCASIONALLY		NEVER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	1	1.5	22	32.3	45	66.2	--	--	7	10.3	49	72.1	12	17.6	--	--
College A	N=81	--	--	29	35.8	52	64.2	--	--	10	12.3	35	43.2	36	44.5	--	--
College B	N=101	9	8.9	88	87.1	3	3.0	1	1.0	3	3.0	81	80.2	17	16.8	--	--
College C	N=48	--	--	27	56.3	21	43.7	--	--	3	6.2	25	52.1	20	41.7	--	--
College D	N=58	--	--	22	37.9	35	60.3	1	1.8	1	1.7	54	93.2	2	3.4	1	1.7
College E	N=60	--	--	28	46.7	32	53.3	--	--	3	5.0	30	50.0	27	45.0	--	--
College G	N=92	7	7.6	81	88.1	4	4.3	--	--	8	8.7	62	67.4	22	23.9	--	--
College H	N=28	--	--	12	42.9	16	57.1	--	--	2	7.1	15	53.6	10	35.7	1	3.6
College I	N=50	--	--	12	24.0	37	74.0	1	2.0	1	2.0	29	58.0	19	38.0	1	2.0
College J	N=65	--	--	35	53.8	30	46.2	--	--	5	7.7	27	41.5	33	50.8	--	--
College K	N=21	--	--	3	14.3	18	85.7	--	--	--	--	9	42.9	12	57.1	--	--
College L	N=22	12	54.5	10	45.5	--	--	--	--	7	31.8	10	45.5	5	22.7	--	--
School of Ed.	N=12	--	--	--	--	12	100.0	--	--	--	--	5	41.7	7	58.3	--	--
Total	706	29		369		305		3		50		431		222		3	
Percent	100%	4.1%		52.3%		43.2%		0.4%		7.1%		61.0%		31.5%		0.4%	

TABLE 41. SATISFACTION WITH TEACHING PRACTICE PROVISION

INSTITUTION		YES		NO		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=68	11	16.2	57	83.8	--	--
College A	N=81	23	28.4	55	67.9	3	3.7
College B	N=101	55	54.5	46	45.5	--	--
College C	N=48	19	39.6	28	58.3	1	2.1
College D	N=58	47	81.0	11	19.0	--	--
College E	N=60	19	31.7	41	68.3	--	--
College G	N=92	43	46.7	49	53.3	--	--
College H	N=28	16	57.1	12	42.9	--	--
College I	N=50	21	42.0	29	58.0	--	--
College J	N=65	5	7.7	60	92.3	--	--
College K	N=21	13	61.9	8	38.1	--	--
College L	N=22	16	72.7	6	27.3	--	--
School of Ed.	N=12	9	75.0	3	25.0	--	--
Total	706	297		405		4	
Percent	100%	42.1%		57.4%		0.5%	

Practice made suggestions as to how they would like it to be distributed. But since the responses to this open-ended question were so varied in terms of weeks recommended and timing in the school year, it was necessary to revise the original categories for the purpose of data analysis. The categories used, as given in Tables 42-44 (Appendix IV, pp. 475-479), pertained to amount of practice desired. The high proportion of students who did not respond is explained mainly by the fact that only those who expressed dissatisfaction with practice were invited to respond.

Year 1

The majority of respondents wished to have 4-6 weeks of practice in their first year. This was true for 187 of the 362 respondents to this part of the question. At the same time, 124 students requested 1-3 weeks of practice in the first year.

Year 2

Again, most of the respondents wanted 4-6 weeks of practice (212 of the 360 responding); 48 students wanted 7-9 weeks and 38 wanted 10 weeks or more. In most colleges students were, in fact, endorsing that which was current in their programme: 4-6 weeks in Year 2. This was true also for Year 1 in several of the colleges. At MUN, the majority of respondents expressed a desire for 1-3 weeks' practice. Is this relatively low figure explained by the fact that, accustomed to only 2 weeks' practice, they find it difficult to envisage a much longer period?

Year 3

Perhaps because most students in England have been accustomed to a progressive increase in the number of weeks given to Teaching

Practice each year, most respondents in this sample requested at least 7 weeks for Year 3. More than one-third of those responding wanted 10 weeks or more, while 114 wanted 7-9 weeks. Another 96 requested 4-6 weeks.

Year 4

The very low response rate for Year 4 is due primarily to the fact that most of the students in the sample were studying the Three-year Teacher's Certificate Course, which had not yet been phased out. Those in the B.Ed. programme had not been accustomed to a Teaching Practice block in their B.Ed. year. Students from MUN, however, did indicate their desire to have Teaching Practice in what would constitute the final year of their degree programme.

Postgraduate Year

Since there were not many Postgraduate students in the sample, a low response rate here was to be expected. The majority of those who did respond preferred 10 weeks or more of Teaching Practice.

Item 25. Please supply the following information regarding your teaching practices and where they were carried out. (See Tables 45-47, Appendix IV, pp. 480-484.)

Having given students an opportunity to express their views about Teaching Practice, they were then asked what, in fact, they had experienced in this part of their programme. The open-ended responses were placed in the same categories as in the previous Item (Tables 45-47).

Year 1

The majority of students reported having either 4-6 weeks of practice (38.2%), or 1-3 weeks (38.9%), with 20.9% reporting no practice in their first year. The last group were mainly from MUN

and from College A. Compared with responses to the previous question, students were, in fact, endorsing the existing pattern of Teaching Practice.

Year 2

Whereas 30.5% of the sample (Table 42) had requested 4-6 weeks of practice in their second year, 75.8% reported having this amount. It will be recalled that some students requested 7-9 weeks, and others 10 weeks or more. Of those reporting no practice in the second year, most were, again, from MUN and from College A (63.3% and 92.6% respectively).

Year 3

The increased amount of Teaching Practice in the third year for English students is clearly indicated here, with 11.8% reporting 10 weeks or more, 26.7% having 7-9 weeks, and 49.9% having 4-6 weeks. Within the 4-6 weeks category, most students indicated specifically 5 or 6 weeks of practice; within the 7-9 weeks category, most students indicated 8 weeks of practice.

The high percentage reporting 10 weeks or more (91.4%) from College A is explained by the fact that their third year was entirely professional, with students spending much time in schools. Nevertheless, students and staff alike complained, during a visit made by the writer to their college, that the introduction to schools came much too late in the programme. This view is borne out, too, in student responses to Item 24. Most of the sample who reported having no Teaching Practice in Year 3 were, again, from MUN.

Year 4

This was not applicable to most students, and, as in the case of the Postgraduate year, responses were too low to warrant examination.

Item 26. To what extent do you consider that your college programme prepared you for teaching practice?

Table 48 indicates that 55.8% of the sample thought they had been adequately or extremely well prepared for practice. In fact, all students from the School of Education thought so, as did 81.0% from College K and 71.6% from College E. On the other hand, some 41.9% felt inadequately prepared, and a few not at all. Most critical were students from College J (69.2% - inadequately, 7.7% - not at all), and 50% of the students from College I also felt inadequately prepared for practice. This finding of 41.9% of the sample who indicated dissatisfaction with preparation for Teaching Practice, is in sharp contrast to the NFER (1974) finding of 26.5%.

Item 27. Prior to your teaching practices, in which of the following activities were you engaged? (See Table 49.)

Respondents had been invited to circle more than one of the activities listed, if applicable. For the purpose of data analysis each activity was treated as a separate variable and given a 'Yes' and 'No' category, as shown in Table 37.

Observation of Children at School

Most students (90.5%) indicated having had this experience, but 29.4% of the MUN sample indicated they had received no opportunity of doing so.

Working with Children at College

Only 22.7% gave evidence of having this experience prior to

TABLE 48. PREPARATION FOR TEACHING PRACTICE

INSTITUTION		EXTREMELY WELL		ADEQUATELY		INADEQUATELY		NOT AT ALL		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	1	1.5	32	47.0	33	48.5	1	1.5	1	1.5
College A	N=81	1	1.2	39	48.2	38	46.9	2	2.5	1	1.2
College B	N=101	5	5.0	55	54.5	38	37.6	3	2.9	--	--
College C	N=48	4	8.3	20	41.7	22	45.8	2	4.2	--	--
College D	N=58	3	5.2	34	58.6	21	36.2	--	--	--	--
College E	N=60	2	3.3	41	68.3	16	26.7	1	1.7	--	--
College G	N=92	1	1.1	59	64.1	32	34.8	--	--	--	--
College H	N=28	1	3.6	15	53.6	12	42.8	--	--	--	--
College I	N=50	2	4.0	23	46.0	25	50.0	--	--	--	--
College J	N=65	--	--	15	23.1	45	69.2	5	7.7	--	--
College K	N=21	1	4.8	16	76.2	4	19.0	--	--	--	--
College L	N=22	--	--	12	54.5	10	45.5	--	--	--	--
School of Ed.	N=12	--	--	12	100.0	--	--	--	--	--	--
Total	706	21		373		296		14		2	
Percent	100%	3.0%		52.8%		41.9%		2.0%		0.3%	

TABLE 49. PRACTICE-RELATED ACTIVITIES

INSTITUTION		OBSERVATION OF CHILDREN AT SCHOOL				WORKING WITH CHILDREN AT COLLEGE				MICROTEACHING				OBSERVATION AND DISCUSSION OF VIDEOTAPED TEACHING SITUATIONS				OTHER				NO RESPONSE	
		YES		NO		YES		NO		YES		NO		YES		NO		YES		NO			
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	48	70.6	20	29.4	2	2.9	66	97.1	6	8.8	62	91.2	24	35.3	44	64.7	9	13.2	59	87.8	--	--
College A	N=81	76	93.8	5	6.2	12	14.8	69	85.2	6	7.4	75	92.6	30	37.0	51	63.0	13	16.0	68	84.0	--	--
College B	N=101	97	96.0	4	4.0	68	67.3	33	32.7	47	46.5	54	53.5	27	26.7	74	73.3	7	6.9	94	93.1	--	--
College C	N=48	40	83.3	8	16.7	12	25.0	36	75.0	11	22.9	37	77.1	10	20.8	38	79.2	2	4.2	46	95.8	--	--
College D	N=58	51	87.9	7	12.1	1	1.7	57	98.3	--	--	58	100.0	16	27.6	42	72.4	1	1.7	57	98.3	--	--
College E	N=60	57	95.0	3	5.0	6	10.0	54	90.0	16	26.7	44	73.3	24	40.0	36	60.0	3	5.0	57	95.0	--	--
College G	N=92	90	97.8	2	2.2	40	43.5	52	56.5	5	5.4	87	94.6	34	37.0	58	63.0	5	5.4	87	94.6	--	--
College H	N=28	24	85.7	4	14.3	2	7.1	26	92.9	3	10.7	25	89.3	3	10.7	25	89.3	4	14.3	24	85.7	--	--
College I	N=50	41	82.0	9	18.0	--	--	50	100.0	--	--	50	100.0	26	52.0	24	48.0	2	4.0	48	96.0	--	--
College J	N=65	62	95.4	3	4.6	4	6.2	61	93.8	2	3.1	63	96.9	24	36.9	41	63.1	6	9.2	59	90.8	--	--
College K	N=21	20	95.2	1	4.8	--	--	21	100.0	--	--	21	100.0	7	33.3	14	66.7	1	4.8	20	95.2	--	--
College L	N=22	22	100.0	--	--	13	59.1	9	40.9	1	4.5	21	95.5	12	54.5	10	45.5	--	--	22	100.0	--	--
School of Ed.	N=12	11	91.7	1	8.3	--	--	12	100.0	2	16.7	10	83.3	--	--	12	100.0	--	--	12	100.0	--	--
Total	706	639		67		160		546		99		607		237		469		53		653		--	
Percent	100%	90.5%		9.5%		22.7%		77.3%		14.0%		86.0%		33.6%		64.4%		7.5%		92.5%			

Teaching Practice. In at least one college where facilities were limited (College B), 67.3% of the sample reported positively. On the other hand, although there were facilities available at College D, 98.3% responded negatively to this aspect of the question.

Microteaching

Since this appears to be a relatively new phenomenon on the education scene in England, it is not surprising that 86.0% of the sample had not had this experience. In discussions with Heads of Education Departments, 3 only had reported that microteaching was used on a regular basis.

Observation and Discussion of Videotaped Teaching Situations

Although this activity appeared to be relatively new, its use seems to have been fairly widely accepted, for some 237 students (33.6%) had participated in this type of activity. It was reported to be most widely used at Colleges I and L, where more than 50% of the sample responded positively for this Item. In fact, in most colleges the responses indicate that videotapes are certainly a feature of resources utilised in relation to practical aspects of training.

Other

The small number of students responding 'Yes' to this part of the question did not indicate specifically what the activities were.

Item 28. To what extent were you satisfied with the opportunities afforded you to discuss your teaching practices with your college supervisor?

On the whole, this question brought favourable responses, with

70.8% indicating they were satisfied or very satisfied with the opportunities provided (Table 50). At MUN, however, 36.8% expressed dissatisfaction, as did 40.0% at College J, and more than 30% at three other colleges: B, G, and H.

Item 29. With regard to teaching practice, please circle one only in each of a and b.

a. Teaching practice should be supervised by: (See Table 51)

b. Teaching practice should be assessed by: (See Table 52)

a. Supervision of Practice

As indicated in Table 51, 93.3% of the sample believed this should be shared by class teachers and college supervisors. According to information given to the writer, this is, in fact, normal procedure in most colleges.

b. Assessment of Practice

Responses to this issue (Table 52) seem to indicate that students do not entirely support the present arrangements for the assessment of Teaching Practice. While class teachers have hitherto contributed to assessment of practice, some students (45.3% of the sample) would prefer that they share this responsibility equally with college supervisors. In most colleges the staff have normally assumed the major if not the total responsibility for this work. It became clear to the writer, in discussions with Heads of Education Departments, that colleges vary in the degree to which assessment from the school is either sought or utilised.

These results show that students were divided on this issue, for, while they did not want either class teachers or college staff to assess practice to the exclusion of the other, 33.4% believed

TABLE 50. OPPORTUNITY TO DISCUSS TEACHING PRACTICE

INSTITUTION		VERY SATISFIED		SATISFIED		DISSATISFIED		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
MUN	N=68	10	14.7	30	44.1	25	36.8	3	4.4
College A	N=81	28	34.6	42	51.9	10	12.3	1	1.2
College B	N=101	8	7.9	54	53.5	39	38.6	--	--
College C	N=48	8	16.7	26	54.1	14	29.2	--	--
College D	N=58	3	5.2	39	67.2	16	27.6	--	--
College E	N=60	11	18.3	38	63.4	11	18.3	--	--
College G	N=92	8	8.7	50	54.3	34	37.0	--	--
College H	N=28	3	10.7	15	53.6	10	35.7	--	--
College I	N=50	2	4.0	37	74.0	11	22.0	--	--
College J	N=65	3	4.6	36	55.4	26	40.0	--	--
College K	N=21	4	19.0	16	76.2	1	4.8	--	--
College L	N=22	3	13.6	15	68.2	4	18.2	--	--
School of Ed.	N=12	2	16.7	9	75.0	1	8.3	--	--
Total	706	93		407		202		4	
Percent	100%	13.2%		57.6%		28.6%		0.6%	

TABLE 51. SUPERVISION OF TEACHING PRACTICE

INSTITUTION		CLASS TEACHERS ONLY		COLLEGE SUPERVISORS ONLY		CLASS TEACHERS AND COLLEGE SUPERVISORS		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
MUN	N=68	7	10.3	3	4.4	58	85.3	--	--
College A	N=81	1	1.2	1	1.2	79	97.6	--	--
College B	N=101	--	--	3	3.0	98	97.0	--	--
College C	N=48	1	2.1	--	--	47	97.9	--	--
College D	N=58	2	3.5	1	1.7	55	94.8	--	--
College E	N=60	2	3.3	3	5.0	55	91.7	--	--
College G	N=92	7	7.6	3	3.3	82	89.1	--	--
College H	N=28	1	3.6	1	3.6	26	92.8	--	--
College I	N=50	1	2.0	--	--	49	98.0	--	--
College J	N=65	4	6.2	2	3.1	59	90.7	--	--
College K	N=21	--	--	1	4.8	20	95.2	--	--
College L	N=22	--	--	3	13.6	19	86.4	--	--
School of Ed.	N=12	--	--	--	--	12	100.0	--	--
Total	706	26		21		659		--	
Percent	100%	3.7%		3.0%		93.3%			

TABLE 52. ASSESSMENT OF TEACHING PRACTICE

INSTITUTION		CLASS TEACHERS ONLY		COLLEGE SUPERVISORS ONLY		CLASS TEACHERS AND COLLEGE SUPERVISORS WITH EQUAL RESPONSIBILITY		CLASS TEACHERS AND COLLEGE SUPERVISORS WITH THE FORMER HAVING GREATER RESPONSIBILITY		CLASS TEACHERS AND COLLEGE SUPERVISORS WITH THE LATTER HAVING GREATER RESPONSIBILITY		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	1	1.5	2	2.9	25	36.8	37	54.4	3	4.4	--	--
College A	N=81	1	1.2	3	3.7	40	49.4	9	11.1	28	34.6	--	--
College B	N=101	--	--	2	2.0	53	52.5	30	29.7	16	15.8	--	--
College C	N=48	--	--	--	--	25	52.1	16	33.3	7	14.6	--	--
College D	N=58	1	1.7	1	1.7	30	51.7	21	36.2	5	8.7	--	--
College E	N=60	1	1.7	1	1.7	29	48.3	10	16.7	19	31.6	--	--
College G	N=92	3	3.3	2	2.2	31	33.7	44	47.8	12	13.0	--	--
College H	N=28	1	3.6	--	--	14	50.0	9	32.1	4	14.3	--	--
College I	N=50	--	--	1	2.0	23	46.0	24	48.0	2	4.0	--	--
College J	N=65	3	4.6	1	1.5	25	38.5	27	41.5	9	13.9	--	--
College K	N=21	--	--	1	4.8	13	61.9	2	9.5	5	23.8	--	--
College L	N=22	1	4.5	12	54.5	2	9.1	7	31.9	--	--	--	--
School of Ed.	N=12	--	--	--	--	10	83.3	--	--	2	16.7	--	--
Total	706	12		26		320		236		112		--	
Percent	100%	1.7%		3.7%		45.3%		33.4%		15.9%			

that the greater responsibility should be in the hands of the classroom teacher rather than the college supervisor. Only 15.9% preferred that the greater responsibility for assessment be in the hands of college supervisors. In other words, 78.7% of the sample preferred class teachers to have a greater share in the assessment of Teaching Practice than is now generally the case, but not total responsibility for it. In fact, Cope (1971) found that students did not wish to have all their practices supervised and assessed by classroom teachers only.

Item 30. Please circle what best represents your opinion of the emphasis put on the following activities related to teaching practice: (See Tables 53, 54)

a. Preparation of Lesson Plans

Most students in the sample (62.0%) believed the emphasis here to be about right, but 28.3% thought there had been too much emphasis on this activity. Obviously this varied from one college to another, as indicated by students from Colleges I and C, for example, with 58.0% and 41.7% respectively reporting that preparation of lesson plans had been over-emphasised.

b. Recording of Classroom Events

The majority of students (58.6%) thought the emphasis was about right. Among the 26.6% who thought there had been too much emphasis, College C was represented with 47.9%, as was College H with 42.8%.

c. Observing the Teaching of the Classroom Teacher

In contrast to responses to the two previous activities, many students in the sample would like more experiences of this kind, as indicated by 47.0% of them, and by more than 60% from Colleges

TABLE 53. TEACHING PRACTICE ACTIVITIES

INSTITUTION		PREPARATION OF LESSON PLANS										RECORDING OF CLASSROOM EVENTS									
		TOO MUCH		ABOUT RIGHT		TOO LITTLE		NONE		NO RESPONSE		TOO MUCH		ABOUT RIGHT		TOO LITTLE		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	10	14.7	40	58.8	15	22.1	--	--	3	4.4	17	25.0	34	50.0	10	14.7	4	5.9	3	4.4
College A	N=81	23	28.4	51	63.0	6	7.4	1	1.2	--	--	18	22.2	52	64.3	6	7.4	4	4.9	1	1.2
College B	N=101	29	28.7	62	61.4	9	8.9	--	--	1	1.0	25	24.8	54	53.5	18	17.8	3	2.9	1	1.0
College C	N=48	20	41.7	28	58.3	--	--	--	--	--	--	23	47.9	21	43.7	3	6.3	1	2.1	--	--
College D	N=58	18	31.0	37	63.8	3	5.2	--	--	--	--	16	27.6	40	69.0	2	3.4	--	--	--	--
College E	N=60	10	16.7	44	73.3	6	10.0	--	--	--	--	14	23.3	37	61.7	8	13.3	1	1.7	--	--
College G	N=92	25	27.2	60	65.2	6	6.5	1	1.1	--	--	18	19.6	62	67.4	11	11.9	1	1.1	--	--
College H	N=28	7	25.0	18	64.3	3	10.7	--	--	--	--	12	42.8	11	39.3	4	14.3	1	3.6	--	--
College I	N=50	29	58.0	19	38.0	2	4.0	--	--	--	--	14	28.0	26	52.0	8	16.0	2	4.0	--	--
College J	N=65	16	24.6	38	58.5	10	15.4	--	--	1	1.5	17	26.1	41	63.1	4	6.2	1	1.5	2	3.1
College K	N=21	4	19.0	17	81.0	--	--	--	--	--	--	--	--	18	85.7	2	9.5	--	--	1	4.8
College L	N=22	6	27.3	15	68.2	1	4.5	--	--	--	--	8	36.4	12	54.5	2	9.1	--	--	--	--
School of Ed.	N=12	3	25.0	9	75.0	--	--	--	--	--	--	6	50.0	6	50.0	--	--	--	--	--	--
Total	706	200		438		61		2		5		188		414		78		18		8	
Percent	100%	28.3%		62.0%		8.6%		0.3%		0.8%		26.6%		58.6%		11.1%		2.6%		1.1%	

TABLE 54. TEACHING PRACTICE ACTIVITIES

INSTITUTION		OBSERVING THE TEACHING OF THE CLASSROOM TEACHER										YOUR OWN TEACHING							
		TOO MUCH		ABOUT RIGHT		TOO LITTLE		NONE		NO RESPONSE		TOO MUCH		ABOUT RIGHT		TOO LITTLE		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	4	5.9	36	52.9	23	33.8	1	1.5	4	5.9	1	1.5	29	42.6	31	45.6	3	4.4	4	5.9
College A	N=81	11	13.6	43	53.1	23	28.4	1	1.2	3	3.7	--	--	56	69.2	23	28.4	1	1.2	1	1.2
College B	N=101	4	4.0	34	33.7	47	46.5	15	14.8	1	1.0	--	--	80	79.2	20	19.8	--	--	1	1.0
College C	N=48	6	12.5	15	31.2	26	54.2	1	2.1	--	--	4	8.3	30	62.5	14	29.2	--	--	--	--
College D	N=58	1	1.7	17	29.3	35	60.4	4	6.9	1	1.7	1	1.7	49	84.5	8	13.8	--	--	--	--
College E	N=60	--	--	18	30.0	33	55.0	9	15.0	--	--	2	3.3	48	80.0	10	16.7	--	--	--	--
College G	N=92	2	2.2	39	42.4	49	53.2	2	2.2	--	--	2	2.2	74	80.4	16	17.4	--	--	--	--
College H	N=28	--	--	7	25.0	17	60.7	4	14.3	--	--	--	--	22	78.6	6	21.4	--	--	--	--
College I	N=50	--	--	23	46.0	23	46.0	4	8.0	--	--	--	--	43	86.0	6	12.0	1	2.0	--	--
College J	N=65	6	9.2	27	41.5	30	46.2	--	--	2	3.1	1	1.5	36	55.4	24	36.9	2	3.1	2	3.1
College K	N=21	--	--	10	47.6	11	52.4	--	--	--	--	--	--	17	80.9	3	14.3	--	--	1	4.8
College L	N=22	1	4.5	10	45.5	10	45.5	1	4.5	--	--	--	--	--	--	19	86.4	3	13.6	--	--
School of Ed.	N=12	--	--	7	58.3	5	41.7	--	--	--	--	--	--	11	91.7	1	8.3	--	--	--	--
Total	706	35		286		332		42		11		11		495		181		10		9	
Percent	100%	5.0%		40.5%		47.0%		5.9%		1.6%		1.6%		70.1%		25.6%		1.4%		1.3%	

D and H. On the other hand, 40.5% thought the emphasis on this activity had been about right.

d. Your Own Teaching

Most students (70.1%) were satisfied with opportunities for this experience. Among those who were not satisfied were 86.4% of the sample from College L, and 45.6% of the MUN sample.

The remaining Items in the student questionnaire were of an open-ended nature. They were designed to provide students with an opportunity to express their concerns about shortcomings, as they saw them, in their programmes.

Item 31. What, if anything, do you feel should have been included in your programme of training but was not included?

This open-ended question brought many and varied responses. For the most part they did not indicate students' desire to have their programme broadened. Rather, they gave evidence of students wishing greater emphasis in certain existing areas of their programme of training. Responses were included in the following categories:

a. More Re School Experiences

Responses indicated requests for more Teaching Practice or more time working with children in situations other than Teaching Practice.[2]

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[2]For examples of specific responses which were included in this category, and the remaining categories used in the analysis of responses to this Item, see the 'Notes on Item 31' at the end of the chapter.

b. More Re Classroom Organisation, Management, and Discipline

Classroom management and organisation were more frequently mentioned than was discipline.

c. More on Curriculum - Teaching of the Basic Skills Subjects

Responses either stated a need for more curriculum work generally, or for greater emphasis on certain curriculum subjects such as Reading.

d. More on Special Areas

The emphasis here was primarily on working with children with special needs.

e. Other

This category included a variety of responses, as can be seen in the examples given at the end of the chapter.

Responses to this Item are given in Table 55. The relatively high proportion of students who did not respond to this question (nearly 20%), might indicate that they were satisfied with the existing programme.

It can be seen that 24.5% of the sample felt there should have been more emphasis on school experiences, and more than 50% of the sample from MUN and from College K were of this opinion. A need for greater emphasis on classroom management, organisation, and discipline was expressed by 26.1% of the sample, with more than 50% of the sample from College L and from College H expressing this view. Perhaps not nearly as significant as the 19.0% of the total sample wanting greater emphasis on the basic skills subjects is the fact that from certain colleges much higher percentages responded

TABLE 55. AREAS WHEREIN STUDENTS RECOMMENDED INCREASED EMPHASIS

INSTITUTION		MORE RE SCHOOL EXPERIENCES		MORE RE CLASSROOM ORGANIZATION MANAGEMENT AND DISCIPLINE		MORE ON CURRICULUM-- TEACHING OF BASIC SKILLS		MORE ON SPECIAL AREAS		OTHER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	41	60.3	14	20.6	--	--	6	8.8	--	--	7	10.3
College A	N=81	27	33.3	13	16.0	20	24.7	2	2.5	--	--	19	23.5
College B	N=101	10	10.0	36	35.6	15	14.8	18	17.8	2	2.0	20	19.8
College C	N=48	12	25.0	4	8.3	14	29.2	7	14.5	2	4.2	9	18.8
College D	N=58	7	12.1	14	24.1	6	10.3	11	19.0	1	1.7	19	32.8
College E	N=60	17	28.3	18	30.0	5	8.3	6	10.0	1	1.7	13	21.7
College G	N=92	14	15.2	29	31.5	23	25.0	8	8.7	--	--	18	19.6
College H	N=28	2	7.1	14	50.0	4	14.3	6	21.5	--	--	2	7.1
College I	N=50	10	20.0	12	24.0	15	30.0	2	4.0	--	--	11	22.0
College J	N=65	17	26.1	6	9.2	30	46.2	2	3.1	3	4.6	7	10.8
College K	N=21	12	57.1	5	23.8	1	4.8	--	--	--	--	3	14.3
College L	N=22	1	4.5	15	68.2	1	4.5	4	18.3	--	--	1	4.5
School of Ed.	N=12	3	25.0	4	33.3	--	--	--	--	2	16.7	3	25.0
Total	706	173		184		134		72		11		132	
Percent	100%	24.5%		26.1%		19.0%		10.2%		1.6%		18.6%	

in this manner. For example, 46.2% from College J and 30.0% from College I saw this need. A relatively low proportion of the sample (10.2%) wanted more emphasis on special areas. Only 11 students responded in the 'other' category.

The student desire for greater emphasis in areas such as school experiences and Reading were expressed also in responses to other Items, which have been discussed. Responses with regard to classroom management support other studies which have indicated student complaints of being ill-prepared in these matters: NUT (1969), Cortis and Dean (1970). The requests for a course in Health and in First Aid support a study by Glover (1969), in which Health Education was very unfavourably rated by students, who also demanded a course in First Aid. A summary of responses to this Item is given in graph form (Diagram 6).

Item 32. In retrospect, what do you consider to be the three main weaknesses in your entire programme of training?

The responses to this Item were so varied that it was necessary to order them into five categories. Because students were invited to indicate three weaknesses, each category was given three columns, so that the first weakness named by a respondent could be placed in column 1 of the relevant category, the second named in column 2 of the relevant category, and if a third weakness was named, it could be placed in column 3 of its category. The categories can be seen in Table 56 (Appendix IV, p. 485), and examples of specific responses which were included in each category are provided in 'Notes on Item 32' at the end of the chapter.

An analysis of responses to this Item revealed the following: Problems re school experiences were seen as a weakness which was named first by 35.1% of the student sample, second by 12.9%, and

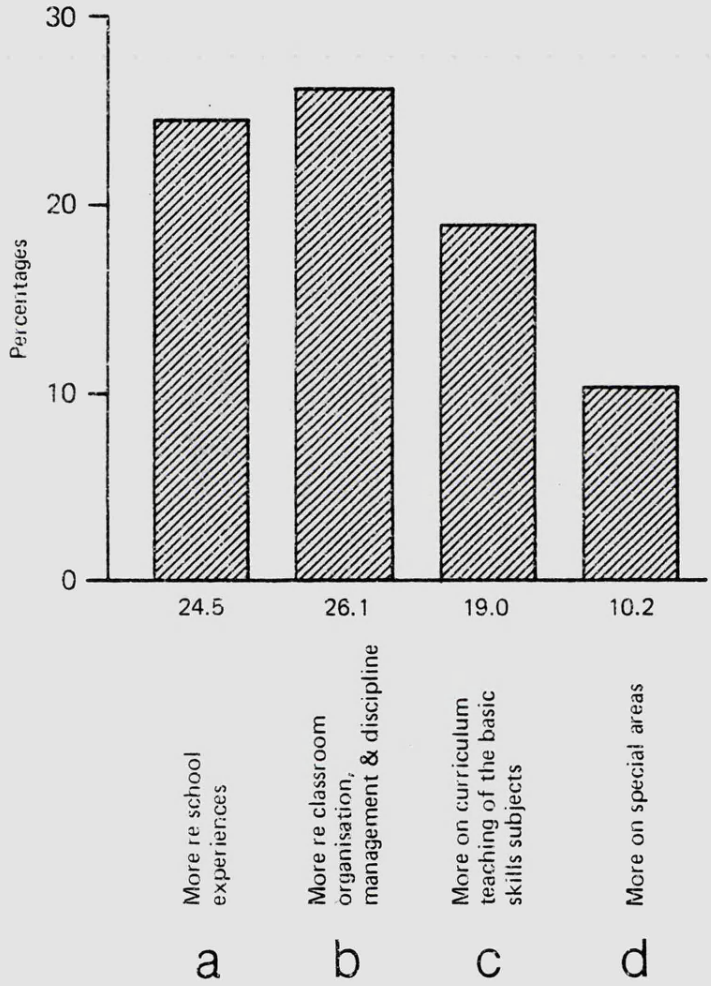


Diagram 6.

STUDENT RECOMMENDATIONS FOR INCREASED PROGRAMME EMPHASIS

third by 6.7%. Most highly criticised in this respect were College A and MUN.

Problems re workload balance were seen also as a major weakness. It was named first by 41.9% of the sample, second by 45.2%, and third by 24.1%. It can be seen that 86.4% of the sample from College L named this weakness first, as did 75.0% of the sample from the School of Education.

Relatively low proportions of students complained about teaching and lecturing, with 8.2% naming it first, 18.0% second, and 15.0% third. It was mentioned as a weakness by a high proportion of the College H sample.

The following breakdown will show clearly the degree to which there was common concern between English and Newfoundland students with respect to the above three, most frequently-noted weaknesses:

CATEGORIES OF WEAKNESSES		PERCENTAGES STUDENT RESPONSES IN ORDER OF MENTION		
		Students: MUN	Students: England	All Students
Problems re workload balance	1st	33.8%	42.8%	41.9%
	2nd	52.9%	44.4%	45.2%
	3rd	29.4%	23.5%	24.1%
Problems re school experiences	1st	54.4%	33.1%	35.1%
	2nd	20.6%	12.1%	12.9%
	3rd	11.8%	6.1%	6.7%
Problems re teaching and lecturing	1st	7.3%	8.3%	8.2%
	2nd	14.7%	18.3%	18.0%
	3rd	17.6%	14.7%	15.0%

Few students felt the lack of communication within and among departments to be a serious weakness of their programme. It was mentioned first by 5.1%, second by 3.1%, and third by 3.3% of the sample.

Other weaknesses were mentioned by a very low proportion of the sample, with 1.8%, 2.4%, and 7.4% naming them first, second, and third, respectively.

It can be seen from Table 56 that 308 students (43.5%) did not name a third weakness in their programme, but confined their responses to one or two weaknesses. In fact, most of the weaknesses given had been expressed as matters of concern in some previous student responses. For example, the desire on the part of students to have greater opportunity for working with children, appeared in responses to several Items. Some of the specific points raised regarding the workload balance had also been brought out in earlier responses, such as that of insufficient emphasis on the teaching of Reading. In the discussion of preliminary visits made by the writer to the colleges, it was pointed out that students frequently complained of a disorganised timetable, fragmentation, uneven workload, and so on. In keeping with these complaints, Chambers (1962) and McLeish (1970) both reported student criticism of the manner in which courses had been organised.

The issue of too much lecturing was raised once again by students in this sample, as was their criticism of the quality of some lecturing, and of some tutors being out of touch with current Primary School practices. When Heads of Education Departments were first visited, many complained about the isolation of one department from another within the college. But when they were interviewed in 1976, most of them reported few, if any, problems in this respect. This may have been due, in part, to the change in administrative structure which had taken place in some of the colleges in the interval between the first and second visits made to them.

Item 33. a. Would you recommend this college to a friend who wished to pursue a programme in Primary teacher education?

b. Please explain why you have answered question 'a' in this manner.

a. Since Newfoundland students do not have a choice of institutions where they might undertake initial teacher training, this Item was confined to the English sample. As can be seen from Table 57, there were those who would recommend their college unreservedly - 24.8% of the sample; another 61.4% would do so with some reservations; 8.2% were doubtful about recommending it; and 2.5% would definitely not do so.

Most positive about their institutions were students from the School of Education, where 58.3% would recommend without reservations, and from College D, where 51.7% would do so. When the 'doubtful' and 'definitely not' responses are taken together, College C was given a low rating of 27.1%. But even in the case of that college, some 68.8% would still recommend it unreservedly or with some reservations.

b. Some reasons given by students in answer to this question had been given earlier as weaknesses which they saw in their programme. Other reasons also given included comments not made earlier. Because the answers were given in this form, it was decided to categorize them simply as 'positive comments,' 'negative comments,' and 'neutral comments.' Examples of specific responses which were placed in these categories are provided in 'Notes on Item 33' at the end of the chapter.

Results given in Table 58 indicate that 26.0% of the sample gave positive responses as reasons; 43.6% negative; and 19.7% neutral. The School of Education received the highest proportion of

TABLE 57. THE EXTENT TO WHICH STUDENTS WOULD RECOMMEND THEIR COLLEGE TO OTHER STUDENTS

INSTITUTION		UNRESERVEDLY		WITH SOME RESERVATIONS		DOUBTFUL		DEFINITELY NOT		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%
College A	N=81	21	26.0	53	65.4	7	8.6	--	--	--	--
College B	N=101	35	34.6	60	59.4	3	3.0	--	--	3	3.0
College C	N=48	8	16.7	25	52.1	6	12.5	7	14.6	2	4.1
College D	N=58	30	51.7	24	41.4	2	3.5	1	1.7	1	1.7
College E	N=60	13	21.8	45	75.0	1	1.6	1	1.6	--	--
College G	N=92	15	16.3	55	59.8	15	16.3	3	3.3	4	4.3
College H	N=28	8	28.6	17	60.7	2	7.1	--	--	1	3.6
College I	N=50	9	18.0	33	66.0	5	10.0	--	--	3	6.0
College J	N=65	4	6.1	47	72.3	8	12.3	2	3.2	4	6.1
College K	N=21	5	23.8	14	66.6	1	4.8	--	--	1	4.8
College L	N=22	3	13.6	14	63.6	2	9.1	2	9.1	1	4.6
School of Ed.	N=12	7	58.3	5	41.7	--	--	--	--	--	--
Total	638	158		392		52		16		20	
Percent	100%	24.8%		61.4%		8.2%		2.5%		3.1%	

TABLE 58. STUDENT COMMENTS PERTAINING TO THEIR COLLEGE

INSTITUTION		POSITIVE COMMENTS		NEGATIVE COMMENTS		NEUTRAL COMMENTS		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
College A	N=81	25	30.9	47	58.0	7	8.6	2	2.5
College B	N=101	38	37.6	43	42.6	14	13.9	6	5.9
College C	N=48	9	18.8	24	50.0	12	25.0	3	6.2
College D	N=58	22	37.9	8	13.8	10	17.2	18	31.1
College E	N=60	17	28.3	23	38.3	16	26.7	4	6.7
College G	N=92	13	14.1	43	46.7	24	26.1	12	13.1
College H	N=28	10	35.7	5	17.9	11	39.3	2	7.1
College I	N=50	9	18.0	27	54.0	10	20.0	4	8.0
College J	N=65	6	9.2	35	53.8	12	18.5	12	18.5
College K	N=21	6	28.6	7	33.3	5	23.8	3	14.3
College L	N=22	3	13.6	13	59.1	4	18.2	2	9.1
School of Ed.	N=12	8	66.7	3	25.0	1	8.3	--	--
Total	638	166		278		126		68	
Percent	100%	26.0%		43.6%		19.7%		10.7%	

positive comments (66.7%), and more than 30% of the sample from Colleges A, B, D, and H referred to them positively. But 50.0% or more of the sample from each of Colleges A, C, I, J, and L gave negative comments about their college.

Many negative comments with reference to College A concerned the academic emphasis of the course, to the neglect of professional work. College C was seen as offering too narrow a range of Main subjects and a 'poor' social life. Students from College I complained that too much staff time and interest were given to the development of new courses, to the neglect of students and current courses. Students from College J were opposed to the new programme, which delayed the introduction of curriculum studies and school experiences. Students from College L pointed out that, whereas they might earlier have recommended their college, they now found it difficult to do so. This was because of the changes in courses, brought about by the college merging with a polytechnic.

On further examining student responses to this Item, several points emerge: students from small colleges frequently mentioned 'smallness' as a positive feature; the pleasant surroundings of a college were often given as a favourable environmental feature; where colleges were experiencing changes in courses and/or administrative structure, this was often mentioned in a negative manner, and was seen as militating against the work in hand; the lack of challenge in a programme, expressed as 'course is far too easy,' was so frequently mentioned as to lend support to conclusions reached in studies by McLeish (1970) and the Birmingham ATO (1971), and to concerns expressed by Bantock (1969).

The Institution Most Favoured by Its Students

While all the colleges in the sample, as well as the two university Schools of Education represented, were rated by students as favourable in some respects, one college stands out as having received more favourable comments than any of the others. This was College D.

It will be recalled that College D (an LEA college) was, at the time of the survey, a college of 1,025 students and 134 staff. It was therefore one of the largest colleges in the sample. The minimum entry requirement for students on any programme was 2 'A' level passes, and all students in the sample had this qualification. All courses were validated by a university.

Members of the former Education Department totalled 32, and they constituted the staff sample for this survey. There was a response rate of 87.5% to the questionnaire administered to them. There were 90 eligible students who made up the sample, and the response rate to the questionnaire administered to them was 64.4%.

Within the Education Department, 51.7% of the staff were female. All Education staff members were at least 30 years of age, and most of them were within the 30-49 years age group. Almost all of them had professional training; about 60% had a first degree, and about 40% had at least a Master's degree. The college had the highest proportion of staff with Nursery and Infant School teaching experience; more than 40% also had done some teaching in schools since taking up their posts at the college, and approximately 70% of them felt they were maintaining adequate contacts with Primary Schools. All staff reported using a combination of teaching styles rather than giving lectures only.

Most staff indicated satisfaction with such facilities as

their library, curriculum centre, and audio-visual centre, and more than 40% of them were satisfied also with the provision of seminar rooms. In terms of courses, nearly 70% of the staff were satisfied with Teaching Practice provision, and about 50% with the emphasis given curriculum areas such as Reading, Language, and Mathematics. In response to a question inviting staff to note weaknesses in the courses, only about 14% named school experiences as a first weakness. About 10% saw the uneven workload as a first weakness, and few, if any, other weaknesses were mentioned.

Students found their course adequate in several important areas. These included: Curriculum Studies such as Reading, Language, and Mathematics; opportunity to work with children in situations other than teaching practice; and seminars and tutorials as a teaching form. In response to the question inviting students to mention weaknesses in their programme, about 40% in the College D sample named the uneven workload first; about 17% named insufficient school experiences first; and about 10% problems related to teaching and lecturing.

A selection of positive comments made by students of this college in response to Item 33 is given below:

a. I feel the college provides a good basic education and background for any prospective teacher.

b. I have been happy here and I have always coped well.

c. An enjoyable course.

d. Work interesting; college has high standards.

e. Good college - good reputation; on the whole it does a good job in providing us with thorough training.

f. This college has many advantages when compared with some others.

g. The college provides a good basic training; it is academically sound. The college also provides a good social life.

h. Life at this college has been very enjoyable, both academically and socially.

i. I enjoyed my time at this college.

j. Students are given individual attention, and there seems to be an emphasis placed, by the majority of lecturers, on the fact that they are never too busy to help.

k. The college provides good basic training.

l. The college has a good reputation and high standards; a pleasant environment; on the whole, there are good staff/student relations.

m. Very good training.

n. I enjoyed it so very much, and overall the college has given me good training.

o. I have enjoyed the course and I feel adequately trained.

p. I have enjoyed the course.

q. This college is better than others which I have heard about.

r. The college provides good all-round training.

s. A very good college, with adequate provision for both practical and theoretical work.

t. The college gives good, thorough training, has a good reputation, and a friendly atmosphere.

NOTES

Notes on Item 31

Examples of specific responses included in each of the categories used in analysis of data for this Item were as follows:

a. More Re School Experiences

More school visits; opportunity to observe more teaching situations; work with children early in the programme; observation of various teaching methods; work with children outside teaching practice; more teaching practice.

b. More Re Classroom Organisation, Management, and Discipline

Emphasis on classroom organisation, order, and discipline; more help with classroom situations; how to handle discipline problems; focus on the administrative duties of the teacher; a specific course dealing with effective classroom management and discipline; help with general classroom administrative duties such as keeping a register; helping students learn how to make records and reports.

c. More on Curriculum - Teaching of the Basic Skills Subjects

More on the teaching of Reading; more on remedial Reading; more on diagnosing Reading difficulties; more specific rather than general work on the teaching of the basic skills; more compulsory Reading courses; a deeper investigation of Reading in the Primary School.

d. More on Special Areas

How to work with children with speech defects; help in relation to working with immigrant children; more emphasis on how to teach

slow-learning children; advice on coping with problem children; how to work with socially deprived children.

e. Other

Guidance on the correction of children's work; opportunity to work with parents; a course in First Aid; a course in Health and Hygiene; preparation for job interviews and other matters related to obtaining a teaching post; advice about problems likely to be encountered in the probationary teaching year.

Notes on Item 32

Examples of specific responses included in each of the categories used in analysis of data for this Item were as follows:

a. Problems Re School Experiences

Not enough Teaching Practice; not enough classroom exposure; not enough Teaching Practice and experience working with children; not enough contact with children in initial stages of the programme; too much theory and not enough practice.

b. Problems Re Workload Balance (Content and Time)

Too much time wasted; uneven workload; too much repetition and overlapping in courses; not nearly enough training in preparation to teach Reading; too little curriculum study before going into schools.

c. Problems Re Teaching and Lecturing

Many lecturers badly out of touch or out of date with procedures in Primary Schools; very poor standard of lecturing; too many staff out of touch with modern teaching practices; lack of interest on part of lecturers; lack of recent full-time contact of tutors

with schools; lecturers without recent experience of school life; 'poor' Education lecturers.

d. Problems Re Communication Within and Among Departments

Lack of liaison among departments and therefore work repeated, or even worse, omitted; lack of communication between Education tutors and Main subject tutors, resulting in lack of organisation; lack of liaison among departments concerning workload; lack of communication between students and lecturers.

e. Other

Lack of organisation; college is very lax, with a very sporadic timetable; the course is now a general course, no longer designed for teacher training; some aspects of training vary greatly, depending on the student's tutors.

Notes on Item 33

Examples of specific responses included in each of the categories used in analysis of data for this Item were as follows:

a. Positive Comments

The course has been completely satisfactory in training a person to teach Primary children; interesting work and high standards; good college, good reputation, does a good job; this course, though apparently more difficult than most others, provides a very good basis from which to begin teaching; quite satisfied with the college on the whole; I feel the college provided a good basic education and background for any prospective teacher; enjoyable college, socially and educationally; I have been very happy, and feel that I have benefitted from the course; small size means great

opportunity for individual tutorial work; small, pleasant college with good atmosphere and good staff/student relations; I have experienced a happy and rewarding three years.

b. Negative Comments

Disappointed with the course; the ordinary course is by far too easy to pass; inadequate and does not fulfil its function of training a teacher adequately; the college is like an extension of school; new CNAA courses are inadequate, especially the B.Ed.; general lack of organisation; unsatisfactory academic programme.

c. Neutral Comments

Because of present economic situation; because of the instability of the teaching profession at the moment; depends on the main study and on the tutor; have no experience of other colleges with which to compare; uncertainty of the future of the college; uncertain job prospects.

CHAPTER VIII

STATEMENT, INTERPRETATION, AND DISCUSSION OF QUESTIONNAIRE RESULTS: STAFF

STATEMENT, INTERPRETATION, AND DISCUSSION OF QUESTIONNAIRE RESULTS: STAFF

A procedure similar to that used for the student questionnaire will be followed for the staff questionnaire. Where Items appeared in both, responses will be compared as they arise in the staff questionnaire, as will also responses to certain Items which were related but not identical. The questionnaire for English staff will be taken as the basic questionnaire throughout, with differences in the case of the Newfoundland faculty questionnaire being dealt with as they occur. Whereas the student responses had included a sample from each of 13 institutions, staff responses are from only 9 institutions: 8 colleges of education and Memorial University of Newfoundland.

Following Item 1, Items 2-6 were designed to obtain from staff biographical information and details of qualifications and experience.

Item 1. Are at least 30% of your students in Primary Education?
If No, please complete only as far as question No. 30.
If Yes, please complete the entire questionnaire.

An analysis of responses (Table 59, Appendix V, p. 489) revealed that 66.0% of the sample had at least 30% Primary students. With respect to certain Items of the questionnaire, a cross-tabular analysis will be used to reveal differences in responses between those with, and those without, 30% Primary students.

Item 2. Sex.

As can be seen from Table 60, the majority of staff in the sample were male (74.6%), and of those who taught at least 30%

TABLE 60. STAFF SAMPLE BY SEX

INSTITUTION		MALE		FEMALE		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=64	54	84.4	10	15.6	--	--
College B	N=9	5	55.6	4	44.4	--	--
College C	N=18	18	100.0	--	--	--	--
College D	N=28	12	42.9	16	57.1	--	--
College E	N=10	8	80.0	2	20.0	--	--
College G	N=19	9	47.4	10	52.6	--	--
College I	N=22	20	90.9	2	9.1	--	--
College J	N=19	15	78.9	4	21.1	--	--
College K	N=8	6	75.0	2	25.0	--	--
Total	197	147		50		--	
Percent	100%	74.6%		25.4%			

Primary students, 67.7% were male. In fact, the entire sample from College C was male, and only in Colleges D and G were there fewer than 50% males. This represents a change from the period when the majority of staff in colleges of education were female. Taylor (1965) found that the balance of sexes in college staff had changed in the ten-year period of 1953-1963 so that by 1963 males had a small majority. He stated also that for a brief period after the Second World War, men exceeded women by a small margin, but that proportions of women rose steadily and ". . . In 1954 out of a total of 2,296 lecturers, only 671 were men. . ." But ". . . within the next ten years . . . the numbers of men recruited went ahead by leaps and bounds . . ."[1] Taylor also predicted that the proportion of male staff would increase, largely because of the introduction of the B.Ed., and the difficulty of recruiting female

[1]Taylor, W., Society and the Education of Teachers (London, 1969), p. 203.

staff qualified in certain subject areas.

Looking at the English sample only in this study, 93 of the 133 staff were male, that is, 69.9%. This approximates closely to the percentage which can be calculated from figures given in the Statistics of Education, 1975. Of a total of 10,810 college staff, 7,420 were male, giving a male proportion of 68.6%.[2]

Item 3. To which age group do you belong?

The categories of responses are given in Table 61. A fairly wide range of age groups is represented in most colleges, and the highest proportion of staff - 38.6% - was in the 40-49 years group. Next came the 30-39 years group with 30.5%, followed by 24.9% in the 50-59 years group. Only six staff responded in each of the two age groups at the ends of the scale. Colleges C and D had the highest proportions of staff in the sample who were 40 years of age or over, with 83.3% and 82.1% respectively. In contrast, 50.0% of the sample from Colleges E and K were under 40 years of age. It might be worthwhile to note the similarity which exists between the findings for this survey and those given in the Statistics of Education, 1975 (1977):

ENGLISH SAMPLE ONLY

	Present Study	Stats., 1975
29 years and under	3.0%	4.6%
30-39 years	24.8%	29.2%
40-49 years	41.4%	40.5%
50-59 years	27.8%	21.5%
60 years and over	3.0%	4.2%

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[2]Department of Education and Science, Statistics of Education, 1975, Vol. IV, Teachers (HMSO, London, 1977), p. 65.

TABLE 61. STAFF SAMPLE BY AGE GROUPS

INSTITUTION		29 YRS. & UNDER		30-39 YRS.		40-49 YRS.		50-59 YRS.		60 YRS. OR OVER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	2	3.1	27	42.2	21	32.8	12	18.8	2	3.1	--	--
College B	N=9	--	--	4	44.5	2	22.2	3	33.3	--	--	--	--
College C	N=18	--	--	3	16.7	11	61.0	3	16.7	1	5.6	--	--
College D	N=28	--	--	5	17.9	15	53.6	8	28.5	--	--	--	--
College E	N=10	1	10.0	4	40.0	4	40.0	1	10.0	--	--	--	--
College G	N=19	--	--	6	31.6	8	42.1	5	26.3	--	--	--	--
College I	N=22	3	13.6	3	13.6	7	31.8	7	31.8	2	9.2	--	--
College J	N=19	--	--	4	21.1	5	26.3	9	47.4	1	5.2	--	--
College K	N=8	--	--	4	50.0	3	37.5	1	12.5	--	--	--	--
Total	197	6		60		76		49		6			
Percent	100%	3.0%		30.5%		38.6%		24.9%		3.0%			

Item 4. What are your academic qualifications? (Circle more than one if applicable.) (See Table 62.)

a. Undergraduate (First) Degrees

As respondents had been invited to circle more than one response, if applicable, for the purpose of analysis the category 'any combination of the above' was added to those given in the questionnaire.

Table 62 indicates that the most frequently recorded degree was that of B.A., with 35.0% of the sample having that particular qualification. The 9.6% having 'other' degrees specified them as B.D., B.Phil., and B.L.S. The proportion of staff in each institution with a first degree was as follows:

MUN	100%
College B	66.7%
College C	77.8%
College D	60.7%
College E	90.0%
College G	57.9%
College I	86.4%
College J	73.7%
College K	87.5%

The three colleges having the highest proportion of female staff in the sample had also the lowest proportion with a first degree (Colleges B, D, G). Looking at the English sample, 72.9% reported having a first degree. Taylor (1965) had found that 29.0% of the male staff in the English colleges and 52.0% of the females had no first degrees; writing in 1969 he stated that 61.2% of the men and 40.8% of the women had university degrees. The Statistics of Education, 1975 (1977) showed that 57.0% of all college staff were graduates: 62.5% of the men and 45.0% of the women. An analysis of the findings for the English sample in this survey reveals that

TABLE 62. ACADEMIC QUALIFICATIONS OF STAFF: UNDERGRADUATE

INSTITUTION		B.A.		B.SC.		B.ED.		B.A.(ED.)		B.COMM.		B.P.E.		B.MUS.		OTHER		COMBINATION		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	12	18.8	10	15.6	8	12.5	14	21.9	--	--	--	--	--	--	--	--	20	31.2	--	--
College B	N=9	3	33.3	1	11.2	--	--	--	--	--	--	--	--	--	--	2	22.2	--	--	3	33.3
College C	N=18	12	66.7	--	--	--	--	--	--	--	--	--	--	--	--	2	11.1	--	--	4	22.2
College D	N=28	9	32.1	1	3.6	2	7.1	--	--	--	--	--	--	--	--	5	17.9	--	--	11	39.3
College E	N=10	6	60.0	2	20.0	--	--	--	--	--	--	--	--	--	--	1	10.0	--	--	1	10.0
College G	N=19	6	31.5	1	5.3	--	--	1	5.3	--	--	--	--	--	--	3	15.8	--	--	8	42.1
College I	N=22	10	45.5	4	18.2	2	9.1	--	--	--	--	--	--	--	--	2	9.1	1	45	3	13.6
College J	N=19	7	36.8	2	10.6	--	--	1	5.2	--	--	--	--	--	--	4	21.1	--	--	5	26.3
College K	N=8	4	50.0	3	37.5	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	12.5
Total	197	69		24		12		16		--		--		--		19		21		36	
Percent	100%	35.0%		12.2%		6.1%		8.1%								9.6%		10.7%		18.3%	

82.8% of the men and 44.0% of the women were graduates. This shows a higher proportion of men graduates than was true for either Taylor's findings or the 1975 statistics.

Taylor (1968) pointed out that of the non-graduates among college staff, a large proportion were lecturers in Primary Education. This same situation was reported at the time of the writer's visits to the colleges and, indeed, was a matter of concern among Heads of Education Departments. Yet, the data in this survey reveals that of the English sample who reported having 30% or more Primary students, 70.0% reported having a first degree.

b. Graduate Level

In order to avoid the possibility of recording more than once the qualifications given by any respondent, the categories given in Table 63 were used for data analysis.

More of the sample reported having a Master's degree than any of the other qualifications listed (38.1%), with 32.5% having a Doctorate, or a Master's and a Doctorate. Thus 70.6% of the sample had graduate qualifications at the Master's level or beyond. An analysis by sex indicates that 52.0% of the female sample and 78.9% of the male sample had a Master's degree. For the MUN sample, the breakdown was 98.1% male, 90.0% female; for the English sample, the breakdown was 67.7% male, and 42.5% female. Further analysis showed that 69.2% of those with 30% or more Primary students, had at least a Master's degree. College D, with the highest proportion of female staff in the sample, had also the lowest proportion of staff reporting at least a Master's degree.

The report of a 1964 survey by Taylor (1969) showed 20.0% of the men and 12.0% of the women in colleges had a Master's degree

TABLE 63. ACADEMIC QUALIFICATIONS OF STAFF: GRADUATE

INSTITUTION		ONE OR MORE MASTER'S DEGREES		A DOCTORATE		MASTER'S AND A DOCTORATE		OTHER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	13	20.3	6	9.4	43	67.2	--	--	2	3.1
College B	N=9	4	44.4	--	--	--	--	--	--	5	55.6
College C	N=18	8	44.4	2	11.7	1	5.6	--	--	7	38.9
College D	N=28	10	35.7	1	3.6	--	--	--	--	17	60.7
College E	N=10	6	60.0	--	--	--	--	--	--	4	40.0
College G	N=19	8	42.1	4	21.0	1	5.3	--	--	6	31.6
College I	N=22	13	59.1	--	--	3	13.6	--	--	6	27.3
College J	N=19	10	52.6	1	5.3	1	5.3	--	--	7	36.8
College K	N=8	3	37.5	1	12.5	--	--	--	--	4	50.0
Total	197	75		15		49		--		58	
Percent	100%	38.1%		7.6%		24.9%				29.4%	

or a Doctorate, as opposed to 40.0% of those teaching in universities. He noted that there was little evidence to suggest that students' qualifications on entry to colleges were related to the qualifications and experience of staff. But he predicted that this would change, with better qualified students tending to gravitate towards the colleges offering better opportunities for work in degree programmes. Findings in this survey do not support entirely his prediction, as the following summary shows:

	Percentage of Staff with at least a Master's degree	Percentage of Students with at least 2 'A' Level passes
College B	44.4%	47.5%
College C	61.7%	66.7%
College D	39.6%	62.1%
College E	60.0%	60.0%
College G	68.4%	52.2%
College I	72.7%	34.0%
College J	63.2%	29.2%
College K	50.0%	28.6%

c. Other Professional Training as a Teacher

Table 64 (Appendix V, p. 489) shows that 73.6% of the sample responded affirmatively to this Item.

The open-ended responses, indicating the specific nature of additional professional training, were categorized as given in Table 65. The category 'other' included Diplomas in Primary Education, Physical Education, Child Development, Art and Design, Psychology, Speech, and Drama. There were 34.0% who reported having an Advanced Diploma, with 24.9% having a Teacher's Certificate, and 11.2% a Postgraduate Certificate in Education.

Looking at the sample from the colleges only, 38.3% had an Advanced Diploma, 34.6% a Teacher's Certificate, and 16.5% a Postgraduate Certificate, while an overall percentage of 89.5% reported

TABLE 65. OTHER PROFESSIONAL TRAINING SPECIFIED

INSTITUTION		ADVANCED DIPLOMA		POSTGRADUATE CERTIFICATE IN ED.		TEACHER'S CERTIFICATE		OTHER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	16	25.0	--	--	3	4.7	6	9.4	39	60.9
College B	N=9	4	44.5	1	11.1	3	33.3	--	--	1	11.1
College C	N=18	7	38.9	3	16.7	3	16.7	--	--	5	27.7
College D	N=28	8	28.5	2	7.1	17	60.7	--	--	1	3.7
College E	N=10	6	60.0	--	--	--	--	--	--	4	40.0
College G	N=19	8	42.1	4	21.1	7	36.8	--	--	--	--
College I	N=22	7	31.8	6	27.3	7	31.8	--	--	2	9.1
College J	N=19	7	36.8	4	21.1	7	36.8	---	--	1	5.3
College K	N=8	4	50.0	2	25.0	2	25.0	--	--	--	--
Total	197	67		22		49		6		53	
Percent	100%	34.0%		11.2%		24.9%		3.0%		26.9%	

some professional training other than degrees. Taylor (1965) reported 42.0% of the men and 32.0% of the women having an Advanced Diploma or a Certificate in Education, or in some specific aspect of educational study. An analysis of data in this survey reveals that 91.4% of the men and 85.0% of the women in the English college samples had similar qualifications.

Item 5. a. How many years did you teach in Nursery School, etc.?

b. How many years have you taught at the university/ college level?

c. How many years did you work in the education field other than teaching?

a. School Teaching Experience

Responses from the English sample to these open-ended questions were categorized as indicated in Tables 66, 67 (Appendix V, pp. 490, 492). While only 3.7% of the sample had teaching experience in Nursery Schools, 24.1% had taught in Infant Schools, and these were mainly from Colleges B, D, and G. On the other hand, 60.9% had teaching experience in Junior Schools, and 67.7% in Secondary Schools. Of the 81 staff members who had taught in Junior Schools, 38 had done so for more than 5 years; and 51.9% of those who had taught in Secondary Schools had done so from 1-10 years. There were 95.6% of the sample who reported no teaching experience in Nursery Schools; 75.2% had no experience in Infant Schools; 37.6% had no experience in Junior Schools; and 30.8% had no experience in Secondary Schools.

Taylor (1969) reported that none of the women and only 6 of the 180 men in a survey sample were without school teaching experience, and that 55.0% of the men and 67.0% of the women had worked in schools for at least 10 years. He further reported that women

tended to have more experience at each grade than men. The following is a breakdown of teaching experience for the English sample in this survey:

	Nursery	Infant	Junior	Secondary
1-5 years	2.3%	11.3%	32.3%	27.8%
6-10 years	0	6.0%	11.3%	24.1%
11-15 years	0	3.8%	9.0%	6.8%
16-20 years	0.7%	2.3%	6.0%	6.0%
more than 20 years	0.7%	0.7%	2.3%	3.0%

A further analysis by sex gives percentages of males and females who reported having had teaching experience at the various school levels:

	Male	Female
Nursery	0	30.0%
Infant	9.7%	57.5%
Junior	60.2%	62.5%
Secondary	73.1%	62.5%

Responses for the MUN sample are given in Tables 68, 69, 70 (Appendix V, pp. 494-495). Primary School experience was reported by 32.8% of the sample; 59.4% had Elementary School experience, and 79.7% had Secondary School experience, giving a pattern similar to that of the English sample.

An analysis was made to determine the extent to which those staff with 30% or more Primary students had school teaching experience. The following findings resulted:

Nursery	4.6%
Infant	26.6%
Junior	66.1%
Secondary	65.1%
Primary (MUN)	100%

b. College/University Experience

Categories used for analysis are given in Table 71 (Appendix V, p. 496). The greater proportion of the sample, 85.9%, had taught at the college or university level for a period from 1 to 12 years. Some interesting findings from samples of individual colleges present themselves: 26.4% of the sample from College J had experience beyond 12 years; from College E, 70.0% had fewer than 7 years experience, as had 50.0% from College D and College K.

In the 1964 survey, Taylor (1965) noted that 52.0% of the men and 30.0% of the women in the sample had fewer than 5 years experience. The breakdown in terms of experience for the English and MUN samples in this survey is as follows:

	England	MUN
1-3 years	21.1%	15.6%
4-6 years	21.8%	26.5%
7-9 years	28.6%	15.6%
10-12 years	17.3%	21.9%
13-15 years	6.0%	9.4%
16-18 years	2.3%	3.1%
19-21 years	1.5%	4.7%
more than 21 years	0.8%	1.6%

A further analysis, in terms of those with 30% or more Primary students, revealed the following experience at the college level:

1-3 years	19.2%
4-6 years	24.6%
7-9 years	22.3%
10-12 years	21.5%
13-15 years	6.9%
16-18 years	2.3%
19-21 years	2.3%

This indicates that the vast majority of staff teaching Primary students began working in this field within the last twelve years.

c. Experience in Education Field Other than Teaching

On the basis of responses given, categories as given in Table 72 (Appendix V, p. 497) were used for analysis purposes. A majority of the sample - 72.6% - reported that they had no experience in the Education field other than teaching, but in the case of MUN and College K, 50.0% of the sample had such experience. Taylor (1965) reported that 21.0% of the men and 20.0% of the women in the 1964 sample had experience in other educational work. Of the English staff in this sample, 15.0% were in that category.

Item 6. Have you served as Head Teacher of a school? If Yes, what type of school?

As can be seen from Table 73 (Appendix V, p. 498), 35.5% of the sample had served in this capacity. But nearly half of that group were from MUN. More than 40% of the sample from College B and from College D had been Head Teachers.

Because of differences in types of schools, the MUN and English responses are dealt with separately. Table 74 (Appendix V, p. 499) shows that 15.8% of the English sample had served as Heads of Junior Schools, with considerably lower proportions having served in other types of schools. Those reporting having served in 'other' schools, did not specify the type of school. Of the 46.4% from College D who had been Heads, 35.7% had been Heads of Infant or Junior Schools; and of the 44.4% from College B, 33.3% had been Heads of Infant or Junior Schools.

Table 75 (Appendix V, p. 500) gives responses from the MUN sample, and indicates that the highest proportions of those serving as school Principals, had done so in more than one type of school, or in all-grade schools.

Item 7 dealt with staff/school contacts. The next group of Items (8-11) were designed to seek the following information about staff: years of experience in their present post, rank, department in which they were working, and whether or not they held posts of responsibility.

Item 7. Have you undertaken any teaching in a school since you took up your present position? If Yes, under what circumstances?

Table 76 shows that while 40.1% of the sample had done some teaching since taking their college positions, 57.4% had not. The highest proportion of negative responses from a specific institution was from the MUN sample (76.6%). More than 40% of the sample from each of the colleges had done some teaching since taking their college posts, and there were more than 60% from Colleges B and C.

A lack of recent teaching experience on the part of some staff members was given by the student sample as an example of weakness

TABLE 76. SCHOOL TEACHING EXPERIENCE SINCE TAKING PRESENT POST

INSTITUTION		YES		NO		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=64	15	23.4	49	76.6	--	--
College B	N=9	6	66.7	2	22.2	1	11.1
College C	N=18	12	66.7	6	33.3	--	--
College D	N=28	12	42.9	15	53.5	1	3.6
College E	N=10	5	50.0	4	40.0	1	10.0
College G	N=19	8	42.1	10	52.6	1	5.3
College I	N=22	9	40.9	13	59.1	--	--
College J	N=19	8	42.1	11	57.9	--	--
College K	N=8	4	50.0	3	37.5	1	12.5
Total	197	79		113		5	
Percent	100%	40.1%		57.4%		2.5%	

in the programme. Support for the view that college staff were out of touch with present school practices is found in studies by Shipman (1966), Drabick (1967), Plowden (1967), Willey and Maddison (1971), and NFER (1974). An analysis of data in this survey shows that 44.6% of those staff members with 30% or more Primary students had done some school teaching since taking their college positions.

With respect to circumstances under which teaching had been done, it was necessary, for analysis purposes, to add a category in addition to those given in the questionnaire. 'Any combination of the above' was added because staff could respond to more than one of the categories given. The number of non-respondents to this part of Item 7, as Table 77 indicates, coincides with the number who had already indicated they had no teaching experience since their present posts had been taken. It should be borne in mind that of the 113 in that group, 49 were from the MUN sample, and in the case of the English sample, 64 out of 133 had taught in schools, that is, 48.1%. Most had taught under ad hoc arrangements.

Item 8. For how many years have you been teaching in the institution in which you are now employed?

While almost equal proportions of the sample had been in their present posts for periods from 5-9 years and from 10-14 years (32.5% and 30.5% respectively), some 20.8% had been teaching at the college where they were currently employed for 15 years or more; 16.2% had been in their present posts for periods under 5 years, as compared with 40.6% from MUN (Table 78). The sample with the highest proportion who had served in their present college for periods of 10 years or more was from College D with 87.7%; the sample with the lowest proportion was from MUN with 20.3%. With the exception of College B and College G, more than 50% of the

TABLE 77. CIRCUMSTANCES OF TEACHING

INSTITUTION		DURING PERIOD OF LEAVE		AT INTERVALS		BY AD HOC ARRANGEMENT		COMBINATION		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	5	7.8	1	1.6	7	10.9	2	3.1	49	76.6
College B	N=9	--	--	1	11.1	4	44.4	1	11.1	3	33.4
College C	N=18	1	5.6	2	11.1	6	33.3	4	22.2	5	27.8
College D	N=28	1	3.6	1	3.6	12	42.8	3	10.7	11	39.3
College E	N=10	--	--	--	--	4	40.0	1	10.0	5	50.0
College G	N=19	--	--	2	10.5	3	15.8	3	15.8	11	57.9
College I	N=22	--	--	1	4.5	4	18.2	3	13.6	14	63.7
College J	N=19	1	5.3	2	10.5	4	21.0	1	5.3	11	57.9
College K	N=8	--	--	--	--	3	37.5	1	12.5	4	50.0
Total	197	8		10		47		19		113	
Percent	100%	4.1%		5.1%		23.8%		9.6%		57.4%	

TABLE 78. YEARS TEACHING IN PRESENT POSITION

INSTITUTION		UNDER 5 YRS.		5-9 YRS.		10-14 YRS.		15 YRS. OR OVER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	26	40.6	25	39.1	8	12.5	5	7.8	--	--
College B	N=9	4	44.5	2	22.2	3	33.3	--	--	--	--
College C	N=18	--	--	8	44.4	9	50.0	1	5.6	--	--
College D	N=28	--	--	4	14.3	11	39.3	13	48.4	--	--
College E	N=10	--	--	4	40.0	5	50.0	1	10.0	--	--
College G	N=19	1	5.3	9	47.4	5	26.3	4	21.0	--	--
College I	N=22	--	--	7	31.8	9	40.9	6	27.3	--	--
College J	N=19	1	5.3	3	15.8	7	36.8	8	42.1	--	--
College K	N=8	--	--	2	25.0	3	37.5	3	37.5	--	--
Total	197	32		64		60		41		--	
Percent	100%	16.2%		32.5%		30.5%		20.8%			

sample from each college had 10 years or more experience in that college.

Item 9. Of which Department/Division are you a member?

The categories used for analysis of responses to this open-ended question are shown in Table 79 (Appendix V, p. 501). Since the questionnaire was intended for Education staff, it is not surprising to find that 89.3% were members of Education Departments. Because some respondents indicated they were in other departments, it is possible that 'Education Department' was interpreted rather narrowly by them. For instance, in College C all staff members were involved in pedagogical studies, though all in the sample did not indicate they were members of the Education Department, perhaps because the term had fallen out of use at that college.

Item 10. What is your present rank?

Categories were, of necessity, different for MUN faculty, and a separate table (Table 81) is used for their responses. Looking at the college staff (Table 80), it was found that 46.6% were Senior Lecturers and another 21.1% were Principal Lecturers. There were 32 lecturers Grade II (24.1%), and 5 Lecturers Grade I (3.8%).

At MUN, the highest rank attainable, that of Professor, was reported by 17.2% of the sample, with the balance almost equally shared between Associate and Assistant Professors.

Item 11. Have you an administrative post?
If Yes, please specify.

Table 82 (Appendix V, p. 501) shows that 59 of the sample (30.0%) held an administrative post, but at individual colleges the proportion was much higher, with 77.8% at College C, one of the smallest colleges in the sample. At MUN, on the other hand, the

TABLE 80. RANK: ENGLISH STAFF

INSTITUTION		PRINCIPAL LECTURER		SENIOR LECTURER		LECTURER GRADE II		LECTURER GRADE I		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	1	11.1	5	55.6	2	22.2	--	--	1	11.1
College C	N=18	7	38.9	8	44.4	3	16.7	--	--	--	--
College D	N=28	5	17.9	12	42.9	9	32.0	1	3.6	1	3.6
College E	N=10	2	20.0	2	20.0	3	30.0	2	20.0	1	10.0
College G	N=19	2	10.5	9	47.4	6	31.6	--	--	2	10.5
College I	N=22	5	22.7	11	50.0	3	13.6	2	9.1	1	4.6
College J	N=19	6	31.6	10	52.6	3	15.8	--	--	--	--
College K	N=8	--	--	5	62.5	3	37.5	--	--	--	--
Total	133	28		62		32		5		6	
Percent	100%	21.1%		46.6%		24.1%		3.8%		4.4%	

TABLE 81. RANK: MUN FACULTY

INSTITUTION		PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR		LECTURER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	11	17.2	28	43.7	24	37.5	--	--	1	1.6
Total	64	11		28		24				1	

largest institution, only 17.2% held administrative posts.

Those who held administrative posts were asked to specify what the posts were. Responses are given in Table 83 (Appendix V, p. 502), which indicates that most were in the category 'other,' which were not specified by the respondents.

The next group of Items (from 12 to 16) were designed to obtain information about staff teaching and related responsibilities.

Item 12. What courses constitute your main teaching responsibilities? (Please give course names.)

The wide range of responses to this question made it impossible to arrange them into a manageable set of categories for analysis. It was therefore decided to categorize them by the number of courses each respondent indicated he or she was teaching, and for this purpose the categories given in Table 84 (Appendix V, p. 503) were used. The majority (65.0%) were teaching 1-3 courses.

Item 13. a. What is the level of the courses you are teaching?

b. If you are teaching undergraduate courses, in what year(s) of their programme are the majority of your students? (Circle more than one if applicable.)

a. Level of Courses

Table 85 (Appendix V, p. 504) shows that the sample was fairly evenly divided in this respect, with 47.7% teaching only undergraduate courses, and 48.7% teaching both undergraduate and graduate courses. Only at MUN were some staff members teaching graduate courses only.

b. Year(s) of Students' Programmes

With regard to year(s) of students' programmes, it was again

necessary, for the purpose of data analysis, to add the category 'any combination of the above,' and as can be seen from Table 86 (Appendix V, p. 505), it turned out to be the category to which most responses were made. This is not surprising: most staff members in any college or university tend to teach students from more than one year of a programme. In fact, 70.1% of this sample did so.

Item 14. Please supply the following information regarding your teaching load:

a. Average number of undergraduate students per term

b. Average number of graduate students per term

c. Average number of contact hours with students per term

d. Main form(s) of teaching (Circle more than one if applicable.)

There was an indication that some staff members experienced difficulty in responding accurately to sections 'a', 'b', and 'c' of this Item. It was therefore decided not to proceed with analysis of the data in these sections.

d. Main Form(s) of Teaching

Students' criticism of the excessive amount of lecturing in colleges has already been noted. But, according to responses given in Table 87 (Appendix V, p. 506), only 12 staff respondents (10 of whom were from the MUN sample) reported their main form of teaching to be lectures. The highest proportion, 85.8%, reported a 'combination' of teaching styles. This is in sharp contrast to student responses to a related question (Item 16), in which 72.4% of them reported lectures to be the main form of teaching, and 11.8% reported that a combination of lectures, seminars, and tutorials had been used. However, only 6.1% of the staff sample indicated that lectures were their main form of teaching. Diagrams 7, 8, and 9

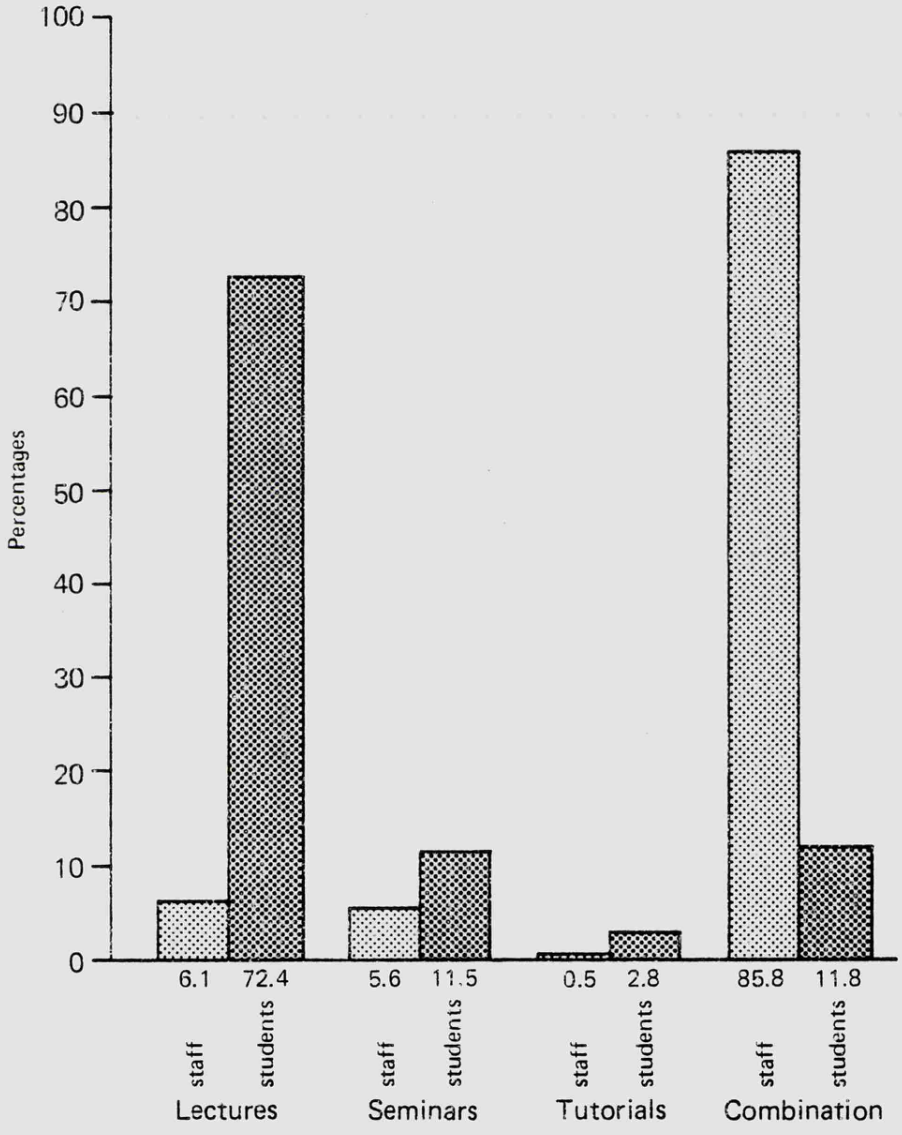


Diagram 7.

MAIN FORM(S) OF TEACHING

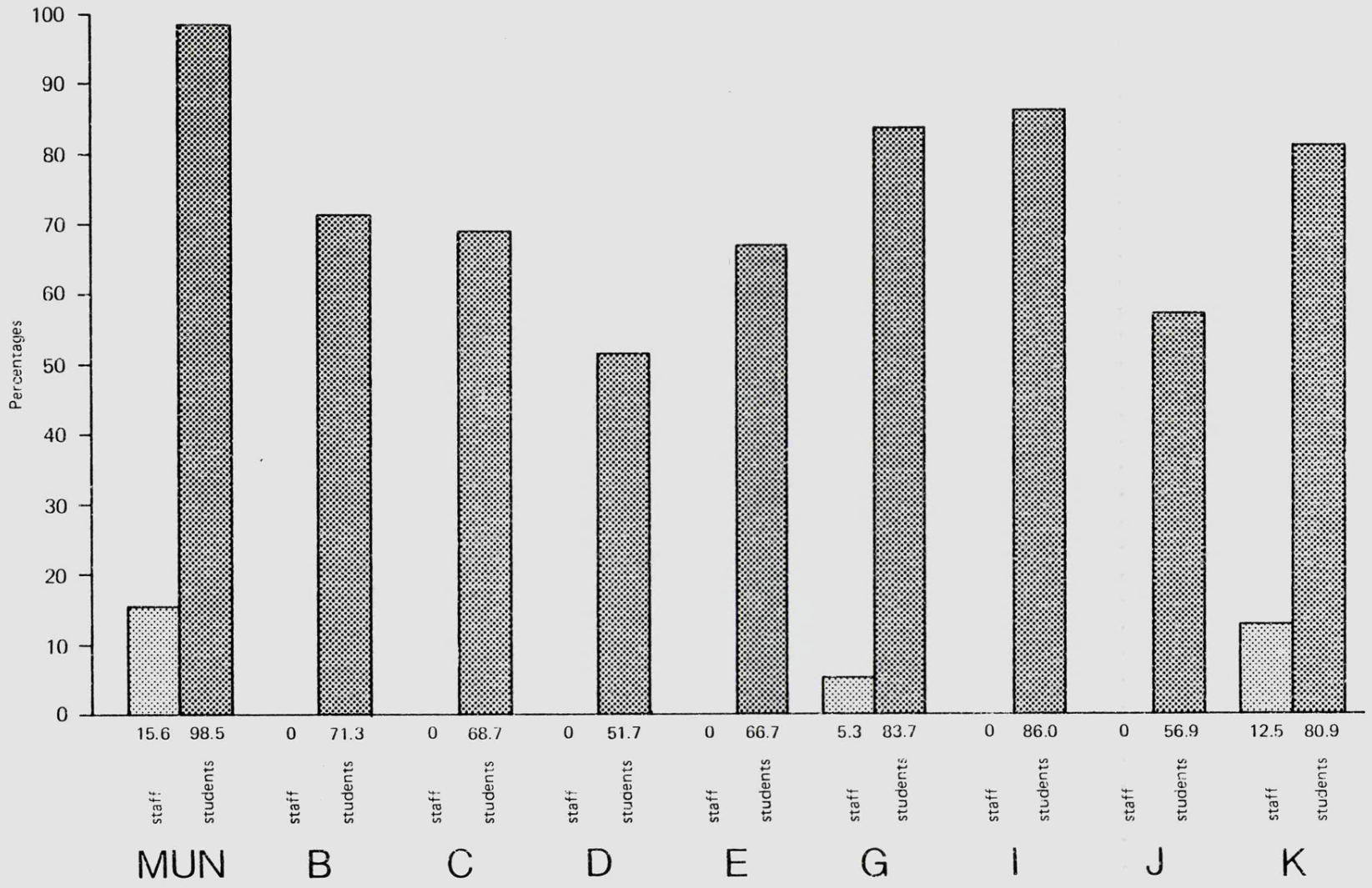


Diagram 8. **MAIN FORM OF TEACHING: LECTURES**

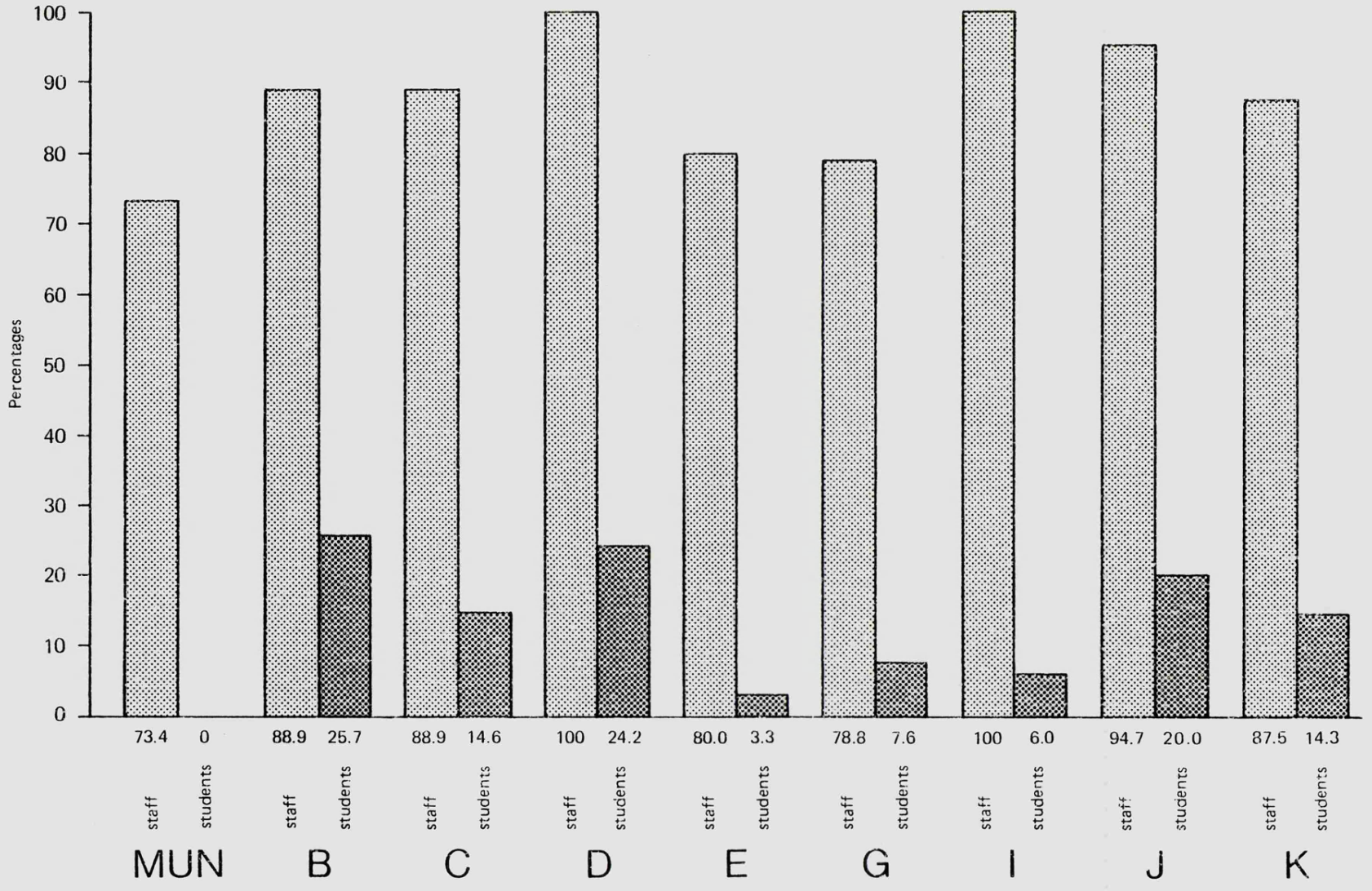


Diagram 9. MAIN FORM OF TEACHING: COMBINATION OF LECTURES, SEMINARS, TUTORIALS

show the differences between student and staff responses. There was obvious disagreement between the student and staff groups as to the main forms of teaching which had been used.

Item 15. a. Are you assigned as adviser to undergraduate students? If Yes, how many students do you advise?

b. Are you assigned as adviser to graduate students? If Yes, how many students do you advise?

a. Adviser to Undergraduate Students

The majority of the sample - 53.8% - acted as adviser to students; at MUN, however, only 17.2% were engaged in this activity (Table 88, Appendix V, p. 507). Numbers of undergraduate students whom staff were advising were categorized as given in Table 89 (Appendix V, p. 508). Most of those who responded (64, or 32.5%) were advising 1-10 students.

b. Adviser to Graduate Students

Only 66 staff members (33.5%) were involved here (see Table 90, Appendix V, p. 509), and of that number, 40 were MUN faculty. Categories indicating numbers of graduate students whom staff were advising resulted from responses given, and, as can be seen from Table 91 (Appendix V, p. 510), numbers were generally low.

Item 16. Are any of your students employed as full-time teachers? If Yes, approximately how many?

This question was asked in an attempt to ascertain to what extent courses were offered for, and being taken by, practising teachers. In other words, how much in-service teaching was going on in the institutions in the sample? Table 92 shows that 82 staff members, or 41.6%, replied in the affirmative, but exactly half that number were from MUN, where each term a fairly wide range of

courses is offered in late afternoons and evenings, when they can be taken by practising teachers. In the colleges, 62.5% replied affirmatively at College K, and more than 40% in each of Colleges C and J.

TABLE 92. STAFF WHO WERE INVOLVED IN IN-SERVICE TEACHING

INSTITUTION		YES		NO		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=64	41	64.1	22	34.3	1	1.6
College B	N=9	2	22.2	6	66.7	1	11.1
College C	N=18	8	44.4	10	55.6	--	--
College D	N=28	5	17.9	23	82.1	--	--
College E	N=10	1	10.0	9	90.0	--	--
College G	N=19	7	36.8	12	63.2	--	--
College I	N=22	5	22.7	17	77.3	--	--
College J	N=19	8	42.1	11	57.9	--	--
College K	N=8	5	62.5	3	37.5	--	--
Total	197	82		113		2	
Percent	100%	41.6%		57.4%		1.0%	

With respect to the numbers of full-time teachers who were taking the courses, the categories given in Table 93 (Appendix V, p. 511) represent responses given. There were 24.8% of the sample who indicated they were teaching up to 15 students who were also full-time teachers.

Items 17-25 and 32-33 represent questions seeking the opinions of staff on various aspects of the Primary teacher education programme, such as content, balance, and so on.

Item 17. Which, in your opinion, best describes the standard of speech and grammar of the majority of your students?

As can be seen from Table 94, the majority of staff in this

TABLE 94. STANDARD OF STUDENTS' SPEECH AND GRAMMAR

INSTITUTION		VERY HIGH		QUITE HIGH		AVERAGE		RATHER LOW		VERY LOW		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	--	--	13	20.3	33	51.6	15	23.4	1	1.6	2	3.1
College B	N=9	--	--	--	--	5	55.6	2	22.2	1	11.1	1	11.1
College C	N=18	--	--	6	33.3	11	61.1	1	5.6	--	--	--	--
College D	N=28	--	--	5	17.9	20	71.4	1	3.6	--	--	2	7.1
College E	N=10	--	--	4	40.0	4	40.0	1	10.0	--	--	1	10.0
College G	N=19	--	--	5	26.3	12	63.2	2	10.5	--	--	--	--
College I	N=22	--	--	10	45.5	11	50.0	1	4.5	--	--	--	--
College J	N=19	2	10.5	4	21.1	9	47.4	4	21.0	--	--	--	--
College K	N=8	--	--	4	50.0	4	50.0	--	--	--	--	--	--
Total	197	2		51		109		27		2		6	
Percent	100%	1.0%		25.9%		55.3%		13.7%		1.0%		3.1%	

sample (55.3%) believed the speech and grammar of their students to be of average quality, and another 25.9% thought it was quite high. Only 13.7% thought their students' standard of speech and grammar to be rather low, with more than 20% of the samples from MUN, College B, and College J of that opinion.

Not entirely in keeping with these findings is the fact that the Bullock Report (1975) indicated that further and higher education institutions often remarked on their entrants' inability to write coherent English. On the basis of some college students' essays which were examined, Bullock further stated that there was a disturbing indication that the students who wrote the essays were ill-equipped to cope with the language demands they would meet in schools; and the Report further noted that Heads of schools had complained to the Committee of the poor standard of written expression of some of the young teachers on their staffs.

Item 18. The time students have for independent study in a regular term is: (See Table 95)

Nearly half the sample, 48.7%, thought students' study time was not enough or not nearly enough, and 50% or more from MUN and from 5 of the colleges were of that opinion. This was the impression gained when discussions were held with students in the colleges. On the other hand, 42.6% of the staff sample thought students' study time was about right.

Item 19. Normal entry to teaching should require previous experience in an occupation other than teaching.

This question had been discussed with college Department Heads and staff when visits were made, and many staff seemed of the opinion that students ought not to enter college immediately upon the completion of secondary education, but that they ought to have

TABLE 95. STUDENTS' STUDY TIME

INSTITUTION		FAR TOO MUCH		TOO MUCH		ABOUT RIGHT		NOT ENOUGH		NOT NEARLY ENOUGH		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	--	--	1	1.6	23	35.9	29	45.3	3	4.7	8	12.5
College B	N=9	--	--	1	11.1	1	11.1	4	44.4	1	11.1	2	22.3
College C	N=18	--	--	--	--	9	50.0	8	44.4	1	5.6	--	--
College D	N=28	--	--	2	7.1	15	53.6	8	28.6	--	--	3	10.7
College E	N=10	--	--	--	--	4	40.0	6	60.0	--	--	--	--
College G	N=19	--	--	--	--	11	57.9	7	36.8	1	5.3	--	--
College I	N=22	--	--	--	--	5	22.7	11	50.0	6	27.3	--	--
College J	N=19	--	--	--	--	13	68.4	5	26.3	1	5.3	--	--
College K	N=8	--	--	--	--	3	37.5	5	62.5	--	--	--	--
Total	197	--		4		84		83		13		13	
Percent	100%			2.1%		42.6%		42.1%		6.6%		6.6%	

some experience of the 'real world.' But the staff in this sample were divided on the issue: 48.2% agreed or strongly agreed, and 33.5% disagreed or strongly disagreed (Table 96). Another 16.8% were undecided. Looking at individual colleges, however, staff who agreed or strongly agreed totalled 50% or more in each of them, with the exception of College B.

Item 20. Teachers are better trained in multipurpose institutions (e.g., university, polytechnic) than in monotechnic institutions (e.g., college of education, teachers' college).

In the post-James period, there was considerable debate on this issue, with some groups arguing that teachers ought not to be trained in isolation from students who were training for other professions.[3] In fact, a member of the DES indicated, in a private discussion with the writer, that one positive feature of college mergers with other institutions, was the elimination of their isolation. Mackenzie (1976) suggested that it would be a good thing for teacher education to take place in institutions such as polytechnics, which might have more and varied resources than the colleges. Negative views on this issue were expressed by others, such as Elvin (1973) and Percival (1976), with the latter arguing that training in a polytechnic might not mean improved training.

Table 97 (Appendix V, p. 512) shows that the sample were divided in their opinions: 39.1% agreed or strongly agreed; 34.5% disagreed or strongly disagreed; and 23.4% were undecided. More than 40% of the sample from Colleges B, C, D, and I disagreed or strongly disagreed, and more than 40% from Colleges J and K and MUN agreed or strongly agreed.

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[3]See Chapter III, Part 1.

TABLE 96. STUDENT EXPERIENCES BEFORE COLLEGE

INSTITUTION		STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	1	1.6	13	20.3	4	6.2	38	59.4	8	12.5	--	--
College B	N=9	--	--	4	44.5	2	22.2	1	11.1	1	11.1	1	11.1
College C	N=18	2	11.1	7	38.9	3	16.7	6	33.3	--	--	--	--
College D	N=28	3	10.7	12	42.9	5	17.9	5	17.9	2	7.1	1	3.5
College E	N=10	2	20.0	4	40.0	4	40.0	--	--	--	--	--	--
College G	N=19	3	15.8	9	47.4	5	26.2	--	--	1	5.3	1	5.3
College I	N=22	4	18.2	10	45.5	6	27.3	2	9.0	--	--	--	--
College J	N=19	8	42.1	8	42.1	2	10.5	1	5.3	--	--	--	--
College K	N=8	1	12.5	4	50.0	2	25.0	1	12.5	--	--	--	--
Total	197	24		71		33		54		12		3	
Percent	100%	12.2%		36.0%		16.8%		27.4%		6.1%		1.5%	

As a matter of interest, the views expressed by a college sample tend to reflect the position of that college at the time of the survey. The four colleges in greatest disagreement were operating as 'free-standing' institutions, and were solely or primarily engaged in teacher education. In other words, they could be considered as monotechnics. The two colleges in greatest agreement had already merged with another institution. Diagram 10 gives responses for each college sample in graph form.

Item 21. Those staff members teaching Primary Education courses should have periodic secondments to teaching in schools.

Staff had already been asked to indicate to what extent they had done any school teaching since taking up their present position. This Item sought to determine their views on whether or not the opportunity to do so, ought to be made possible by a formal arrangement of secondments. As Table 98 indicates, 68.5% of the sample agreed or strongly agreed that this ought to be the case. More than 60% in most institutions responded in that manner. An analysis of responses from those with 30% or more Primary students revealed that 67.0% agreed or strongly agreed, 19.2% disagreed or strongly disagreed, and 13.8% were undecided on the issue.

Item 22. a. Do you prefer a consecutive or concurrent programme of training for Primary students?

b. If you prefer a concurrent programme, in which year would you introduce professional components?

a. The views expressed by this sample show strong support for a concurrent programme, with 75.6% indicating it as their preference (Table 99). Among the 16.2% preferring a consecutive programme were 36.8% from College J, which was offering a consecutive programme at the time of the survey.

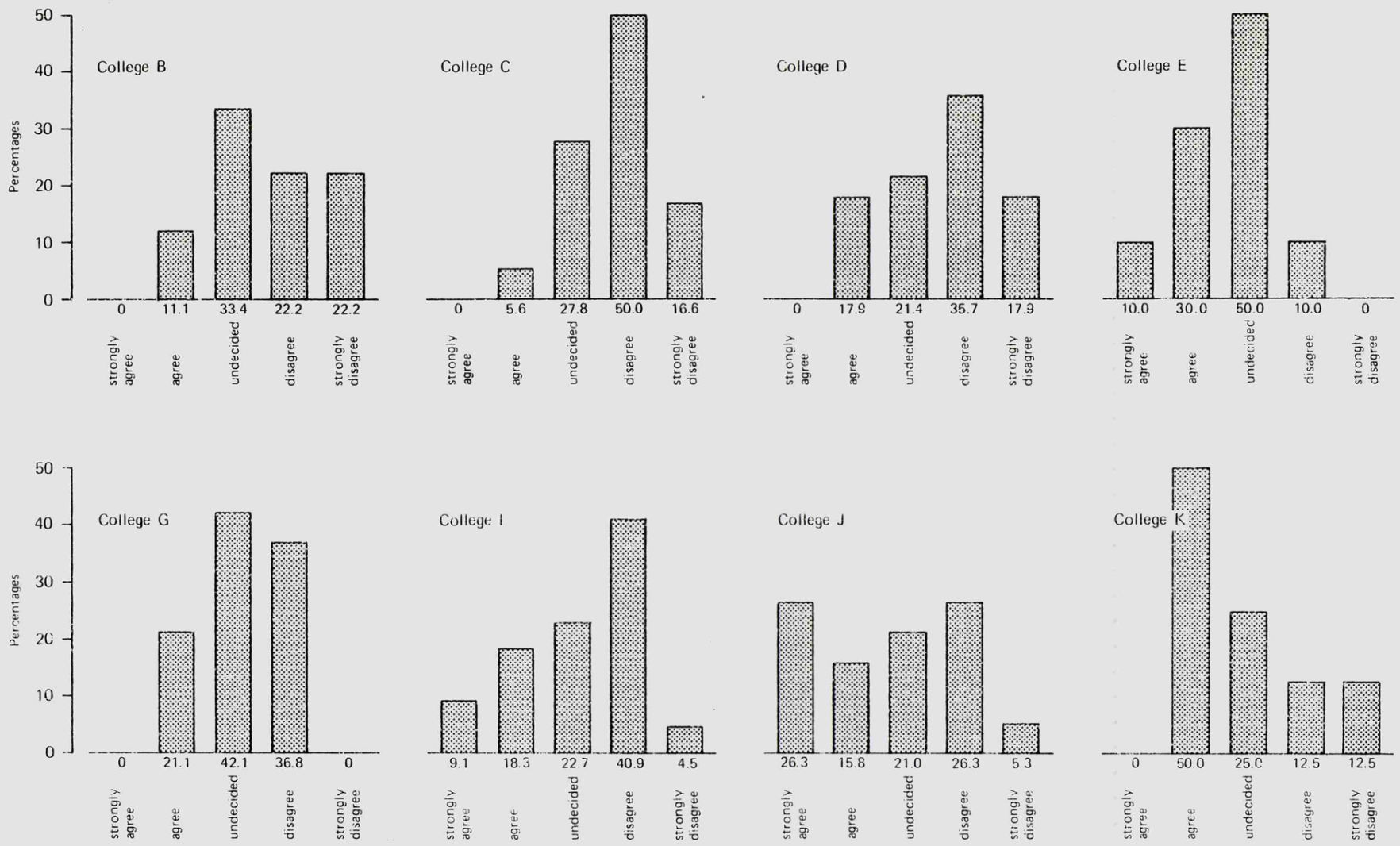


Diagram 10. TEACHERS BETTER TRAINED IN MULTIPURPOSE INSTITUTIONS

TABLE 98. SECONDMENT TO SCHOOLS

INSTITUTION		STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	14	21.9	29	45.3	10	15.6	9	14.0	1	1.6	1	1.6
College B	N=9	--	--	4	44.5	2	22.2	1	11.1	1	11.1	1	11.1
College C	N=18	4	22.2	7	38.9	2	11.1	4	22.2	1	5.6	--	--
College D	N=28	6	21.4	10	35.7	5	17.9	6	21.4	--	--	1	3.6
College E	N=10	--	--	8	80.0	1	10.0	--	--	1	10.0	--	--
College G	N=19	5	26.3	8	42.0	1	5.3	4	21.1	1	5.3	--	--
College I	N=22	3	13.6	15	68.3	3	13.6	1	4.5	--	--	--	--
College J	N=19	10	52.6	6	31.6	2	10.5	1	5.3	--	--	--	--
College K	N=8	2	25.0	4	50.0	1	12.5	1	12.5	--	--	--	--
Total	197	44		91		27		27		5		3	
Percent	100%	22.3%		46.2%		13.7%		13.7%		2.5%		1.6%	

TABLE 99. CONSECUTIVE OR CONCURRENT TRAINING

INSTITUTION		CONSECUTIVE		CONCURRENT		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=64	10	15.6	48	75.0	6	9.4
College B	N=9	2	22.2	5	55.6	2	22.2
College C	N=18	--	--	16	88.9	2	11.1
College D	N=28	2	7.1	25	89.3	1	3.6
College E	N=10	2	20.0	6	60.0	2	20.0
College G	N=19	3	15.8	15	78.9	1	5.3
College I	N=22	4	18.2	18	81.8	--	--
College J	N=19	7	36.8	10	52.6	2	10.6
College K	N=8	2	25.0	6	75.0	--	--
Total	197	32		149		16	
Percent	100%	16.2%		75.6%		8.2%	

b. Table 100 (Appendix V, p. 513) indicates that a considerable proportion of those preferring a consecutive programme would introduce professional studies in the first year (44.7%).

When the colleges were visited in 1974 and 1975, most Heads of Education Departments expressed their strong disapproval of a consecutive programme such as the introduction of the Dip.H.E. would suggest. However, when colleges were visited in 1976, in most cases new degree programmes were being prepared or had been introduced, and they were still primarily concurrent. In fact, the Government had rejected the B.A.(Ed.) proposed by the James Committee, with its cycled and consecutive pattern. But, as was quoted earlier, Lord James himself reaffirmed his support for a consecutive pattern of teacher education.

Item 23. The present requirement for Primary students in academic (non-professional) courses is: (See Table 101, Appendix V, p. 514.)

A slight majority of the sample (51.3%) thought the academic

emphasis was about right, with 23.9% seeing it as too much or far too much and 17.2% as not enough or not nearly enough. That the academic emphasis was too much, was most strongly expressed by 87.5% of the sample from College K. That there was not enough academic emphasis, was most strongly expressed by the sample from College C (38.9%), which, at the time of the survey, offered a professional degree. Among those staff members with 30% or more Primary students, 53.1% thought the academic emphasis was about right; 18.5% thought it to be not enough or not nearly enough; and 22.3% saw it as too much or far too much.

Heads of Education Departments had complained of too great an academic emphasis, as had some students, and they feared the problem would increase with the coming of the Dip.H.E. But a majority of the student sample (55.1%) believed the emphasis which had been placed on the academic component of their programme had been about right (Item 22a), making their response similar to that of staff. However, a higher proportion of students than staff believed the academic component had received too much emphasis. Diagram 11 gives a comparison of student and staff responses to these Items.

Item 24. The programme for Primary students should require a study of three or more academic subjects at a moderate level (courses lasting 3-4 terms) rather than a study of one academic subject in greater depth.

Table 102 (Appendix V, p. 515) shows that while 63.5% of the staff sample agreed or strongly agreed, 15.3% were in disagreement, and another 15.7% were undecided. The highest proportion from an individual institution to disagree or strongly disagree were the sample from College C, with 27.8%. The sample from this college had, in the previous Item, most strongly advocated greater academic

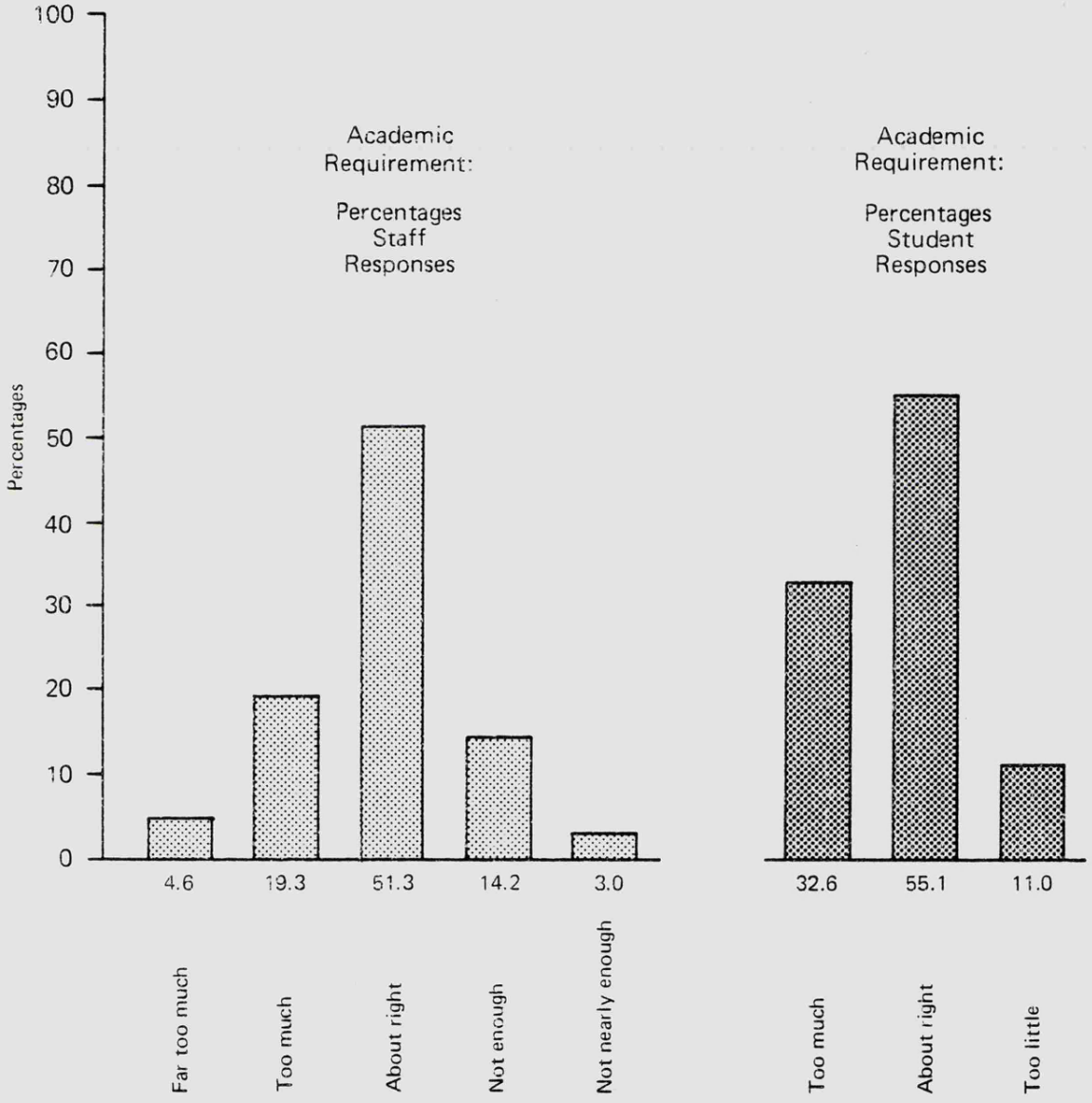


Diagram 11.

ACADEMIC REQUIREMENT:
STAFF AND STUDENT VIEWS

emphasis (38.9%).

Students' views had also been sought on this issue (Item 19). A comparison of responses, given in Diagram 12, indicates the similarity of staff and student opinions on the issue, but with slightly higher proportions of staff than students in agreement with it.

Item 25. Please give your views on the connections you see between a Primary student's programme of training and his/her classroom teaching.

A high proportion of the sample did not respond to this Item, many of them noting the difficulty they would have had in trying to do so. Responses were so varied as to make categorization difficult. Therefore, for purposes of analysis, responses were categorized in the manner shown in Table 103 (Appendix V, p. 516): 'positive connections,' 'unable to determine connection,' 'no connection,' and 'other.' Examples of specific responses which were included in each of these categories are given in 'Notes on Item 25' at the end of the chapter.

An analysis of responses shows 36.0% of the sample believed there to be positive connections between training and teaching. A much lower proportion felt unable to determine the connection (16.2%), or saw no connection (4.1%).

While the work of Taylor and Dale (1971), referred to earlier, found some student satisfaction with training, other studies revealed more negative reactions on the part of teachers to the training they had received, for example, Willey and Maddison (1971), and NFER (1974). Britton (1969) criticised teacher education and claimed that teachers saw it as divorced from the realities of the classroom.

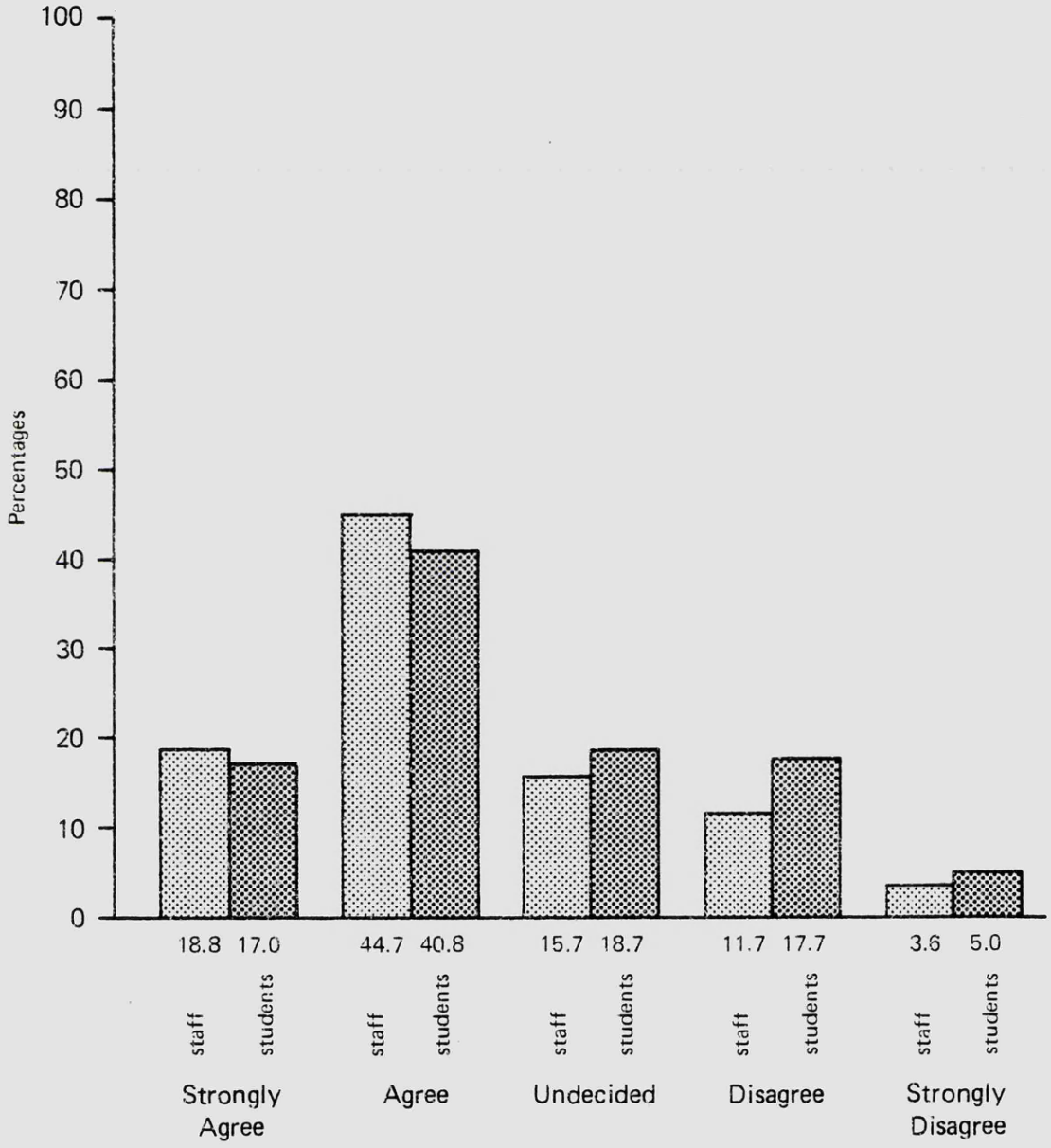


Diagram 12.

CHANGE IN ACADEMIC EMPHASIS IN THE PROGRAMME:
STAFF AND STUDENT RESPONSES

Item 32. In your opinion, what percentage of a Primary student's undergraduate programme should be devoted to each of the following:

a. Academic studies

b. Professional studies

c. School experiences

a. Academic Studies

The colleges had reported that within their programmes, the emphasis was shared almost equally among academic studies, professional studies, and school experiences. As Table 104 indicates, 31.0% of the sample were satisfied with this emphasis on academic studies, but a similar proportion preferred that these studies be given greater emphasis.

Of the English sample, 40.6% preferred the 20-39% academic emphasis, and 34.6% would have liked to see it increased. Of the MUN sample, 10.9% preferred an academic emphasis of 20-39%, and greater emphasis than this was desired by 23.5%.

It will be recalled that in response to Item 23, some 51.3% of the entire sample saw the academic emphasis for Primary students as being about right. However, in responding to Item 24, 63.5% agreed or strongly agreed that the requirement of one academic subject should be changed to include 3 or 4 academic subjects at a moderate level.

b. Professional Studies

An examination of Table 105 shows that 28.9% of the sample seemed to be satisfied with the one-third professional emphasis earlier reported by the colleges, for they preferred 20-39% emphasis in this area. There were 34.5% preferring greater emphasis, and 1.5% wanting less. Of the MUN sample responding, 9.4% preferred 20-39% emphasis on professional studies, and 21.9% would like

TABLE 104. PROGRAMME COMPONENTS: ACADEMIC STUDIES

INSTITUTION		0-19%		20-39%		40-59%		60-79%		80% AND OVER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	--	--	7	10.9	12	18.8	1	1.6	2	3.1	42	65.6
College B	N=9	--	--	6	66.7	--	--	1	11.1	--	--	2	22.2
College C	N=18	--	--	1	5.6	1	5.6	14	77.7	--	--	2	11.1
College D	N=28	--	--	--	--	4	14.3	13	46.4	2	7.1	9	32.2
College E	N=10	--	--	6	60.0	--	--	1	10.0	--	--	3	30.0
College G	N=19	2	10.5	11	57.9	3	15.8	--	--	--	--	3	15.8
College I	N=22	--	--	14	63.6	2	9.1	--	--	--	--	6	27.3
College J	N=19	2	10.5	11	57.9	2	10.5	--	--	--	--	4	21.1
College K	N=8	--	--	5	62.5	3	37.5	--	--	--	--	--	--
Total	197	4		61		27		30		4		71	
Percent	100%	2.0%		31.0%		13.7%		15.2%		2.0%		36.1%	

TABLE 105. PROGRAMME COMPONENTS: PROFESSIONAL STUDIES

INSTITUTION		0-19%		20-39%		40-59%		60-79%		80% AND OVER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	2	3.1	6	9.4	12	18.8	1	1.6	1	1.6	42	65.5
College B	N=9	--	--	6	66.7	1	11.1	--	--	--	--	2	22.2
College C	N=18	--	--	2	11.1	2	11.1	11	61.1	2	11.1	1	5.6
College D	N=28	--	--	--	--	7	25.0	12	42.9	--	--	9	32.1
College E	N=10	1	10.0	6	60.0	--	--	--	--	--	--	3	30.0
College G	N=19	--	--	10	52.6	6	31.6	--	--	--	--	3	15.8
College I	N=22	--	--	9	40.9	7	31.8	--	--	1	4.5	5	22.8
College J	N=19	--	--	13	68.4	2	10.5	--	--	--	--	4	21.1
College K	N=8	--	--	5	62.5	3	37.5	--	--	--	--	--	--
Total	197	3		57		40		24		4		69	
Percent	100%	1.5%		28.9%		20.3%		12.2%		2.0%		35.1%	

greater emphasis than this. Turning to the English sample, 38.3% preferred 20-39%, while a slightly higher proportion (40.6%) would have liked to see this emphasis increased. This relatively high proportion is consistent with the concern expressed by Heads of Education Departments and their staff about the possible reduction in professional studies which might follow the introduction of the Diploma in Higher Education. They would, in fact, like more time for this work.

c. School Experiences

Table 106 shows that 33.0% of the sample preferred 20-39% emphasis on school experiences. Again, this supports the reports of the colleges that they were devoting a third of the programme to this area of training. A greater emphasis was preferred by 25.9%, and 5.6% would have liked less. Among the English staff, 39.8% agreed with the 20-39% emphasis, while 35.3% would like the emphasis increased. Responses from the MUN sample show that 18.8% would like 20-39% emphasis on school experiences, and 6.2% would like more than this. A small proportion - 9.4% - would like less than 20% emphasis.

Item 33. What is your opinion of the present requirements for Primary students in THE TEACHING of the following:

a. Language
b. Reading
c. Mathematics

a. Language

While 26.9% of the sample thought requirements were sufficient, 39.1% thought they were less or much less than sufficient (Table 107, Appendix V, p. 517). Of the English sample, 33.8% were satisfied with present requirements, but 48.1% preferred an increase in

TABLE 106. PROGRAMME COMPONENTS: SCHOOL EXPERIENCES

INSTITUTION		0-19%		20-39%		40-59%		60-79%		80% AND OVER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	6	9.4	12	18.8	2	3.1	2	3.1	--	--	42	65.6
College B	N=9	1	11.1	5	55.6	1	11.1	--	--	--	--	2	22.2
College C	N=18	--	--	--	--	4	22.2	12	66.7	--	--	2	11.1
College D	N=28	--	--	--	--	4	14.3	15	53.6	--	--	9	32.1
College E	N=10	1	10.0	5	50.0	1	10.0	--	--	--	--	3	30.0
College G	N=19	--	--	13	68.4	3	15.8	--	--	--	--	3	15.8
College I	N=22	2	9.1	11	50.0	4	18.2	--	--	--	--	5	22.7
College J	N=19	--	--	12	63.2	3	15.8	--	--	--	--	4	21.0
College K	N=8	1	12.5	7	87.5	--	--	--	--	--	--	--	--
Total	197	11		65		22		29		--		70	
Percent	100%	5.6%		33.0%		11.2%		14.7%				35.5%	

Language requirements. More than 50% of each of 5 college samples (Colleges C, G, I, J, K) believed the Language requirements were less or much less than sufficient. At MUN, only 12.5% thought the requirements were sufficient, while 20.3% saw them as less or much less than sufficient.

b. Reading

The same proportion as in the case of Language (26.9%), believed the emphasis to be sufficient, while 39.6% thought it to be less or much less than sufficient. Among the English staff, again there were 33.8% satisfied with present requirements, while 45.1% of them thought requirements to be less or much less than sufficient. Again, 50% or more of the sample from each of five colleges (Colleges, C, E, G, J, K) believed the Reading requirements to be less or much less than sufficient. Responses from the MUN sample show that 4.7% were satisfied with present requirements, and 28.1% thought them to be less or much less than sufficient.

c. Mathematics

The course requirements in the teaching of Mathematics were viewed somewhat more favourably than were the other two curriculum areas, with 35.0% seeing them as sufficient, and 29.0% seeing them as less or much less than sufficient. There were 40.6% of the English sample who saw Mathematics requirements as sufficient; an almost equal proportion - 39.8% - saw them as less or much less than sufficient. In only two colleges (Colleges C and G) were there 50% or more who were dissatisfied with present requirements. Of the MUN sample, requirements were seen as sufficient by 23.4%, and less than sufficient by 6.3%.

This question had been asked also of students (Item 21), and

Diagram 13 shows the differences between staff and student opinions. However, it should be pointed out that a high proportion of staff did not respond to this Item, partly because those with fewer than 30% Primary students were not asked to respond. Percentages of non-respondents were as follows:

	Percentages of Non-Respondents	
	Staff	Students
Language	34.0%	1.4%
Reading	33.5%	1.4%
Mathematics	36.0%	1.3%

The diagram shows that greater proportions of students than staff saw the Language requirements as sufficient - 43.6% as against 26.9%, and also as less or much less than sufficient - 54.9% as against 39.1%. With respect to Reading, the same general pattern applied. For example, 38.4% of the student sample and 29.6% of the staff sample saw the requirements as sufficient; 60.2% of the student sample, but only 39.6% of the staff sample, saw them as less or much less than sufficient. A rather similar picture presents itself with regard to the Mathematics requirements; 44.1% of the student sample and 35.0% of the staff sample saw them as sufficient, but 54.7% of the student sample and 29.0% of the staff sample saw them as less or much less than sufficient.

Items 26-28 and Items 34-36 dealt with the area of students' Teaching Practice experiences and their contacts with children, and with staff contacts with schools.

Item 26. a. Do you supervise students on teaching practice?

b. If Yes, do you consider that students are reluctant to seek your help because of your role as an assessor?

Table 108 shows that the majority of staff in the sample

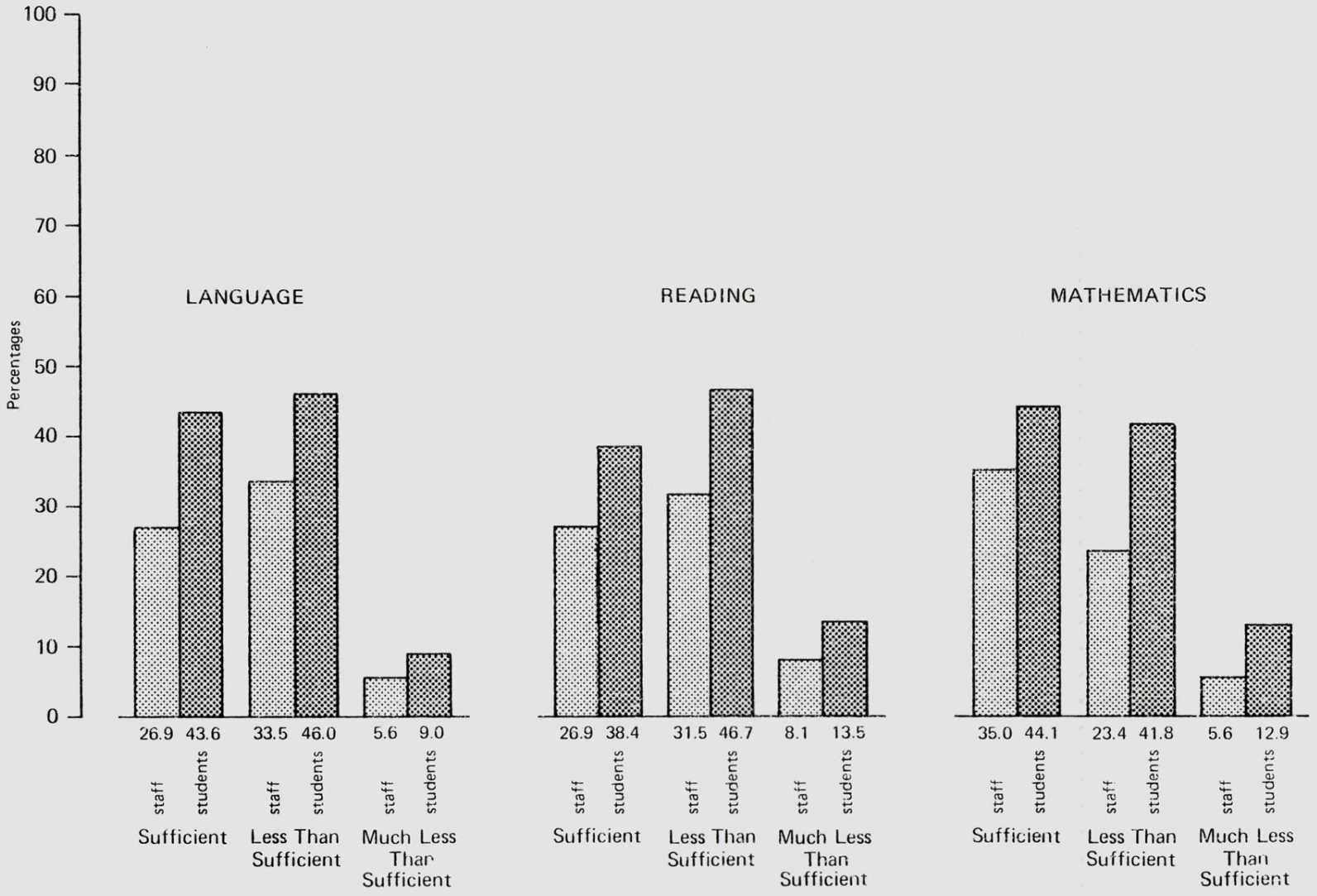


Diagram 13. COURSE REQUIREMENTS: STAFF AND STUDENT VIEWS

TABLE 108. SUPERVISION AND ASSESSMENT OF TEACHING PRACTICE

INSTITUTION		SUPERVISION OF PRACTICE						STUDENT RELUCTANCE TO SEEK HELP					
		YES		NO		NO RESPONSE		YES		NO		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	40	62.5	23	35.9	1	1.6	8	12.5	32	50.0	24	37.5
College B	N=9	8	88.9	--	--	1	11.1	1	11.1	7	77.8	1	11.1
College C	N=18	18	10.0	--	--	--	--	1	5.6	17	94.4	--	--
College D	N=28	28	10.0	--	--	--	--	3	10.7	25	89.3	--	--
College E	N=10	9	90.0	1	10.0	--	--	1	10.0	8	80.0	1	10.0
College G	N=19	19	10.0	--	--	--	--	7	36.8	12	63.2	--	--
College I	N=22	22	10.0	--	--	--	--	7	31.8	14	63.6	1	4.6
College J	N=19	17	89.5	2	10.5	--	--	4	21.1	13	68.4	2	10.5
College K	N=8	8	10.0	--	--	--	--	1	12.5	7	87.5	--	--
Total	197	169		26		2		33		135		29	
Percent	100%	85.8%		13.2%		1.0%		16.8%		68.5%		14.7%	

shared in the supervision of Teaching Practice. But, contrary to what had been stated by both English and Newfoundland students in the earlier discussions, the majority of staff members in the sample did not believe students would be reluctant to seek their help because of their role as an assessor. In fact, this was the view of 68.5% of the total staff sample, and of more than 80% of the sample from each of Colleges C, D, E, and K.

The findings in this study support that of Cope (1971), which showed that students gave more weight than did tutors to the tutors' assessment role.

Item 27. The emphasis put on students' teaching practice notebooks is: (See Table 109, Appendix V, p. 518)

More than half the sample (58.4%) thought the emphasis to be about right, with 10.2% seeing it as too little and 14.3% as too much or far too much (Table 109, Appendix V, p. 518). Criticism of the student teaching file has been made by Hunter (1972), and by the NFER (1974) study. It was pointed out that Teaching Practice notebooks ought to reflect more closely the realities of Teaching Practice.

Item 28. a. Teaching practice should be supervised by: (See Table 110, Appendix V, p. 519)

b. Teaching practice should be assessed by: (See Table 111, Appendix V, p. 520)

a. Supervision of Practice

Almost the entire sample (96.4%) supported the system used at the time of the survey - that of class teachers and college supervisors sharing the supervision of Teaching Practice.

b. Assessment of Practice

With respect to assessment of practice, however, only 35.5%

believed this should be shared with equal responsibility between class teachers and college supervisors (Table 111, Appendix V, p. 520). There were 50.3% who thought assessment ought to be shared, but that they (college staff) should have greater responsibility for it. Only 7.6% believed this sharing should give greater responsibility to class teachers than to college staff, and these were MUN respondents.[4] Thus some 43.1% of the sample would agree to change the existing norms by giving greater responsibility to class teachers as against college supervisors.

This Item appeared on the student questionnaire (Item 29), and their responses are compared with those of staff in Diagram 14. The two groups were in almost complete agreement that supervision of practice ought to be by class teachers and college supervisors. But there was some disagreement as to the extent to which responsibility for assessment should be shared.

Staff and students agreed that neither class teachers nor college staff ought to have sole responsibility for this work. But a higher proportion of students than staff favoured the granting of increased responsibility to class teachers. Though 45.3% of the student sample and 35.5% of the staff sample would like college staff and class teachers to have equal responsibility, four times as many students as staff - 33.4% as against 7.6% - would give greater responsibility for assessment of practice to class teachers than to college staff. Conversely, 50.3% of the staff sample but only 15.9% of the student sample, would give this greater responsibility to college staff.

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[4] At MUN, responsibility for the supervision of Teaching Practice lies mainly with the Student Teaching Division of the Faculty of Education.

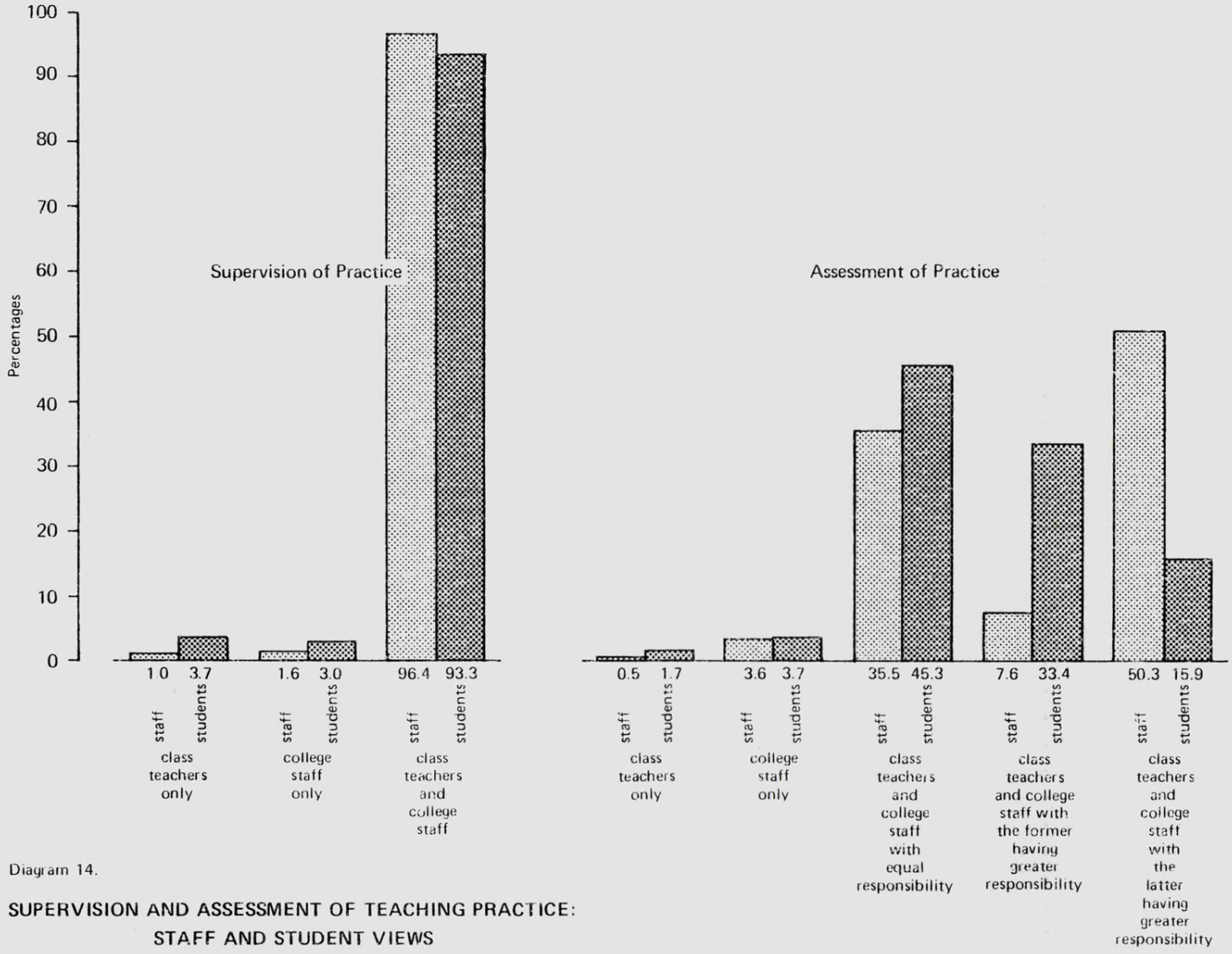


Diagram 14.

SUPERVISION AND ASSESSMENT OF TEACHING PRACTICE: STAFF AND STUDENT VIEWS

Item 34. Are your Primary students required, as part of your courses, to work with children:

a. In the College?

b. Outside the College?

Students have repeatedly indicated their desire for greater opportunity to work with children in situations other than block teaching practices. The extent to which such provision had been made in the institutions included in this survey, as reported by staff, is recorded in Table 112 (Appendix V, p. 521).

a. In the College

While 7.6% of the sample indicated that children were brought to the college always or frequently, 33.0% reported that this was done only occasionally. Of the English sample, 10.5% reported that children were brought in always or frequently, with 45.9% reporting it to be done occasionally, and another 19.5% stating that it was seldom the case. As for the MUN sample, 1.6% reported bringing children in frequently, 6.3% occasionally, and 14.1% reported that this was seldom done.

b. Outside the College

As would be expected, a higher proportion reported having their students work with children outside the college than in the college, with 34.5% indicating it was done always or frequently, and 22.3% that it was done occasionally. Looking at the English sample, 45.9% reported this activity as taking place always or frequently, and 29.3% occasionally. From the MUN sample, 11.0% reported having their students work with children outside the university always or frequently, and 7.8% occasionally.

Staff and students disagree on the question of working with children both inside and outside the college. For example, a much

higher proportion of students than staff reported they had never worked with children in the college - 43.2% as against 7.6%. Conversely, a greater proportion of staff than students reported students working frequently with children outside the college - 21.3% as against 7.1%. A comparison of staff and student responses is given in Diagram 15.

Item 35. How would you rate your contact with Primary Schools?

While staff had been asked earlier to indicate their teaching experiences in schools since taking their present posts (Item 7), and to give their opinion on staff secondments to Primary Schools (Item 21), this Item sought to determine how they actually viewed their contact with these schools.

As Table 113 shows, half the sample (50.8%) believed their contact with Primary Schools to be adequate or more than adequate, and only 17.3% thought it less than adequate. Among the English staff, 65.4% saw their school contact as adequate or more than adequate, and 18.0% as less than adequate; while 20.4% of the MUN sample saw their contact as adequate or more than adequate, and 15.6% as less than adequate. It must be borne in mind, however, that 64.0% of the MUN sample did not respond to this question; most of them were not teaching Primary students.

Responding to Item 18, 64.4% of the student sample believed their lecturers to be moderately conversant with Primary School practices, and 19.0% saw them as very conversant with these practices. In their responses to Item 35, as we have seen, 50.8% of the staff sample indicated their contact with Primary Schools was adequate or more than adequate. Two other staff Items which were related to this issue were Item 8, asking how long they had been

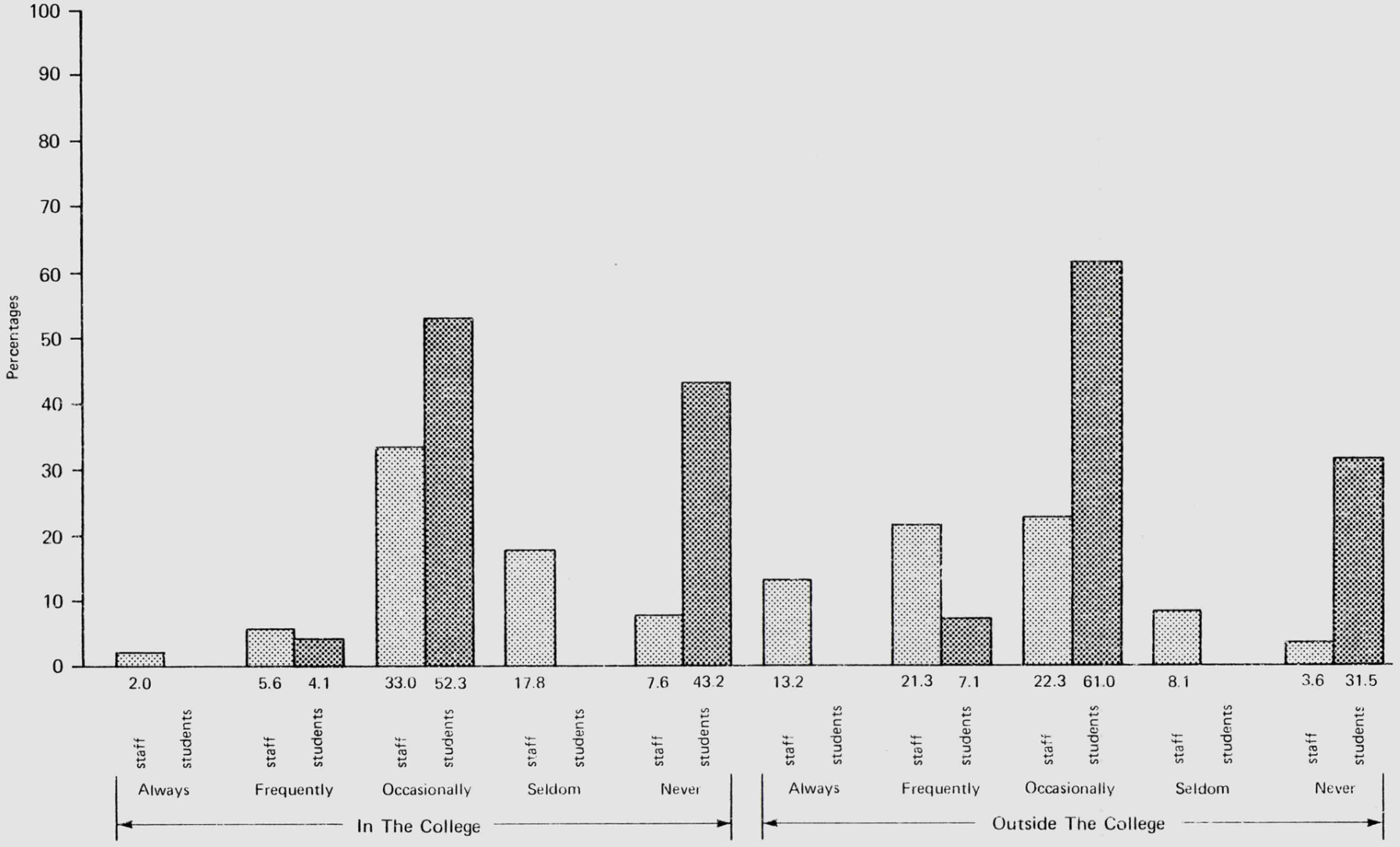


Diagram 15. **STUDENTS WORKING WITH CHILDREN: STAFF AND STUDENT VIEWS**

TABLE 113. STAFF OPINIONS OF THEIR CONTACT WITH PRIMARY SCHOOLS

INSTITUTE		MORE THAN ADEQUATE		ADEQUATE		LESS THAN ADEQUATE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
MUN	N=64	1	1.6	12	18.8	10	15.6	41	64.0
College B	N=9	3	33.3	2	22.3	3	33.3	1	11.1
College C	N=18	3	16.6	14	77.8	1	5.6	--	--
College D	N=28	2	7.1	18	64.3	1	3.6	7	25.0
College E	N=10	1	10.0	4	40.0	1	10.0	4	40.0
College G	N=19	6	31.6	6	31.6	4	21.0	3	15.8
College I	N=22	1	4.5	11	50.0	6	27.3	4	18.2
College J	N=19	1	5.3	9	47.4	6	31.5	3	15.8
College K	N=8	2	25.0	4	50.0	2	25.0	--	--
Total	197	20		80		34		63	
Percent	100%	10.2%		40.6%		17.3%		31.9%	

in their present teaching posts, and Item 7, asking whether they had done any teaching in schools since taking up their present posts.

Responses to Item 8 showed that 40.6% of the MUN sample, but only 16.2% of the entire sample, and 4.5% of the English sample, had been in their present posts for a period of less than 5 years. Hence, most of the staff in the sample had no recent full-time school teaching experience. However, their responses to Item 7 showed that 40.1% of the entire sample, 23.4% of the MUN sample, and 48.1% of the English sample, had done some school teaching since taking up their present posts. This was true also for 44.6% of those staff members with 30% or more Primary students. As can be seen from the following diagrams, percentages indicating this were much higher for some of the individual college samples.

It would seem that some staff, at least, had felt a need to maintain school contacts by doing some school teaching, even if primarily on an ad hoc basis. This might help to explain why 83.4% of the student sample had seen staff as moderately or very conversant with Primary School practices, and why a relatively low proportion of them mentioned a lack of staff familiarity with Primary Schools as a weakness in their programme (Item 32). Diagram 16 gives student responses, per institution, to Item 18. Diagram 17 gives staff responses, per institution, to Item 35; and Diagram 18 gives staff responses, per institution, to Item 7.

Item 36. a. Are you satisfied with the present provision of teaching practice for Primary students?

b. If No, how would you suggest that practice be distributed?

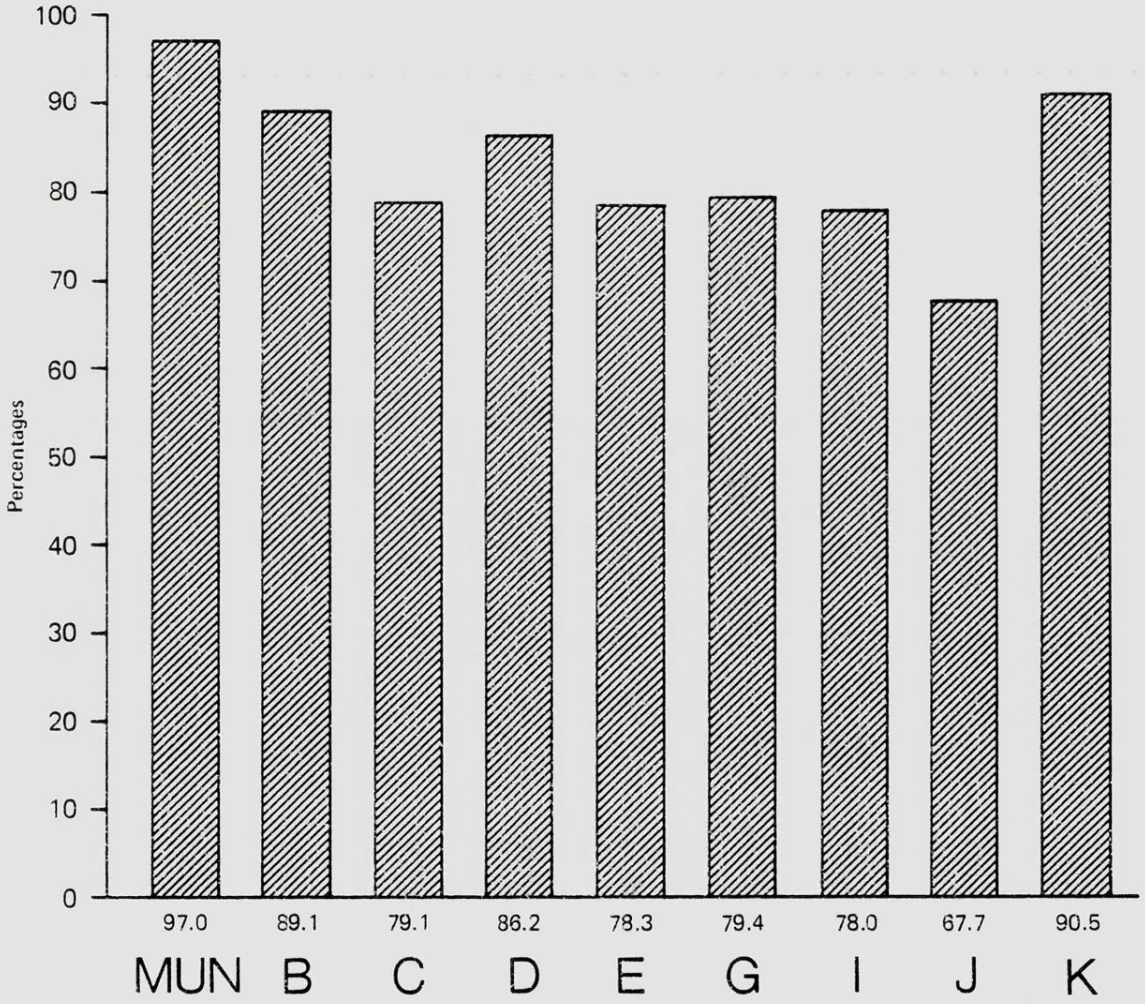


Diagram 16.

LECTURERS VERY OR MODERATELY CONVERSANT WITH PRIMARY SCHOOL PRACTICES: STUDENT RESPONSES

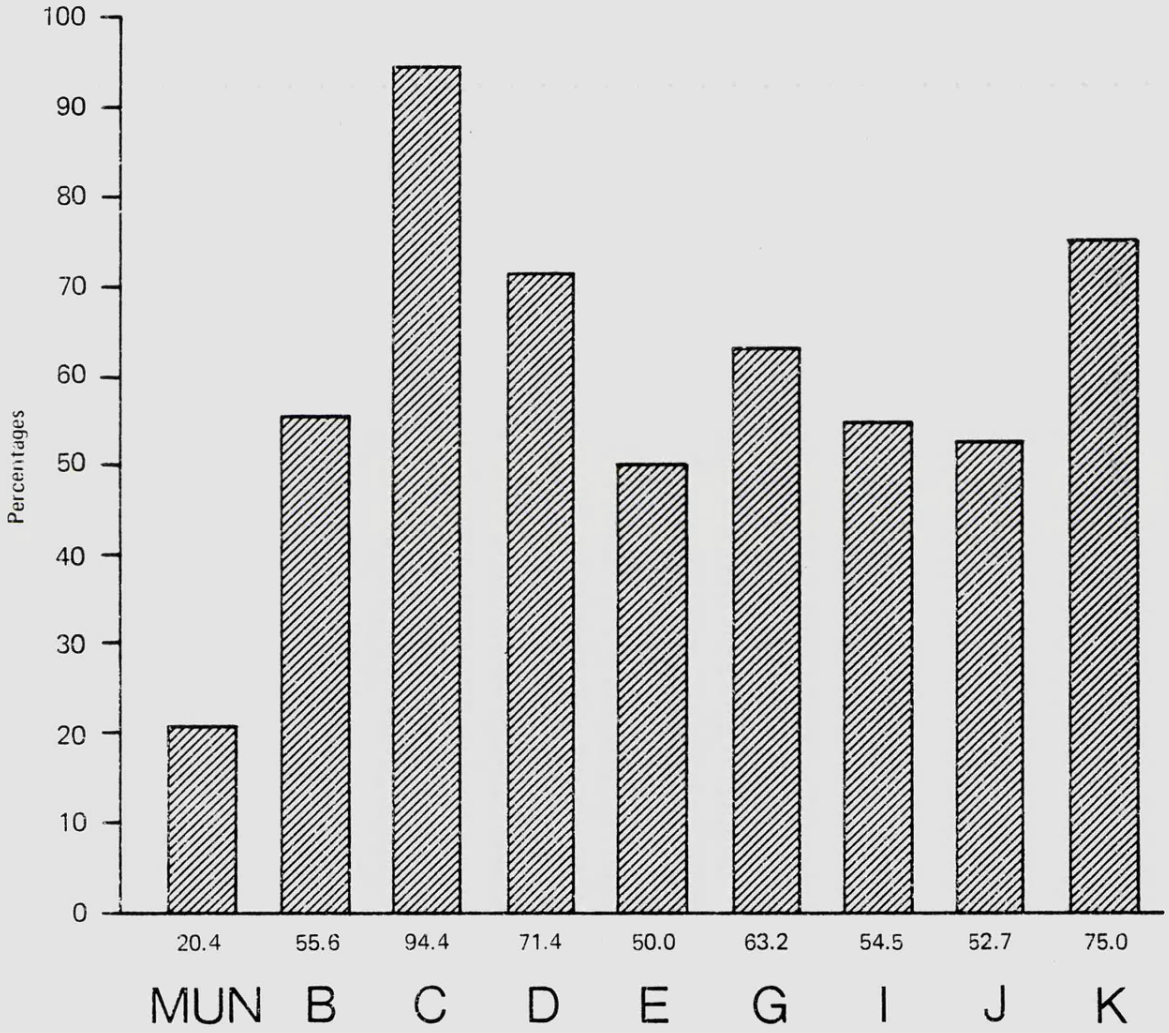


Diagram 17.

ADEQUATE SCHOOL CONTACTS:
STAFF RESPONSES

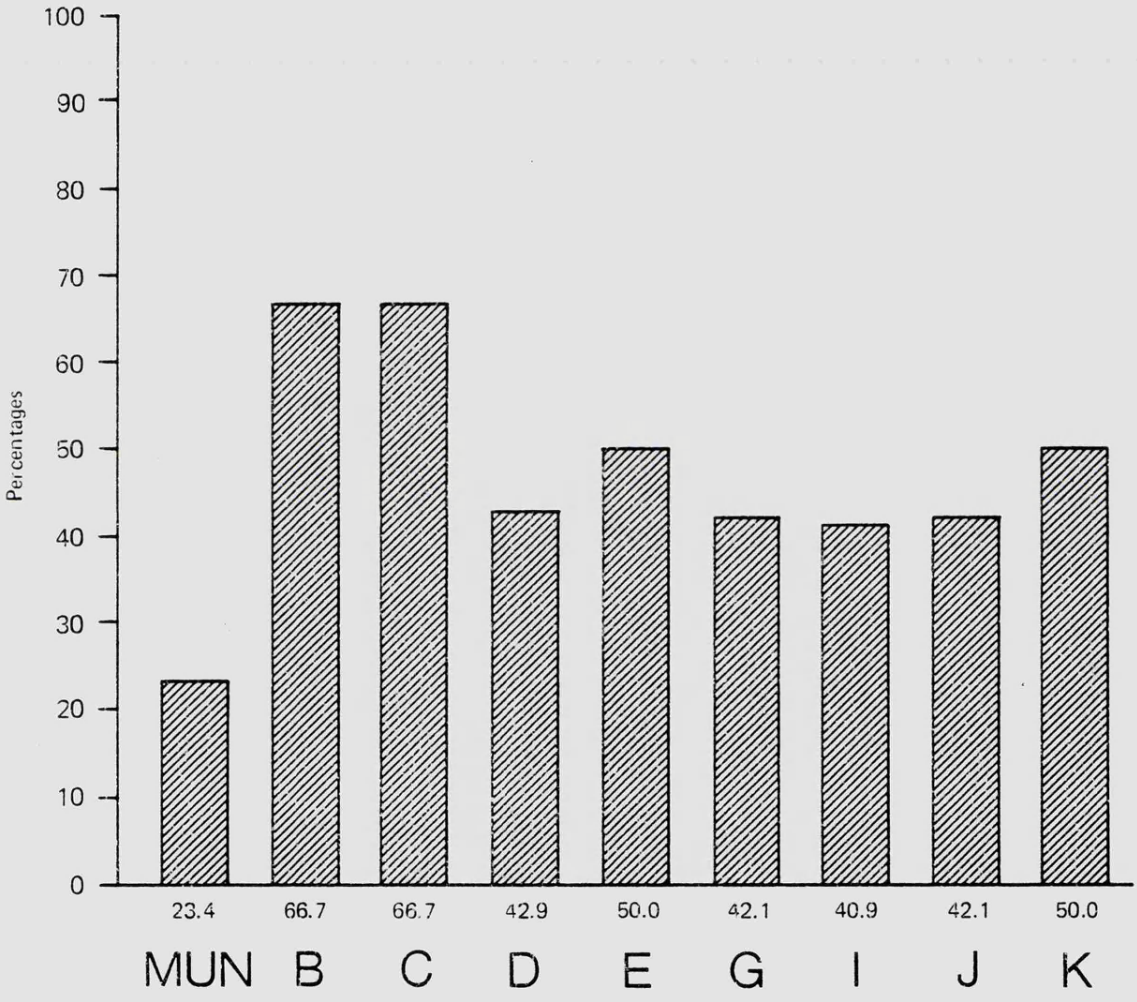


Diagram 18.

SCHOOL TEACHING SINCE TAKING PRESENT POST:
STAFF RESPONSES

a. Satisfaction with Provision of Teaching Practice

As can be seen from Table 114, only 23.4% of the sample were satisfied with Teaching Practice provision; nearly twice as many (42.1%) were not. Of the English sample, 33.8% were satisfied, while 48.1% were not. It might have been expected that 83.3% of the College C sample were satisfied, given their programme of working one day weekly with their students in a school. If one considers the 21 staff members from MUN who were eligible to respond to this Item, the dissatisfaction expressed by 90.5% of them (29.7% of the total MUN sample) is, again, to be expected, given the minimum requirement of 2 weeks' practice for their students.

A much greater proportion of students - 57.4% - expressed satisfaction with provisions for Teaching Practice.

b. Distribution of Teaching Practice

Only those indicating dissatisfaction with practice were invited to respond, and this explains, in part, the low response to the second part of the Item. Responses to this open-ended question were categorized in the same manner as was the case for student responses to the same question; categories are shown in Tables 115, 116, 117 (Appendix V, pp. 523-527).

From the responses given, the following arrangements were favoured:

Year 1: 4-6 weeks
Year 2: 4-6 weeks
Year 3: 4-6 weeks

A small proportion of the sample (8.2%) would like more practice in Year 2, and 16.2% would like more in Year 3. This was true for

TABLE 114. SATISFACTION WITH TEACHING PRACTICE PROVISION

INSTITUTION		YES		NO		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=64	1	1.6	19	29.7	44	68.7
College B	N=9	2	22.2	6	66.7	1	11.1
College C	N=18	15	83.3	3	16.7	--	--
College D	N=28	9	32.1	10	35.7	9	32.2
College E	N=10	6	60.0	--	--	4	40.0
College G	N=19	2	10.5	14	73.7	3	15.8
College I	N=22	7	31.8	11	50.0	4	18.2
College J	N=19	1	5.3	15	78.9	3	15.8
College K	N=8	3	37.5	5	62.5	--	--
Total	197	46		83		68	
Percent	100%	23.4%		42.1%		34.5%	

11.3% and 21.1% of the English sample, and for 1.6% and 6.2% of the MUN sample. With respect to Year 4, 9.4% of the MUN sample would like more than 4-6 weeks of practice; responses for that year and for the Postgraduate year from the English sample were too low to be considered.

Student response (Item 24) shows there was general agreement that block practices of periods from 4-6 weeks were desirable for Year 1 and Year 2 of the students' programme. But with respect to Year 3, 35.6% of the student sample, as against 7.1% of the staff sample, showed a preference for 10 weeks or more of Teaching Practice.

In an attempt to ascertain how staff felt about involving classroom teachers in the planning of programmes for teacher training, Item 29 was included in the questionnaire.

Item 29. Members of the teaching profession should be invited to participate in the planning of programmes for teacher training.

There were 88.3% of the sample who agreed or strongly agreed with this statement, while only 4.6% disagreed or strongly disagreed (Table 118). Enquiries to Department Heads concerning the contribution of classroom teachers to college course planning indicated that it was, however, usually restricted to guest lectures, meetings in connection with Teaching Practice, and so on. There were some exceptions: in one instance a Headmistress was actually teaching a course to students at the college.

The next Item (30) focused on facilities and resources within the institutions.

TABLE 118. VIEWS ON TEACHER PARTICIPATION IN PROGRAMME PLANNING

INSTITUTION		STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	27	42.1	34	53.1	1	1.6	1	1.6	1	1.6	--	--
College B	N=9	1	11.1	5	55.6	--	--	2	22.2	--	--	1	11.1
College C	N=18	7	38.9	10	55.5	--	--	1	5.6	--	--	--	--
College D	N=28	5	17.9	14	50.0	7	25.0	--	--	--	--	2	7.1
College E	N=10	4	40.0	4	40.0	--	--	1	10.0	--	--	1	10.0
College G	N=19	8	42.1	10	52.6	--	--	--	--	1	5.3	--	--
College I	N=22	10	45.5	10	45.5	1	4.5	1	4.5	--	--	--	--
College J	N=19	8	42.1	10	52.6	--	--	--	--	1	5.3	--	--
College K	N=8	2	25.0	5	62.5	1	12.5	--	--	--	--	--	--
Total	197	72		102		10		6		3		4	
Percent	100%	36.5%		51.8%		5.1%		3.0%		1.6%		2.0%	

Item 30. What is your opinion of the following facilities at your college:

a. Library

b. Curriculum Centre

c. Bookstore

d. Audio-Visual Centre

e. Staff/Student Seminar Rooms

Responses from English staff are recorded in Tables 119, 120, 121 (Appendix V, pp. 528-530), with those from MUN faculty (whose facilities differed somewhat) in Table 122 (Appendix, V, p. 531).

a. Library

The majority of the sample (69.2%) saw their library facilities as being adequate or more than adequate, with 94.7% of the College G sample expressing that view; but 62.5% of the College K sample thought their library facilities to be less than adequate.

b. Curriculum Centre

While 46.6% saw this facility as adequate or more than adequate, almost as many (42.9%) saw it as inadequate. All staff members of the College K sample were of the latter opinion. It is of interest to note that Bullock (1975) had referred to the lack of facilities in the colleges for work in Language and Reading, and said it was rare to find a college with a Reading Centre.

c. Bookstore

A relatively low proportion of the sample, when compared with their opinions of the aforementioned facilities, found that their bookstore was adequate (30.8%). Again, College K sample expressed dissatisfaction more strongly than did any other college sample.

d. Audio-Visual Centre

This was seen by 68.4% of the sample to be adequate or more than adequate, but there were those (29.3%) who found this facility inadequate at their college. In the case of College E, 100% of the sample were satisfied with their Audio-Visual Centre.

e. Staff/Student Seminar Rooms

The majority (54.9%) saw these as inadequate, with 42.9% satisfied with present provisions.

Responses from the MUN sample show that 39.1% saw the University's main library as being adequate or more than adequate, while 59.3% disagreed. As for the Education library, 70.3% saw this facility as less than adequate, compared with 28.1% who thought it adequate.

The Curriculum Centre was seen as adequate or more than adequate by 53.1% of the sample, with 39.1% in disagreement with this view. A majority of 54.7% were satisfied with the University's bookstore, but 40.6% were not satisfied. Satisfaction was greater, however, with the facilities of the Audio-Visual Centre, 75.0% seeing them as adequate or more than adequate, and 20.3% as inadequate.

Faculty/student seminar rooms were seen as inadequate by 78.1% of the sample, only 20.3% seeing them as satisfactory.

Satisfaction with the provision of facilities as expressed by the college staff and MUN faculty is compared here:

Facility	College Staff	MUN Faculty
Library	69.2%	39.1%
Curriculum Centre	46.6%	53.1%
Bookstore	30.8%	54.7%
Audio-Visual Centre	68.4%	75.0%
Staff/Student Seminar Rooms	42.9%	20.3%

Item 31. State, in order of priority, what you consider to be three major aims of Primary teacher education.

Responses to this open-ended question were placed in three categories which can be seen in Table 123 (Appendix V, p. 532). Because respondents had been invited to give three aims, each category was given three columns, so that the first aim named by a respondent could be placed in column 1 of the relevant category, the second named in column 2 of the relevant category, and the third named in column 3 of its category. Examples of specific responses which were placed in each category are given in 'Notes on Item 31' at the end of the chapter.

Personal development of the student was given as an aim of Primary teacher education by 55.3% of the sample. It was named first by 19.3%, second by 14.7%, and third by 21.3%. Taking the English sample of 133, this aim was given by 71.4%. It was named first by 24.8%, second by 18.0%, and third by 28.6%. For the MUN sample, this aim was given by 21.9%. It was named first by 7.8%, second by 7.8%, and third by 6.3%.

A total of 120 respondents (60.9%) gave professional competence as an aim. It was named first by 19.8% of the sample, second by 30.5%, and third by 10.6%. It was named by 75.2% of the total English sample; and named first by 27.0%, second by 37.6%, third by 10.6%. It was named by 31.2% of the total MUN sample; and named first by 4.7%, second by 15.6%, third by 10.9%.

An understanding of child development was given as an aim by 45.2% of the entire sample, with 20.8% naming it first, 10.2% second, and 14.2% third. It was named by 54.1% of the English sample. There were 22.6% who named it first, 13.5% second, and 18.0% third. It was named by 26.6% of the MUN sample, with 17.2%

naming it first, 3.1% second, and 6.3% third.

The aims stated by respondents in this survey are very similar to those given in a project undertaken by the Leeds University Institute of Education (NFER , 1973). In their Objectives of Teacher Education, it is stated that ". . . an effective teacher:

(i) will possess certain professional skills and techniques which are directly related to the day-to-day work of teaching;

(ii) will possess certain knowledge and understanding. This will . . . provide an essential background to his work;

(iii) will possess certain personal qualities."[4]

In several of the previous Items, staff had been provided with an opportunity to express their opinion on certain specific course components. In addition to this, however, it was deemed useful to include this final Item (37), inviting them to comment upon weaknesses in the courses overall, as they saw them.

Item 37 (English staff). What do you consider to be the three main weaknesses in each of the following programmes for Primary students at your college:

a. Teacher's Certificate

b. B.Ed.

c. Postgraduate Course

d. Other (specify)

With respect to sections 'a' and 'b' of this Item, the same categories were used for purpose of analysis as for student responses to a question on weaknesses which they saw in their programme (Item 32). The same procedure of giving each set of categories three columns was used also. Examples of specific responses which were placed in each of the categories are given in 'Notes on Item 37' at the end of the chapter.

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[4]Leeds University Institute of Education, The Objectives of Teacher Education (NFER, 1973), p. 9.

a. Teacher's Certificate

Responses are given in Table 124 (Appendix V, p. 534). It was deemed more useful to give attention to the frequency with which each of the weaknesses was mentioned, rather than the order in which they appeared. The responses are given here in order of frequency of mention:

Weakness	Percentage Response
Problems re workload balance	66.9%
Other	41.4%
Problems re school experiences	26.3%
Problems re communication within and among departments	13.6%
Problems re teaching and lecturing	11.3%

Hence, in terms of the Three-year Certificate Course, greatest concern was expressed in relation to the workload balance, in terms of both content and time. This concern, particularly with reference to an over-emphasis on academic work, was frequently expressed in discussions with staff of Education Departments in the colleges.

Within the 'other' category, the frequency with which staff mentioned the low standards of entry, work, and assessment, tends to support studies mentioned earlier, such as McLeish (1970), and the Birmingham ATO (1971). Within the remaining categories of weaknesses, staff tended to confirm concerns raised by students, and responses from both groups will be compared later.

b. B.Ed.

Staff responses to weaknesses in the B.Ed. programme are shown in Table 125 (Appendix V, p. 537), and are given below in order of frequency:

Weakness	Percentage Response
Problems re workload balance	57.9%
Problems re school experiences	24.8%
Other	18.0%
Problems re teaching and lecturing	6.0%
Problems re communication within and among departments	3.8%

As in the case of the Three-year Certificate Course, the main concern was with the workload balance; and more specifically with too little time, too much academic work, and an overloaded timetable.

In terms of school experiences, staff tended to support statements of Heads of Education Departments and students that there was a lack of school contact in the B.Ed. year. In the 'other' category, specific concerns were similar to those given in relation to the Three-year Course, particularly with regard to the lack of rigour and the low standards. Where weaknesses were expressed about the teaching and lecturing, reference was most frequently made to inappropriate staff qualifications.

c. Postgraduate Course

Responses were categorized as given in Table 126 (Appendix V, p. 540), and were analysed in the same manner as were those for responses to sections 'a' and 'b' of this Item. Examples of specific responses which were placed in each of the categories are given in 'Notes on Item 37' at the end of the chapter.

Responses are given below in order of frequency of mention:

Weakness	Percentage Responses
Insufficient time	12.8%
Inadequate professional studies	12.0%
Poor organisation	10.5%
Other	5.3%

Most Heads of Education Departments considered that this Course was too short. Staff were concerned about the inadequacy of professional studies, confirming the findings of the study by the London Institute (1971). Staff in this sample were almost equally concerned with these two limitations of the Postgraduate Course. The graphs in Diagram 19 give summaries of weaknesses named for each of the programmes.

While provision had been made at the end of the questionnaire for staff to comment on weaknesses in other courses, no responses were made.

A comparison of responses regarding weaknesses in the programmes by the English student and staff samples is of interest at this point; and because most students were studying for a Teacher's Certificate or a B.Ed., their responses will be compared with staff responses pertaining to these two programmes only. An analysis of student (Item 32) and staff (Item 37) responses showed the five categories of weaknesses in the following order, according to frequency of mention:

PROGRAMME WEAKNESSES IN ORDER OF FREQUENCY OF MENTION: ENGLISH SAMPLE

Students	Staff	
	Teacher's Certificate	B.Ed.
1. Problems re workload balance	1. Problems re workload balance	1. Problems re workload balance
2. Problems re school experiences	2. Other	2. Problems re school experiences
3. Problems re teaching and lecturing	3. Problems re school experiences	3. Other
4. Problems re communication within and among departments	4. Problems re communication within and among departments	4. Problems re teaching and lecturing
5. Other	5. Problems re teaching and lecturing	5. Problems re communication within and among departments

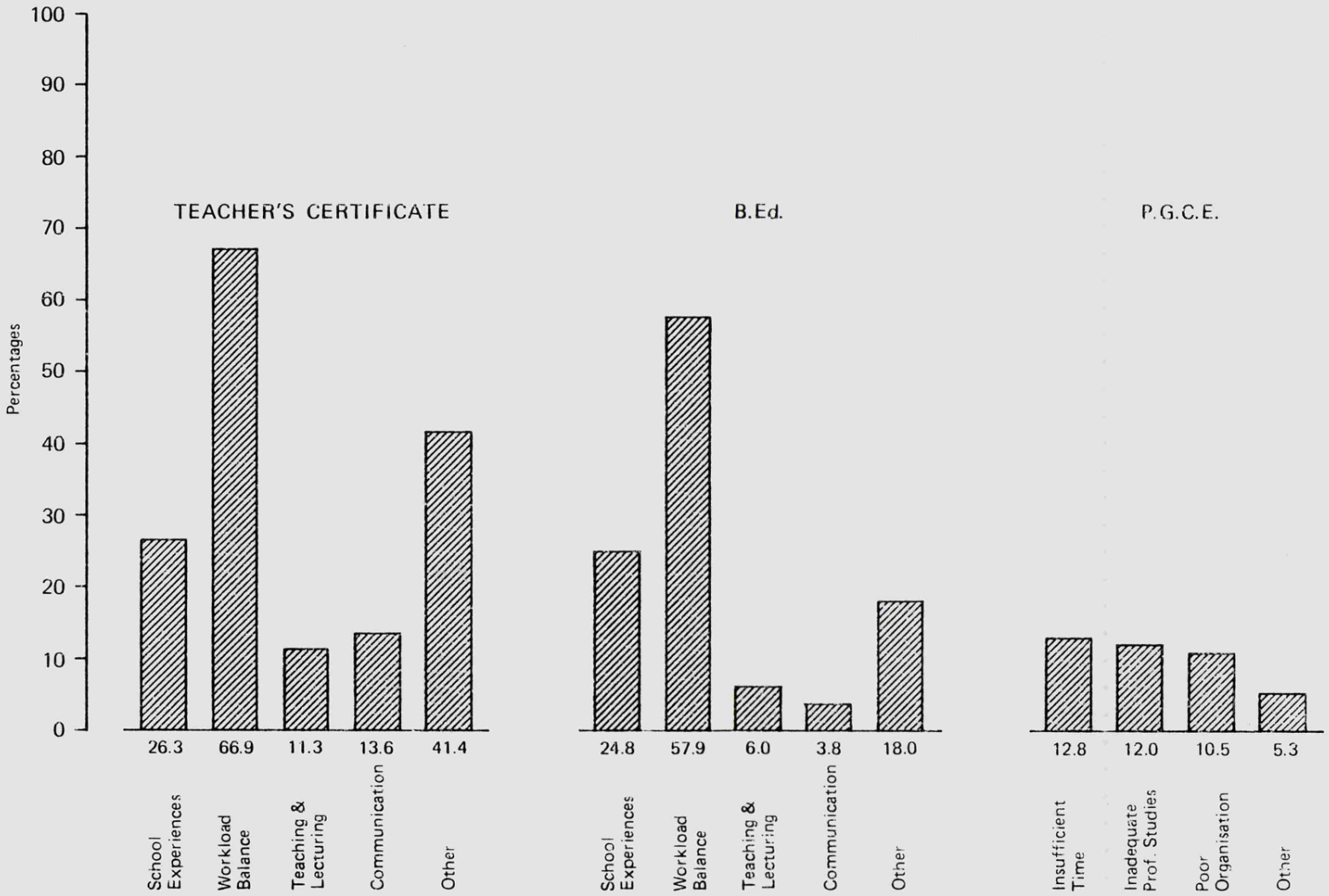


Diagram 19. **WEAKNESSES IN PROGRAMMES**

It is worth noting that 'other' weaknesses named by students came last, while for staff they came second with reference to the Teacher's Certificate, and third with reference to the B.Ed. In fact, weaknesses categorized as 'other' showed the greatest differences between students and staff in terms of frequency with which they were mentioned. This might be explained in part by the differences between student and staff specific responses which were placed in this category. Student responses referred usually to there having been a lack of organisation in the course, or some criticism of the organisation of certain components of the course. Staff, on the other hand, while sometimes mentioning the lack of organisation, more frequently expressed concerns about a lack of rigour, and about low standards of entry requirements, teaching, and assessment.

Item 37 (MUN Faculty). What do you consider to be the three main weaknesses in the B.A.(Ed.) programme for Primary students at your university?

Table 127 (Appendix V, p. 542) shows that responses were put in the same categories as had been those from English staff in relation to their programmes. Examples of specific responses which were placed in each of the categories are given in 'Notes on Item 37' at the end of the chapter.

Responses are given in order of frequency of mention:

Weakness	Percentage Response
Problems re workload balance	39.0%
Problems re school experiences	21.8%
Other	3.2%
Problems re teaching and lecturing	1.6%
Problems re communication within and among departments	0%

It is interesting to note that workload balance was of greatest concern to both the Newfoundland and English samples. Dissatisfaction with Teaching Practice provision and school experiences generally, had been expressed earlier, by both staff and students.

By comparison, the order of frequency with which weaknesses pertaining to the B.A.(Ed.) were mentioned by MUN students and faculty were as follows:

PROGRAMME WEAKNESSES IN ORDER OF FREQUENCY OF MENTION: MUN SAMPLE

Students	Faculty
1. Problems re workload balance	1. Problems re workload balance
2. Problems re school experiences	2. Problems re school experiences
3. Problems re teaching and lecturing	3. Other
4. Other	4. Problems re teaching and lecturing
5. Problems re communication within and among departments	5. Problems re communication within and among departments

Though the B.Ed. offered in England differs from the B.A.(Ed.) offered at MUN, and though staff are working in different cultures, they share common concerns (as shown in the following breakdown of responses) regarding the preparation of teachers to work in their respective Primary Schools:

PROGRAMME WEAKNESSES IN ORDER OF FREQUENCY OF MENTION

Staff: England		Faculty: MUN
Teacher's Certificate	B.Ed.	B.A.(Ed.)
1. Problems re workload balance	1. Problems re workload balance	1. Problems re workload balance
2. Other	2. Problems re school experiences	2. Problems re school experiences
3. Problems re school experiences	3. Other	3. Other
4. Problems re communication within and among departments	4. Problems re teaching and lecturing	4. Problems re teaching and lecturing
5. Problems re teaching and lecturing	5. Problems re communication within and among departments	5. Problems re communication within and among departments

It is clear that the staff and student respondents in both England and Newfoundland saw problems related to workload balance as crucial. This highlights a major difficulty in developing teacher education programmes - that of assigning to each of the programme components an emphasis which will receive the approval of both staff and students.

NOTES

Notes on Item 25

Examples of specific responses included in each of the categories used in analysis of data for this Item were as follows:

a. Positive Connections

Transfer is possible; training informs practice; sound initial training effects subsequent teaching and classroom management; direct connection - theory is implemented in practice; the connections are very strong; the Primary student's programme of training is totally related to subsequent classroom teaching; the Primary programme possesses the greatest degree of relevance for implementation of training in our schools; greater ties at Primary level than any other.

b. Unable to Determine Connection

Depends on the kind of training given; depends on intellectual ability of the student; very difficult, since personality of the student and climate of the school are two variables which militate against 'blanket' remarks; I would like to believe so, but behaviour is difficult to change.

c. No Connection

No connection; almost no connection; not very much, if any - the colleges and schools are little worlds apart; no connection - the jump from training to school seems to overwhelm some students; lack of connection between theories expounded during training and the situation as it really exists in the schools; there is a sharp break between theory and practice.

d. Other

Teachers tend to accept existing practices of teaching; since much of the training is general, students must make most of the significant applications on the job; no teacher education programme can hope to train students completely for the classroom.

Notes on Item 31

Examples of specific responses included in each of the categories used in analysis of data for this Item were as follows:

a. Personal Development of the Student

Student's personal development; intellectual and academic development of the teacher; personal education of the student; to produce an educated person; general education of the student; to continue the student's own general education; development of critically-thinking teachers; promote within the student the rich qualities of mind and character.

b. Professional Competence

Professional competence; knowledge of and ability to teach basic skills of literacy and numeracy; produce good, effective teachers; development of professional skills; students with competence in curriculum theory and practice; produce a competent teacher; provide opportunity for students to acquire and develop teaching competencies.

c. Understanding of Child Development

Help students understand all aspects of child development; students who can understand children and their needs; to enable the student teacher to acquire a knowledge of child development and the psychology of learning; the development of an understanding of how

children grow and learn; to develop insight into the various aspects of child development; in-depth understanding of child development with its implications.

Notes on Item 37 (English Staff)

Examples of specific responses included in each of the categories used in analysis of data for this Item were as follows:

a. Teacher's Certificate

(i) Problems re School Experiences

Inadequate school experiences; not enough continuous contact with children; poor timing of practices.

(ii) Problems re Workload Balance

Overload of Main subject; too little professional studies; inadequate work in the basic skills; inadequate independent study time; students are overtaught; too much contact time; course academically and not professionally based; too much time devoted to educational theory.

(iii) Problems re Teaching and Lecturing

Taught by people with little Primary experience; tutored by staff who are basically secondary teachers; inappropriate qualifications and experience of many tutors concerned; superficial coverage by some tutors in some areas; too much lecturing.

(iv) Problems re Communication Within and Among Departments

Lack of co-ordination between departments; lack of communication between college departments, and hence a fragmented course; lack of liaison between tutors in various departments and aspects of the course; tutors in areas of the course insufficiently aware

of what is happening in other areas of the college course; inadequate links between Main subject and professional studies courses.

(v) Other

Not academically demanding; fragmented and bitty; over-assessed; low entry standards; low standards of assessment; academic standard too low; too few students are failed; has been used as low-entry level post-school education; too exam-orientated.

b. B.Ed.

(i) Problems re School Experiences

Absence of school contact; too removed from the classroom situation; no contact with classroom work; contact with schools too limited; fourth year completely divorced from school experiences; no practical component.

(ii) Problems re Workload Balance

Too much attempted in time available; too much time devoted to educational theory; over-timetabled; too academic and divorced from reality; fourth year course of insufficient length; too much student-tutor contact time; too great an emphasis on Main subject; syllabus is overloaded; one year on top of the Certificate Course is not enough.

(iii) Problems re Teaching and Lecturing

Unacademic staff; low status of staff compared with B.A. staff; teaching is stereotyped.

(iv) Problems re Communication Within and Among Departments

Lack of liaison between Education and Main subject departments; insufficient liaison between courses.

(v) Other

Fragmented and bitty; lacks rigour; lack of rigour, discipline and depth; lack of quality intake; insufficient emphasis on high standards of entry and performance; too many students; too far removed from classroom situation; the danger that in the fourth year the school situation may be forgotten.

c. Postgraduate Course

(i) Insufficient Time

Too much crammed into too little time; too short; a one-year course is too short; not enough time for anything; inadequate time available in one year; totally inadequate in time, for the task; the shortness of the course itself.

(ii) Inadequate Professional Studies

Professional studies under-emphasised; insufficient time given to professional studies; too little professional preparation; lack of time on professional aspects; not enough time given to professional education.

(iii) Poor Organisation

Poorly organised; too 'ad hoc' in its organisation.

(iv) Other

Inappropriate qualifications and experience of many tutors concerned; unacademic staff; over-emphasis on theoretical disciplines.

Notes on Item 37 (MUN Faculty)

Examples of specific responses included in each of the categories used in analysis of data for this Item were as follows:

B.A.(Ed.)

(i) Problems re School Experiences

Need much more time in schools; not enough supervised practice in schools; poor teaching practice provision; need earlier exposure to schools; not enough school experiences; too little contact with schools; too little in-school activity; insufficient field experiences; need more supervised practice throughout; students spend too little time in schools.

(ii) Problems re Workload Balance

Too little academic study; insufficient theoretical basis; too much academic study; inadequate emphasis on professional studies; insufficient emphasis on the teaching of Reading; insufficient emphasis on the teaching of Reading and Mathematics; too many peripheral courses required; too restrictive with respect to elective courses.

(iii) Problems re Teaching and Lecturing

Too much lecturing.

(iv) Problems re Communication Within and Among Departments

No responses given could be placed in this category.

(v) Other

Lack of proper sequence in the programme; poor assessment techniques; some courses handled in superficial manner; not enough direction for students.

CHAPTER IX

SUMMARY AND DISCUSSION OF INTERVIEWS WITH HEADS OF EDUCATION DEPARTMENTS

SUMMARY AND DISCUSSION OF INTERVIEWS WITH HEADS OF EDUCATION DEPARTMENTS

An interview was held with the Head of the Education Department in each of the twelve colleges during the Summer of 1976, and with the Dean of Education at Memorial University shortly before that. (For the complete interview schedules, see Appendix III, p. 467.) These interviews provided not only additional information about the colleges in question and the changes taking place in them, but also views and opinions from the vantage point of the Departmental Head.

In order to present a summary of the interview results, questions from the schedules have been grouped under various headings (with question numbers taken from the English version of the schedule):

Question 1 - Question 4: Staff

It should be pointed out that in the case of two colleges, traditional departments no longer existed, and staff numbers were given for the Education Department as it existed in 1975. In another college the departmental form of organisation was about to end; Heads of Departments in other colleges also indicated plans for changing the organisational pattern.

Members of the Education Department, it was made clear, had a heavier workload than did their colleagues in other departments, and except for one college, worked with a much higher staff/student ratio. Ratios for Education staff are given below. Four Heads of Department pointed out that, in addition to teaching, most staff members undertook some administrative responsibilities, while in

the remaining eight colleges, and at MUN, these duties were largely the responsibility of a few senior staff members.

Staff/Student Ratios	No. of Colleges
10:1 - 19:1	5
20:1 - 29:1	3
30:1 and over	4

In eight Education Departments there were still some staff members who lacked advanced academic qualifications, but, as was pointed out by one Head, this problem was being overcome as older staff members retired, and others were improving their qualifications. With one exception, Heads were reasonably well satisfied with their staff. In two colleges a staff development policy had been introduced, which allowed staff to improve their qualifications for the new teaching duties they would be required to undertake in the revised college courses. One Head said that under this policy, if it was deemed necessary, the Department would recommend leave for a staff member even if it had not been requested. But these two colleges were not representative of the sample. Eight of the others were very concerned over the difficulty their staff were experiencing in getting leave to improve their qualifications, despite the fact that this would benefit the college and its courses. One of these Heads thought that the only staff member who might be granted leave was one who had applied to undertake advanced studies in the teaching of Reading. This problem did not arise at MUN, where a faculty member is normally granted a sabbatical year, with 75 percent salary, after serving for 6 years. This leave is granted for the purpose of upgrading qualifications or undertaking research.

Questions 5, 6: Teacher Involvement in the Colleges

Three of the twelve colleges employed teacher-tutors,[1] and one other had just discontinued this practice for financial reasons. Others took advantage of the services of school personnel regularly, but on an ad hoc basis. In one instance, however, Heads of schools were teaching a course in 'School Studies' for the college, and in another there was sometimes a 'college staff/school staff' exchange system in operation.

Questions 9-14, and 29, 30, 32: Entry Requirements and Students

Most colleges had revised or were about to revise, in the next academic year, their entry requirements because of the introduction of the Diploma in Higher Education and the new B.Ed. degrees. As indicated in the description of the colleges, a two 'A' level entry would be required except for the Three-year Certificate Course; all Heads reported that this was being phased out. All colleges included interviews as part of their entry requirements, and five also required written examinations in English. (MUN requires neither of these as an entry requirement.) Two Heads reported that from 90% to 100% of their present student enrolment had named that college as their first choice, while one Head said this was the first year his college had been unable to obtain its quota of students on the basis of first choices only. Three Heads said that their college was often obliged to accept students who named it as their third or fourth choice.

Heads were asked for their views on the degree to which they felt students' secondary education was a good background for Primary

[1] These were classroom teachers on secondment who taught a course or courses at the college.

teacher training. One thought the 'A' level background to be excellent; the others thought it to be too narrow, but they were not greatly concerned, since the broad range of Curriculum Studies undertaken at college made up for this narrow background. Another factor which, to their way of thinking, made the Secondary School background less relevant than heretofore, was the fact that many new degree programmes would no longer have the academic 'Main study' component. The Dean of Education at MUN felt the broad range of subject areas studied at Secondary School level was a good background for Primary School teachers.

All Heads said that few students discontinued their training, either by choice or on recommendation of the college. The latter usually occurred when students were thought to be unsuited to teaching, and took place before the final school practice, sometimes after the first practice. Two colleges had a review board dealing with this matter.

Heads were asked what they considered to be 'necessary' characteristics for a teacher of young children. All of them thought a candidate should be highly intelligent and flexible; but most of them added other characteristics such as an understanding of children, imagination, and stamina. Four Heads gave priority to the student's ability to organise and manage work in the classroom. This factor is no doubt linked in some manner to the widespread criticism among probationary teachers that they have been given little or no help in their initial training with regard to classroom organisation and management.

Only two colleges reported having any contact with their students during their probationary year of teaching, though all saw this as being very desirable. One Head was requesting funds to

offer training for professional tutors; another had begun a programme in liaison with the LEA whereby professional tutors were working with probationary teachers. A third Head hoped that plans would materialise for his college to become a centre for the training of professional tutors.

Question 7, and Questions 15-23: Courses

In all the colleges the new degrees had been or were soon to be introduced. They included B.Ed. (Ordinary and Honours), B.Ed. (Applied), B.A., and so on. Organisation varied with some patterns including modular units, integrated studies, or teaching studies. Only three Heads reported that their new degrees were following a consecutive pattern; they disliked this format because of the limited time it would allow for professional training and school experiences. They were also averse to the idea of the Dip.H.E. constituting the first two years of a degree course. The majority of courses followed a concurrent pattern, and the Heads of Department were certain these new degrees constituted the best training for Primary teachers. Ten of them spoke very strongly in favour of concurrent training, and the remainder, having had no experience of the consecutive pattern, had adopted a 'wait and see' attitude towards the issue. The Dean of Education at MUN was pleased that the B.A.(Ed.) was a concurrent degree, but explained that it was under revision and changes would probably result in its becoming a more professional degree.

In most colleges about one-third of the course work was in the academic sphere (about one-half at MUN), but in two cases the study of an academic 'Main subject' had already been discontinued. 'Teaching Studies' and 'Applied Education,' respectively, replaced

the former academic courses.

In seven colleges and at MUN, theory was being taught by staff members who were specialists in the foundation disciplines of Education, while in the others some staff with some qualifications in this field shared the work with other Education tutors. The popular teaching approach was by themes or topics.

Enquiry as to whether Education Departments had any staff members with specialist qualifications in the teaching of Language and Reading brought an affirmative reply from all Heads. (It is possible, of course, that the interpretation given to the word 'specialist' might not have been the same in each case.) In five of the colleges these specialists taught all Language and Reading courses; in the others, they co-ordinated this work and shared the teaching with other Education tutors or members of the English Department. Several colleges reported having recently developed new Reading courses and these included an M.A. in Reading and a one-year course in Reading Development, in addition to Main courses in Reading and the Psychology of Reading. One Head said, rather regretfully, that although he had a Reading specialist on his staff, he had a feeling nothing was happening in Reading!

Asked about the technological aids now popular in some teacher training institutions, ten Heads of Department and the Dean at MUN said they were being widely utilized by both staff and students. Microteaching, videotapes, and closed circuit television were reported to be regularly used in three of the colleges.

Ten of the colleges offered training in Pre-School education, with three having done so since the college was instituted. The rest had begun this practice fairly recently, six of them during the past two or three years. Six of the colleges also offered Pre-

School training at the Postgraduate level. The chief difference between Pre-School courses and those for First School students, it was stated, centred on the Teaching Practice and other experiences with children. In a few instances, Heads reported that greater emphasis was placed on language development, child development, and play, as part of the Pre-School courses. There seemed to be extensive opportunities for varied practical experiences for students, through playgroups and nursery classes with children; three colleges offered facilities for such groups on their own premises.

Heads were asked their opinion of the degree-plus-diploma type of training for Primary teachers. Half of them thought one year was too short, but all agreed that students had, on the whole, done very well. They were quick to point out, however, that the strength of this course was the large proportion of time allowed for experiences with children, which often included a long period of Teaching Practice, or several shorter practices. A minority of the Heads still clung to the view that the Three-year Certificate Course was the better one for training Primary teachers.

Questions 25-28: Teaching Practice

Enquiries about Teaching Practice revealed that in all twelve colleges and at MUN, some Primary students were still being supervised by staff members with no Primary School teaching experience. But this weakness was being overcome in several ways: One head forbade new staff members - whether or not they had teaching experience - to supervise practice until they had first spent some time in the schools with some experienced member or members of staff; in another college, inexperienced staff were exempted from supervising final Teaching Practice, and in another the newly introduced pro-

gramme allowed only those staff members who were teaching Curriculum Studies to supervise; and yet another college had all staff members in the schools for one day each week with students, thus giving staff a good deal of classroom experience in Primary Schools.

Eight colleges required supervisors to visit students on Teaching Practice at least once a week. One Head insisted that such visits must be of a half-day's duration. Others required visits twice a week, particularly during the first block practice. The number of students supervised by a staff member varied with the teaching load. The average for the colleges was 5 students, but 12, 16, and even 18 were recorded. The extent to which school personnel shared in the assessment of practice varied as follows:

(i) Eight colleges and MUN required the Head of the school and the classroom teacher to complete a report on the student's performance. This constituted part of the basis of assessment.

(ii) Two colleges had school staff supervising and assessing practice, acting in a capacity similar to college supervisors.

(iii) Two colleges consulted verbally with school staff about the performance of their students on Teaching Practice.

There was also a division among the colleges in terms of feedback to students after Teaching Practice. Six reported holding discussions with students, aided by reports completed by school and college staff, with student comments added to them. These reports took various forms such as, 'Characteristics in Teaching Profile,' 'Summary of Strengths and Weaknesses on Teaching Practice,' and so on. In one college, two days were devoted to these discussions after each practice. In another, where students were in schools

with college staff one day weekly, compulsory seminars with personnel from college and schools were held with the students fortnightly. The remaining six colleges held discussions with students after Teaching Practice, and 'took into account' comments received from school staff. The majority of colleges had adopted the Pass/Fail system of grading Teaching Practice, with others using a four-, five-, or six-point scale.

Questions 8 and 24: Public Relations

Education Department Heads were asked to what extent they experienced co-operation with other departments of the college. Co-operation was seen as favourable in all but one instance - in this college the Head admitted having to work very hard in an attempt to improve the situation. Relations with the Local Education Authority and with the schools were thought to be excellent in eight colleges, and to be good in the remainder of them.

Question 31: The White Paper

One final topic on which Heads of the Education Departments were asked to express their views was the changes taking place in teacher education as a result of the James Report, Teacher Education and Training (1972), the White Paper, Education: A Framework for Expansion (1972), and Circular 7/73, Development of Higher Education in the Non-University Sector (1973). All Heads expressed some positive views on the changes, particularly with regard to proposed induction and in-service programmes, but there were many reservations. One Head saw the move to merge with polytechnics as a good one, believing that for too long teacher education had been too narrowly conceived; another felt that while it had meant a tremendous amount of work, it was a good thing to be required to review

and revise the courses of training. In the six colleges where new degree structures were concurrent and more professionally based, for example, in Applied Education, the Heads were very pleased with their new courses and believed Primary teachers would now be better trained. But in the rest of the colleges, where the degree pattern would be consecutive, Heads were not so optimistic. They saw no value in the Dip.H.E., nor did they like the idea of a consecutive pattern of training, mainly because of the short period of time it would allow for professional training and school experience.

One Head did not like the idea of a three-year degree course; he thought that a four-year B.Ed. Honours degree would be better, and allow more time for 'professional preparation.' In a voluntary college, the Head saw no value in changes which the colleges and their courses were undergoing, and he was especially annoyed with the idea of training teachers in large institutions such as polytechnics, though he did perceive that a very small college might be unable to employ a wide range of well qualified staff. Two Heads were unhappy not only with changes, but, as they put it, with the manner in which these were being made. One of them felt the problems lay with the person in charge of the institution of which his college would now be a part, and reported that some members of his staff had already experienced nervous breakdowns as a result of pressures associated with the changes. The other Head, whose college had been following a consecutive pattern under the revised courses, saw many things wrong with the changes, but was mainly concerned with the extent to which, in his opinion, teacher education was sacrificing practice to theory. But this same Head strongly believed that training could contribute only to a limited extent in any case, since it was his contention that 'teachers are

born and not made.'

For the most part, the information provided by Heads in these interviews, tended to support the general findings of the staff questionnaires. Several of their responses, however, provided clarification and elucidation of certain aspects of college policy.

CHAPTER X

SUMMARY AND CONCLUSIONS

SUMMARY AND CONCLUSIONS

The aim of this study was twofold: to examine Primary teacher education in England, and to examine Primary teacher education in Newfoundland in the light of it, with a view to suggesting changes in the latter which might result in an improved initial training programme for Newfoundland's Primary School teachers.

No survey of Primary teacher education had been undertaken in Newfoundland, but the literature available (mainly in the form of commentary) had highlighted weaknesses, particularly in the areas of Teaching Practice provision, the teaching of Reading, and several others.

After a study had been made to determine the development of English Primary education and Primary teacher education, a survey of the literature was undertaken so as to ascertain to what extent, and with what results, English teacher education had been researched. The literature showed that while several studies had been made, for the most part they had been confined to teacher education generally, rather than Primary teacher education. Most surveys had been confined to a single college or a small number of colleges; in the case of one survey which had included 10 colleges, all were under the aegis of a single University Institute of Education. Several surveys had examined student attitudes towards aspects of their training, but these, too, had been restricted to a single college or a few college populations, and usually within a single University Institute.

Several surveys had focused on areas such as student attitudes to Teaching Practice, Education, and so on. Findings revealed that

the Three-year Certificate Course had been criticised for having a preponderance of theory and insufficient practice, inadequate attention to the teaching of Reading, weaknesses in the system of assessment of practice, and a lack of challenge in the Course. Criticisms of the B.Ed. had included the lack of uniformity in terms of entry requirements and levels of award, insufficient emphasis on professional studies, and a lack of school contacts in the B.Ed. year. A prominent concern with respect to the Postgraduate Course was that of the shortness of the Course itself.

The literature indicated that few studies had included college staff, but commentaries indicated certain areas of concern. Staff were well qualified in terms of school teaching experience, but most of them, particularly those in Education Departments, were less well qualified academically and by research experience than were either their colleagues in other departments, or their university counterparts. But it was clear that this situation was improving. Another cause for concern was that many staff members who were teaching Primary students had no Primary School teaching experience. Thirdly, it was alleged that teaching was dominated by the lecture, almost to the exclusion of the seminar and tutorial.

The most recent committee to study into English teacher education, under the chairmanship of Lord James of Rusholme, presented its Report, Teacher Education and Training, in 1972. This Report was followed closely by the Government White Paper, Education: A Framework for Expansion (1972), and the DES Circular 7/73, Development of Higher Education in the Non-University Sector. The main recommendations of the James Report had been:

(i) That teacher education be divided into three cycles: personal education, pre-service education and induction,

and in-service education. Cycles one and two would take four years - two years college based with a Dip.H.E. award, year three in a college, and year four acting as a 'licenced teacher,' with some continuing professional training. At the end of the fourth year, the trainee would become a 'registered teacher' and would receive a B.A.(Ed.) award. Cycle three would involve such experiences as released time from teaching every seven years, so that in-service training could be undertaken.

(ii) That Area Training Organisations be replaced by Regional Councils of Colleges and Departments of Education, to be linked with a National Council for Teacher Education and Training.

The White Paper, while indicating support for an all-graduate teaching profession, favoured the establishment of new B.Ed. degrees rather than the acceptance of the proposed B.A.(Ed.). The Dip.H.E. would be introduced, but there would be a gradual phasing out of the Three-year Certificate Course. The Area Training Organisations were to be replaced, as recommended, by Regional Councils, and there would be a new Advisory Board on the Supply and Training of Teachers.

Circular 7/73 spelled out the manner in which the DES expected the LEA's to implement these changes. LEA's were urged to work towards the merging of colleges with other colleges or other institutions such as polytechnics and colleges of further education. They were informed that only a limited number of colleges could remain free-standing, or focus on teacher training only.

Reactions to these three documents were varied. Proposed in-service provisions were welcomed, as was, in some quarters, the

idea of a general course via the Dip.H.E. There was, on the other hand, strong opposition to the Dip.H.E. as the first two years of an initial training programme. The idea of consecutive training, inherent in the Dip.H.E. route, was opposed by most educators in colleges of education. The proposed B.A.(Ed.) was highly criticised. The loss of a link with universities, by the replacement of the ATO's was not welcomed, and many arguments against such a move were put forward. Only a minority saw this as a step in the right direction. The idea of colleges merging with polytechnics was, again, most unfavourably received by a majority of college staff. But perhaps greatest concern expressed was for the effects which the proposed cutbacks in training provision were bound to have on the human resources; many college staff members would face the threat of redundancy, and many others would find themselves ill-equipped for the new roles which diversified programmes would demand of them.

On the basis of a comprehensive view of English Primary education and Primary teacher education, and an examination of the relevant literature, a research design was established for the purpose of undertaking a field survey. The survey included the following:

A. <u>England</u>

1. A series of preliminary visits to English colleges of education and to a University School of Education.
2. A return visit to two of these colleges, for the purpose of conducting a pilot survey with staff in one college, and with students in the other.
3. A main survey in half the colleges visited and in the School of Education. The survey included for each institution:
    a. A structured interview with the Head of the Education Department.
    b. Questionnaires to staff members of the Education Department.

c. Questionnaires to all students completing their training in Nursery/First School courses.

d. Forms designed to obtain certain information about the institution, completed in consultation with personnel from the office of the Registrar.

B. Newfoundland

1. A pilot survey with students completing their studies in the B.A.(Ed.) programme for Primary teachers (1975).

2. A pilot survey with a representative group of members of the Education Faculty.

3. A main survey at Memorial University of Newfoundland. This survey included:

a. A structured interview with the Dean of Education.

b. Questionnaires to all members of the Education Faculty.

c. Questionnaires to all students completing the B.A.(Ed.) programme for Primary teachers (1976).

d. Information obtained from the office of the Registrar.

In 1974 and 1975 preliminary visits of 1-3 days' duration were made to 24 English colleges of education and to one University School of Education. This proved to be an extremely worthwhile experience, and resulted in a greatly increased understanding of how the colleges functioned, the kinds of courses they offered, the means of assessment used, and so on. More importantly, it was possible, through informal discussions, to discover the opinions of students and staff with respect to their courses and other relevant matters, and to gain a comprehensive picture of the whole ethos of an English college of education - its life, facilities, and resources.

At each college, an informal discussion was held with the Head of the Education Department and, in most instances, with the college Principal. Discussions were held with members of the Education staff, particularly those involved in Nursery/First School work; and with groups of students representing each year of the Three-

year Course and the B.Ed. year. Classes were attended in some cases and, in about half the colleges, visits were made with staff to schools where students were undertaking Teaching Practice.

While each college had unique features, certain characteristics were common to all of them. These included: student selection by interview; a largely female student population; an increased number of students entering with 'A' level qualifications; a majority of the students undertaking studies in the Three-year Certificate Course; many Education staff with considerable school teaching experience, but with few advanced academic qualifications.

In all colleges visited the Three-year Certificate Course and the B.Ed. were offered and, in some cases, the Postgraduate Course. The Three-year Course seemed to focus about equally on academic study, professional study, and school experiences. The B.Ed. year tended to concentrate primarily on theoretical studies, whereas the PGCE consisted largely of professional studies and school experiences.

Concern voiced by students, and by some staff, about these courses, coincided for the most part with those which had been revealed in the literature; but on the whole, students spoke favourably of their college and its courses. It was clearly evident that in most courses a real attempt was being made to interweave theory with practice, and this was seen as a very positive factor in training, as was the considerable emphasis on courses in Arts and Crafts, Drama, and Physical Education.

As the visits occurred at a time when many colleges were being affected by the changes following the White Paper and Circular 7/73, an opportunity was taken to obtain the views of college staff on these and other proposed changes. For the most part, opinions

tended to support those evident in the literature. There was positive reaction to proposed improvements in provision of in-service training; some welcomed a revision of courses and degree programmes; and some favoured college mergers. But about two-thirds of those with whom discussions were held on the whole reacted negatively to the Dip.H.E., the idea of consecutive training for Primary teachers, the break with the universities, and mergers with other institutions. A feeling of insecurity about the future was also evident.

Following the college visits, pilot questionnaires were administered to (i) staff of a large LEA college, and (ii) students of a medium-sized Voluntary college. These were undertaken in June 1975. (Pilot studies had been carried out two months previously in Newfoundland.) Percentages of returns were as follows:

Students, England	81.0%
Students, Newfoundland.	72.0%
Staff, England.	60.2%
Faculty, Newfoundland	100%

After returns from the pilot surveys had been analysed, a revised questionnaire for both staff and students was prepared, and during the period March-April 1976 the main survey was carried out in Newfoundland. This was followed by the administration of the main survey in England during May-June of the same year. For the purpose of the main survey, the following samples were included:

Institutions:	Memorial University of Newfoundland	
	One University School of Education, England	
	Twelve Colleges of Education, England	
Staff:	Memorial University, Faculty of Education. . .	80
	College staff of Education Departments . . .	282
Students:	Memorial University.	77
	English colleges	913

Returns were as follows:

Faculty, Memorial University	80.0%
Staff, English colleges.	68.6%
Students, Memorial University.	88.3%
Students, English colleges	69.9%

All Heads of Education Departments were interviewed, as was the Dean of Education at Memorial University.

Data from questionnaires were prepared for computer analysis, which included analysis for descriptive statistics and, in some cases, cross-tabular analysis. Frequency distributions obtained were converted to percentages. Findings were presented in the form of tables and graphs.

CONCLUSIONS

Certain conclusions about Primary teacher education can be drawn from the findings of this study. For convenience, these are grouped under various headings. Some conclusions, however, because they relate to several areas of teacher education, could be legitimately placed under headings other than those selected for them. This is to be expected, in view of the fact that many aspects of teacher education are inter-related.

Staff

1. The majority of staff in the Education Departments of English colleges are male; thus the balance of sexes has not changed in the last few years.
2. A large proportion of staff are in the 40-49 years age group, though this varies somewhat from one college to another. In the colleges in this sample, 28.0% were under 40 years of age, and at MUN approximately 45% were under 40 years of age. In

some colleges, the proportion under 40 years of age was at least 50%.

3. With respect to academic qualifications, most staff have at least a first degree, usually a B.A. While all MUN faculty have further academic qualifications to at least Master's degree level, and most have Doctorates,[1] in the English colleges a majority have a Master's degree, but few have Doctorates.
4. A higher proportion of male than female staff possess advanced academic qualifications.
5. There is little indication that staff who teach mainly Primary students are less qualified than their colleagues in the Education Department.
6. Most English staff, but few MUN faculty, have professional qualifications such as Advanced Diplomas and Certificates.
7. The English colleges show evidence of making a considerable effort to upgrade staff qualifications, where this is needed, for example, where staff are not qualified to meet the demands of new courses. A deterrent to this upgrading policy seems to be the difficulty of staff securing secondment for this purpose.
8. As far as school teaching experience is concerned, a greater proportion of staff have taught at the Secondary level than at the Primary School level. Least represented in terms of teaching experience are Nursery Schools.
9. Most English staff have not worked in the Education field other than teaching, but more than half the MUN Education faculty have done so.

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[1] These advanced degrees, mostly American, are not uniform in terms of course and research requirements.

10. Most staff in the English colleges have taught at the college level for periods from 1-12 years, but there are variations from one college to another. It might be a reflection of the period of college expansion in the 60's that about half this particular sample had 7-12 years experience at the college level, and only about 10% had more than 12 years.
11. Although staff (especially in the English colleges) have had no recent full-time teaching experience, a majority indicate they have adequate contacts with Primary Schools. But a considerable proportion (about 40% in this sample) continue to do some teaching in schools, mainly on an 'ad hoc' basis. (MUN faculty do not undertake this to the same extent as do their English colleagues.) This might help to account for the view of students that staff are at least moderately conversant with current Primary School practices, although some of them feel their lectures reveal an unfamiliarity with Primary Schools; and there is also concern among some staff members that far too many in their ranks lack the Primary School teaching experience needed for successful work with Primary students.
12. A majority of staff believe there ought to be opportunity for those teaching Primary students to have periodic secondments to school teaching.
13. While some English colleges in the recent past have availed themselves of the services of teacher tutors, there is no evidence to suggest that this practice had become widespread. Much more widespread is the practice of making use of the services of classroom teachers on an 'ad hoc' basis, mainly in connection with Teaching Practice.

14. Most staff would like to have classroom teachers participate in the planning of initial training programmes. This was true for nearly 90% of this sample.

15. The average workload of a staff member consists of teaching three courses and, in the case of the English staff, these are mainly undergraduate courses. Heads of Education Departments tend to feel their staff have a greater workload and a higher staff/student ratio than do their colleagues in other departments.

16. On the whole, staff have expressed satisfaction with facilities provided for them. The area of greatest concern for English staff has been lack of a good Curriculum and Reading centre. For MUN faculty, there has been dissatisfaction with library facilities and with the lack of good staff/student seminar rooms.

17. Staff in English colleges react positively to the replacement of college departments with a revised administrative structure. Many of them have seen a lack of liaison among departments as a factor contributing to course fragmentation and to the inability of staff members to be cognizant of the student's programme as a whole.

18. In England, the anxieties of staff with regard to changes in teacher education which have followed the James Report, concern: the possibility of decreased emphasis on the professional training of teachers, the break of the colleges with the universities, staff qualifications in relation to new courses they must teach, and staff redundancies.

An important point which emerges from these conclusions is the fact that a majority of English college staff have advanced profes-

sional qualifications. They do not, however, possess higher degree qualifications equivalent to their university counterparts. They have also more Primary School teaching experience and more continuous contacts with these schools, than university faculty. Both groups see a need for greater opportunity to work in Primary Schools.

Students

19. The majority of students entering English colleges of education have come directly from grammar schools, are 18-25 years of age, single, and female. Newfoundland students begin their post-secondary education earlier than their English counterparts, usually at about 17 years of age. Those undertaking Primary Education are also female and mostly single.
20. The proportion of students entering English colleges with at least 2 'A' level passes has increased in recent years. However, the proportion of students with this qualification varies considerably from one college to another. One interesting point emerges: There seems to be no indication that the best qualified students consistently gravitate towards colleges with the most highly qualified staff.
21. Newfoundland students (when they begin their teacher education programme) are not as well qualified academically as their English counterparts. All have completed Junior Matriculation (Grade XI), but since most of them have done so at a 'pass' rather than an 'honours' level, it seems fair to say that Primary teacher education in Newfoundland has not succeeded in attracting to its ranks the best qualified students. (The Grade XI programme, at its best, would compare with the

English 'O' level.)

22. Students in Primary Education tend to select English or a social science as their Main academic study, rather than a physical science or a foreign language; those entering training with a first degree have usually a B.A. in English or a social science.

23. Some colleges are moving away from requiring a Main academic study in a degree course, and instead are requiring some professional component such as 'Teaching Studies,' or 'Applied Education.'

24. The majority of students do not simply 'drift' into teaching, but choose Primary Education as their first choice of a profession. Furthermore, a majority of students believe that they ought to make an early commitment to teaching, despite the fact that the opportunity for students to delay the choice of a profession had been used as a strong argument in favour of the Dip.H.E.

25. While some colleges, in the past, have been obliged to accept students who would have preferred to attend other colleges, the vast majority of students attend the college of their first choice. An insignificant proportion of college students have applied for university entrance.

26. The majority of English students have continued to opt for the Three-year Certificate Course, although a degree programme has been offered at most colleges since 1960.

27. Within the Primary programme, more students in England elect to train for the Infant/Junior than for the Nursery/Infant age range. The number of colleges with First School courses was not large at the time of this survey.

28. There is an indication that at least some students are given an opportunity to participate in the planning of some of their courses, but the degree of participation varies from one college to another.
29. Students generally tend to seek advice on professional matters from college tutors, most of whom act as student advisers; but on personal matters they seek advice from family and friends.
30. Only a small minority of students drop out of training and few, if any, fail the whole course.

It is clearly evident here that English college students, on the whole, are much better qualified academically than is commonly believed. Furthermore, although a majority of them possess the necessary academic requirements to enter university, they choose to enter colleges of education.

Staff Views on Aspects of Training

31. Staff consider three major aims of Primary teacher education to be:
    a. Professional competence
    b. Personal development of the student
    c. An understanding of child development
32. More than one-third of the staff in this sample saw very positive connections between students' initial training and their subsequent classroom teaching; only 4.1% felt that training had no influence on teaching.
33. With regard to the debate on the value of training teachers in multipurpose rather than in monotechnic institutions, staff are divided in their opinions. Their views tend to reflect their own current teaching situation, i.e., those working in colleges which had recently changed from monotechnic to multi-

purpose status, tend to favour the latter.

34. Most staff prefer a concurrent rather than a consecutive programme of training for Primary teachers.

35. Although staff are divided on the issue of student experience in an occupation other than teaching before their initial training, in all but one of the English colleges, 50% or more of the staff sample supported this idea.

36. On the question of forms of teaching, staff and students hold diametrically opposed views. Staff insist that their teaching takes a variety of forms, such as lectures, seminars, and tutorials; students, on the other hand, state that by far the main form of teaching used is lectures. In this survey, 85.8% of the staff sample reported using a combination of teaching styles, and a mere 6.1% lectures. In contrast, only 11.8% of the students stated that a combination of teaching styles had been used, while 72.4% maintained that the main form had been lectures. Students would prefer more seminars and tutorials and fewer lectures.

37. Staff are concerned over the lack of rigour in initial teacher education programmes. Many believe that too little attention has been given to high standards of entry, performance, and assessment. Others believe (especially among the English staff) that a high proportion of their colleagues do not possess the appropriate qualifications to develop a more challenging programme, with higher standards.

38. A major weakness in all initial teacher education programmes, underlined by both staff and students, is imbalance in the course workload. For example, students see the work of the first year as undemanding, and feel they are overworked there-

after, especially in their final year. Again, staff and students believe too little of their total programme is devoted to various aspects of professional studies.

39. Staff and students alike see a need for greater emphasis on Reading and Language. In this sample, nearly 40 % of the staff and more than 60 % of the students were of that opinion. In certain colleges, greater proportions of both staff and students expressed this view.

40. Staff and students express concern that the final year of a degree programme, whether it be the B.Ed. in England or the B.A.(Ed.) in Newfoundland, does not require school experiences for students.

41. English staff view the Postgraduate Course in Education as being too short, badly organised, and, in some cases, lacking in professional studies emphasis.

42. English staff, on the whole, seem confident that their new concurrent degree courses, developed in the Post-James period, will greatly improve initial teacher education, particularly in the case of Primary teachers.

Staff have been dissatisfied with some features of Primary teacher education programmes. Many have expressed a desire, for example, for increased emphasis on the professional side, and a general raising of standards. However, in the case of English staff, they are optimistic about their new concurrent degree courses, some of which are completely professional degrees.

Student Views on Aspects of Training

43. On the whole, students are satisfied with their initial training and with their institution. With reference to the

latter, two positive features of small colleges, as seen by students, are the small-group teaching and good staff/student communication.

44. Students attribute the imbalance in their course workload to a lack of liaison among the various departments in which they are studying. Many staff members agree with them.

45. Students and staff would like greater emphasis on such areas of training as school experiences (particularly in situations other than Teaching Practice), and on skill subjects.

46. Heads of Education Departments stated that they had Reading specialists on their staff, and that Reading was now being given increased attention. The amount and quality of work done in this area is, however, not at a uniformly high level.

47. Students would like greater attention given in their training to matters pertaining to classroom management, organisation, and discipline.

48. A considerable proportion of students would like their training to include a course in First Aid.

49. A substantial majority of students attach a good deal of importance to the theoretical components of their training, with 67.1% of this sample seeing theory as indispensable. This seems to represent a positive shift in student opinion from that reported in some earlier surveys; it may be largely attributed to the introduction of better-qualified staff, specializing in the teaching of the theory of Education.

50. While a majority of both students and staff are satisfied with the emphasis on academic studies in the programmes, a substantial proportion of staff would like greater emphasis on this aspect of the programme. Students are divided in their opin-

ions as to whether Primary students should study 3-4 academic subjects at a moderate level rather than one subject in depth. A majority of staff would favour such a change (63.5% in this sample).

51. Both the English and Newfoundland students see the three main weaknesses in their training as being those related to: an imbalance in the course workload; insufficient school experiences; and an over-emphasis on lecturing, with lectures often given by those inexperienced in Primary School teaching.

52. A majority of students would recommend their college to others, and many would do so unreservedly. Where students have reservations, they are usually related to one or more of these factors: the variation in quality of a course; fragmentation and poor organisation of courses; a lack of challenge in some courses.

53. Students attending the English colleges during changes which followed the James Report, have been primarily concerned about: staff preoccupation with new courses and with their own professional future; a late introduction to professional studies and school experiences in some new courses; and poor prospects of employment in the teaching profession.

On the whole, students, like staff, have been dissatisfied with the lack of sufficient emphasis on certain professional and practical components of their training. It is clear, however (despite a commonly held view to the contrary), that students value highly the theoretical components of their training, and wish this to be retained. In fact, students appear to be far more deserving of credit for possessing academic strengths and professional commitment than has generally been accorded to them.

Teaching Practice

54. A majority of students feel their college programme prepares them well for Teaching Practice, but one activity which they value and which they would like to see increased, is that of observing classroom teachers at work. The use of videotaped teaching situations is also gaining in popularity.

55. A majority of students have opportunity to work with children in their college, but the degree and frequency of this varies, and depends to some extent on the availability of suitable facilities. Most students do some work with children in schools on occasions other than Teaching Practice, but they strongly emphasise their desire to have much greater opportunity for this. This is true especially in the case of Newfoundland students. Staff tend to feel such opportunities are provided much more frequently than do students.

56. Most staff participate in the supervision of Teaching Practice, and they agree that this ought to be shared (as is generally the case) with classroom teachers.

57. Most staff participate in the assessment of Teaching Practice, and while a considerable proportion (about 40% in this sample) would like responsibility for this to be equally shared with teachers, a majority prefer that staff have the greater responsibility.

58. Students agree that assessment of Teaching Practice ought to be shared between college staff and classroom teachers, but they are strongly in favour of giving classroom teachers either equal responsibility with, or greater responsibility than, college staff. About 80% of the students in this sample would prefer that classroom teachers have increased

responsibility for the assessment of Teaching Practice.

59. Staff do not believe that their role as an assessor inhibits students from seeking their help when on Teaching Practice.

60. A proportion of Primary students are supervised on Teaching Practice by college staff who are inexperienced in Primary Schools, but the colleges concerned are making every effort to overcome this problem.

61. Students are generally satisfied with opportunities provided them to discuss their Teaching Practice experiences with their college supervisors.

62. There is a variation among colleges with respect to the degree and manner in which students receive feedback after Teaching Practice experiences. A fairly common pattern seems to be that of a series of seminars closely following each block practice, and often involving school personnel as well as college supervisors.

63. Most colleges use a Pass/Fail system for grading students' Teaching Practices.

64. A majority of both students and staff are dissatisfied with Teaching Practice provision, but in England this dissatisfaction seems to stem from the distribution of practice rather than the amount of time devoted to it. However, in the case of Newfoundland students and staff, the meagre amount of practice is of greater concern.

65. Students who are not introduced to school experiences in the first year of their programme complain about this late introduction to classrooms.

66. Neither in the case of England nor Newfoundland is there any formal provision for the college or university to maintain any

liaison with its students once they have become classroom teachers, and this is seen by staff and students as a most regrettable situation.

The picture which emerges here is one of a measure of satisfaction with school experiences among English students, but this is less true of their Newfoundland counterparts. Both feel, however, that classroom teachers ought to play a greater role than they do in the assessment of Teaching Practice. They also share a staff concern that too many of them are supervised and assessed on Teaching Practice by college staff who lack Primary School teaching experience.

The B.A.(Ed.) Programme at Memorial University

In the light of an examination of Primary teacher education in England and Newfoundland, it is now possible to summarize the strengths and weaknesses of the Newfoundland programme:

1. Members of the Education Faculty at Memorial University are more highly qualified academically than are the staff of the English colleges of education. A smaller proportion of Faculty members, however, have taught in Primary Schools, particularly since taking up their present posts.
2. There is far too little liaison between the Education Faculty and the Primary Schools.
3. There is inadequate participation in programme development by practising teachers.
4. There is an excessive amount of teaching by lectures, with little in the way of small-group teaching such as seminars.
5. Faculty and students alike are critical of the insufficient time allocated to the teaching of Reading and Language, although

the Faculty includes several specialists in these subjects.

6. Faculty and students are very critical of the dearth of Teaching Practice provision, and the lack of student contact with children throughout their training.
7. The B.A.(Ed.) programme does not attract the most capable students. On the whole, they are not as well qualified academically as are the English students.
8. Faculty are very critical of their library facilities and of the lack of provision of seminar rooms.

POSTSCRIPT

POSTSCRIPT

In the course of research for this study, a total of twenty-four English colleges of education were visited. All have experienced changes which can be related directly to new policies in teacher education following the publication of the James Report, Teacher Education and Training (1972), the White Paper, Education: A Framework for Expansion (1972), and Circular 7/73, Development of Higher Education in the Non-University Sector (1973). For seven of the colleges the changes have been largely confined to their programmes. For all of the remaining seventeen, however, changes have resulted in their loss of identity as a single institution of teacher education.

The significance of the upheaval resulting from these recent developments can be clearly seen by an examination of the following changes which have taken place in the twenty-four colleges involved in this study:

Colleges of Education (1974)	Present (1978) Status
No. 1	College
No. 2	College
No. 3	Amalgamated with a College of Art and Technology to form a new college
No. 4	Amalgamated with a Technical College to form an Institute of Higher Education
No. 5	Amalgamated with a Polytechnic
No. 6	Amalgamated with a Polytechnic
No. 7	Amalgamated with a College of Further Education to form a new college, but announcement has been made that it will close

Colleges of Education (1974)

No. 8	Joined another college to form a College of Higher Education
No. 9	Joined another college to form a College of Higher Education
No. 10	Joined a College of Art and Technology to form a College of Higher Education
No. 11	Amalgamated with a Polytechnic
No. 12	Joined another college to form a College of Higher Education
No. 13	Amalgamated with a Polytechnic
No. 14	Amalgamated with three other colleges to form an Institute of Higher Education
No. 15	Amalgamated with another college and a Polytechnic to form an Institute of Higher Education
No. 16	College of Education
No. 17	Joined another college to form a College of Higher Education
No. 18	Joined another college to form a College of Higher Education
No. 19	Amalgamated with a Polytechnic
No. 20	College of Education
No. 21	College of Higher Education
No. 22	College of Higher Education
No. 23	College of Education
No. 24	Amalgamated with a Polytechnic to form an Institute of Higher Education

APPENDICES

APPENDIX I

EDUCATION IN NEWFOUNDLAND .

THE WARREN REPORT

The two-volume Report of the Warren Commission (1967 and 1968) made a total of 340 recommendations. Only those directly related to this study are given below. (Source: Report of the Royal Commission on Education and Youth. Province of Newfoundland and Labrador, The Department of Education, 1967, 1968.)

Vol. 1

1. We recommend that the Department of Education be reorganized along functional rather than denominational lines.

School Districts and School Boards

24. We recommend that the Province be divided into approximately 35 consolidated school districts.

School Size and School Organization

40. We recommend that except in isolated areas no elementary school be built or be permitted to continue unless it has sufficient pupils to warrant at least one teacher per grade. A school with twice that minimum is more desirable and would be in a much better position to provide for individual differences among pupils.

Teacher Supply

59. We recommend that the commencing salaries of fully qualified teachers be set at a level that is comparable to salaries paid in other professions in Newfoundland that require equivalent qualifications.

61. We recommend that teachers be required to demonstrate their ability to teach over a period of at least two years before they are awarded a permanent certificate.

64. We recommend that school boards be encouraged to make rural schools more attractive and to provide schools with necessary teaching aids and equipment.

65. We recommend that in implementing this report some priority be given to the educational needs of those children living in the more remote areas of the Province.

68. We recommend that Newfoundland move towards the ultimate adoption of one basic certificate (a certificate to teach), based on five years of teacher education beyond Grade XI Matriculation and including a university degree, all added qualifications to be recorded as an attachment to the certificate or in a qualifications book.

Teacher Education

74. We recommend that all teacher education programmes include at least one academic major subject of considerable depth.

75. We recommend that the Board of Teacher Education give immediate attention to a review of the type of practicums - student teaching, internship, apprenticeship, field service - to be associated with the pre-service teacher education programmes of Memorial University.

92. We recommend that in-service education for teachers be placed on a more formal basis and that the University, the Department of Education, the Newfoundland Teachers' Association, and school boards provide more assistance and direction for carrying out these programmes.

The School Curriculum

97. We recommend that experiments be conducted to determine the effectiveness of pre-school classes, especially for culturally deprived children.

99. We recommend that the maximum enrolment in a Kindergarten class be twenty-five. In other Primary classes the enrolment should not exceed thirty.

100. We recommend that private Kindergartens be required to meet certain minimum standards established by the Department of Education.

101. We recommend that a determined effort be made to improve Reading in the schools of the Province, not only to satisfy the demands of our literate society, but also to open up avenues to other forms of intellectual growth.

103. We recommend that a Reading Clinic be set up, preferably at the University. This would aid students with serious reading problems, and eventually provide training for Reading Consultants.

112. We recommend that Science Education be included in the curriculum beginning at Grade 1.

139. We recommend that consultants in each of the principal subject areas be appointed in the Curriculum Branch of the Department of Education, one of their major responsibilities being to promote in-service education.

Vol. 2. The Organization of Pupils and Teachers

3. We recommend that the Department of Education conduct well-designed pilot projects in the use of the non-graded system and promotion by subject in selected schools throughout the Province.

5. We recommend that well-planned co-operative efforts among teachers - efforts such as team-teaching - be encouraged and experimented with in our schools.

7. We recommend that every encouragement be given to school Principals, within the framework of a broad School Board policy, to experiment with new forms of school organization.

Library Services

46. We recommend that in planning schools, libraries be considered the centre around which all academic activities are organized.

47. We recommend that each Elementary School with an enrolment of 150 or more students be required to maintain a centralized school library.

48. We recommend that the school library be a resource centre containing periodicals, pamphlet materials, as well as books.

Technology and Education

65. We recommend that a Centre for Instructional Materials and Resources be established in each of the six regions of the Province proposed earlier in this Report.

School Supervision

76. We recommend that consultation, motivation, evaluation, and programme development be considered the major functions of supervision.

Research in Education

106. We recommend that the Department of Education, the Faculty of Education, the Newfoundland Teachers' Association and School Boards encourage teachers to accept a more experimental approach in education.

MEMORIAL UNIVERSITY PRIMARY EDUCATION PROGRAMME, B.A.(ED.)

First Year

English (2 courses)
Mathematics (2 courses)
Psychology (2 courses)
Science (2 courses)
2 additional courses in Arts/Science

The above will constitute the student's first year, in the Junior Division.

Second Year

Education 2040 or 2041 (Oral Communication)
Education 2110 (Reading in the Primary Grades)
Education 2210 (Language Arts in the Primary Grades)
Education 2250 (Educational Psychology)
Education 2330 (Programmes in Kindergarten and the Primary Grades)
Education 2340 (Mathematics Programmes for the Primary Grades)
Education 2360 (School and Society)
Education 2000 (Practice Teaching) or Education 2341 (Directing Learning Experiences in Mathematics for Children in Primary Grades)
2 of: Education 2050 (Educational Drama)
Education 2150 (Social Studies in the Primary Grades)
Education 2180 (The Teaching of Science in the Primary Grades)
Education 2191 (The Teaching of Health in the Primary Grades)
Education 3310 (Literature for Children in Kindergarten and the Primary Grades)
2 courses in Arts/Science

Third Year

Education 3110 (Education Through Art for Primary Grades)
Education 3130 (Basic Music for Primary Teachers)
Education 3240 (Child Development)
Education 2000 or Education 2341
8 courses in Arts/Science

Fourth Year

Education 4110 (Current Practices and Trends in Kindergarten and the Primary Grades)
Education 4360 (Sociology of Education) or Education 4370 (History of Education)
Education 4380 (Philosophy of Education)
3 electives in Education
4 courses in Arts/Science

Among electives available to Primary students are included: Speech and Drama, Teaching Religious Studies in the Primary and Elementary Grades; Educational Administration, Educational Supervision, Corrective Reading, Teaching of French in the Primary and Elementary School, Physical Education in the Primary School, additional courses in Art and Music, Guidance, Study of Exceptional Children, Human Learning, Educational Measurement, School Library Organization, Administration, and Selection of Materials; Current Approaches to the Teaching of Reading in the Primary Grades; Comparative Education; History of North American Education; Education and Culture; Educational Media; Current Issues in the Language Arts; Current Issues in Social Studies; Current Issues in Science and Health.

OUTLINE OF THE REQUIREMENTS FOR TEACHING CERTIFICATES: NEWFOUNDLAND

CERTIFICATE	TOTAL NUMBER OF SEMESTER COURSES REQUIRED	NO. OF EDUCATION COURSES REQUIRED	DEGREES REQUIRED
II	20	4	nil
III	30	6	nil
IV	40	8	nil
V	50	10	one undergraduate
VI	60	10	two undergraduate (or M.A.)
VII	7 years of training	10	M.A. + 2 undergraduate degrees

NB: Two semester courses are required in English for the first certificate received but no further courses in English are required unless a university requires them on a degree program or for a major in English.

COURSE PATTERN TO FOLLOW TOWARDS HIGHER CERTIFICATES

A degree is not required for a Grade IV Certificate, although all students are required to follow a degree program for Grades II to IV.

A Master's Degree is not required for a Grade VI Certificate.

When taking courses for higher certificates, it is important to bear in mind that the following pattern should be observed:

(a) All courses on a degree program are acceptable.

(b) Courses in the major or minor field are acceptable.

(c) Education courses on the level of the candidate's professional training are acceptable, i.e. primary, elementary or high school.

(d) In taking courses outside of these areas the candidate must be able to complete a total of six semester courses (including those already taken) in any one subject area.

Permits are awarded in the special fields of Physical Education, Art, Music, etc. provided a degree has been awarded in that field. No courses in Education are required in the first year of teaching but must be completed at the rate of two semester courses per year thereafter beginning before the second year of teaching.

ANNUAL SALARY SCALE
Effective September 1, 1977

GRADE												
I	8,584	9,023	9,424	9,863	10,108	10,259						
II	9,740	10,463	10,963	11,469	11,977	12,256	12,440					
III	11,114	11,831	12,494	12,998	13,503	14,014	14,303	14,517				
IV	12,652	13,364	14,014	14,665	15,172	15,681	16,195	16,490	16,737			
V	14,599	15,320	15,974	16,624	17,276	17,793	18,317	18,841	19,148	19,436		
VI	16,762	17,493	18,145	18,796	19,451	20,102	20,631	21,168	21,708	22,028	22,358	
VII	19,143	19,884	20,537	21,186	21,844	22,490	23,142	23,690	24,241	24,791	25,127	25,504

ALLOWANCES PER ANNUM
(Effective September 1, 1977)

		Up to 12 Rooms	Next 12 Rooms	Next 12 Rooms and Over
A.	Supervising Principals	305.76	152.86	76.43
B.	Other Principals	262.09	131.02	65.53
C.	Supervisors	211.88	105.95	52.97
D.	Vice-Principals	152.86	76.43	38.24
E.	Other Vice-Principals & Guidance Counsellors	131.02	65.53	32.74

F. **Sole Charge**

No. of Grades	Amount Per Annum
1 & 2	104.84
3	157.23
4	209.64
5	262.09
6	314.49
7	366.91
8 or more	419.32

G. **Teachers in Isolated Settlements**

Every teacher teaching school in a settlement described in this paragraph shall be paid the bonus prescribed for his certificate or license and set out opposite the description of that settlement as follows:

Description of Settlement	Teachers holding Certificates and A Licences	Teachers holding Licences other than A Licences
a) Every settlement in the Province where there is not a road, railroad, or continuous ferry service connecting that settlement with other settlements	982.78	746.91
b) Every settlement in the Province connected by road with other settlements but not with the main Highway	668.29	314.49
c) Every settlement in the Province connected to other settlements and to the main highway by a ferry service which is not continuous	668.29	314.49

H. Specialist Teachers $1,310.39

I. Department Heads $1,091.96

APPENDIX II

PROGRAMME TO BE FOLLOWED DURING INITIAL VISITS TO COLLEGES OF EDUCATION

PROGRAMME TO BE FOLLOWED DURING INITIAL VISITS
TO COLLEGES OF EDUCATION

1. An informal meeting with the Principal.
2. An informal interview with the Head of the Education Department.
3. A meeting with some of the Education Department staff members, especially those responsible for teaching Nursery/First School courses.
4. A meeting with groups of students undertaking the Nursery/First School courses - Certificate, B.Ed., and Postgraduate students and in the case of Certificate students, representing each year of the course.
5. A meeting with some members of staff of other departments of the college, preferably in an informal setting.
6. Attendance at some classes being conducted with Nursery/First School students.
7. A meeting with a senior administrative officer of the college, for example, the registrar or admissions officer.
8. In the case of colleges where students are undertaking Teaching Practice in the schools, visits to these schools, so as to meet with school staff and students.

APPENDIX III

MEASURING INSTRUMENTS

INFORMAL INTERVIEW SCHEDULES CONDUCTED AT THE TIME OF INITIAL COLLEGE VISITS

1. Date _____

2. Name of College _____

3. Name of Principal _____

4. Name of Head of Education Department _____

5. Student Enrolment:

   a. total _____ b. Three-year Certificate _____

   c. B.Ed. _____ d. Postgraduate _____

6. Staff:

   a. total _____

   b. comments on their qualifications _____

   _____

   _____

   c. comments on staff teaching loads _____

   _____

   _____

   d. comments on other duties of staff _____

   _____

   _____

   e. staff/student ratio in Education Department _____

   f. main teaching methods used _____

   _____

   _____

   g. Any teacher-tutors employed? Yes _____ No _____

   If Yes, give further details _____

   _____

   _____

7. Students:

   a. entry qualifications _____

   _____

b. other methods of selection _____

_____

c. Are any applicants refused places? Yes _____ No ___

d. percentage of students in college residences _____

e. average number of class hours for students per week _____

f. estimate of number and types of assignments per term _____

_____

_____

_____

8. Courses for Nursery/First School students:

Please give a brief description of what each constitutes:

A. Three-year Certificate:

Year 1:

_____

_____

_____

_____

_____

_____

_____

_____

Year 2:

_____

_____

_____

_____

_____

_____

_____

_____

Year 3:

_____

_____

_____

_____

Main differences between Nursery and First School courses:

B. B.Ed.:

how students qualify for entry

B.Ed. patterns, e.g., '2 + 1'

brief summary of what constitutes the student workload of the final B.Ed. year

C. Postgraduate Course:

brief summary of what constitutes the course:

9. Theory of Education:

a. method(s) by which this is taught (i) separate disciplines

Yes _____ No _____ (ii) by an integrated approach

Yes _____ No _____

10. Curriculum Studies:

a. What curriculum courses are required? _____

_____

_____

b. What courses are offered as electives? _____

_____

_____

_____

_____

c. Who teaches Curriculum Studies? Education tutors:
Yes _____ No _____ Main Subject tutors: Yes _____
No _____ Other _____

_____

11. Reading:

a. What is required in the teaching of Reading? _____

_____

_____

_____

b. Are there elective courses in the teaching of Reading?
Yes _____ No _____

c. Who is responsible for the courses in this area?
Education tutors: Yes _____ No _____ Main Subject
tutors: Yes _____ No _____ Other _____

_____

_____

12. Practical Experiences:

a. Are children brought to the college? Yes _____ No _____
If Yes, please give details _____

_____

_____

b. To what extent do students visit schools apart from during
block practices? _____

_____

_____

_____

_____

c. When are the block practices undertaken, and of what duration is each? _____

d. By whom is Teaching Practice supervised? _____

e. How frequently are supervisors expected to visit students on Teaching Practice? _____

f. By whom is Teaching Practice assessed? _____

g. What method of grading is used? _____

h. In relation to school experiences, is microteaching used?

13. Course Assessment:

How are the following Courses assessed?

(i) Three-year Certificate _____

(ii) B.Ed. _____

(iii) Postgraduate Course _____

14. Facilities:

To what extent are you satisfied with the following facilities (if available):

a. Curriculum Resource Centre _____

_____

b. Library _____

_____

c. Audio-Visual Centre _____

_____

d. Reading Centre _____

_____

e. Bookstore _____

_____

15. In view of the pronouncements of Circular 7/73, do you anticipate changes for this college? _____

_____

_____

16. Are there plans for new courses? _____

_____

_____

17. What are your views on the Dip.H.E. and does this college plan to offer this course? _____

_____

_____

_____

18. What is your opinion of the White Paper and of Circular 7/73?

_____

_____

_____

_____

_____

_____

_____

_____

_____

19. What changes, if any, would you like to make in the courses which are now offered at this college? _____

_____

UNIVERSITY OF LEICESTER

SCHOOL OF EDUCATION

Professor G. H. BANTOCK, M.A.
Professor J. F. KERR, B.Sc., Ph.D.
Professor B. SIMON, M.A.

THE UNIVERSITY CENTRE

Leicester Parade
Barrack Road
NORTHAMPTON
NN2 6AF
Telephone 30084/5

Dear Student:

I am an Associate Professor of Education at Memorial University of Newfoundland and work in the area of Primary teacher education. In an attempt to make recommendations for the improvement of the Newfoundland programme, I am undertaking a study of Primary teacher education in England. This study is being conducted under the supervision of Miss P. Annis of Leicester University School of Education.

The questionnaire before you represents a pilot survey, which is a necessary preliminary step to the study. Your cooperation in completing this form would be appreciated. Please note that the questionnaire is anonymous and will be treated in strictest confidence.

Thank you.

Yours sincerely,

Rosanne McCann

(Mrs.) Rosanne McCann

PLACE A ✓, UNDERLINE, OR FILL IN ANSWERS AS REQUIRED

1. Sex: Female ....
   Male ....

2. Age: 20-25 years ....
   26-30 years ....
   31-35 years ....
   36-40 years ....
   Over 40 years ....

3. Marital Status: Single ....
   Married ....
   Widowed ....
   Other ....

4. In what educational institution(s) were you between 16 and 18 years of age?
   .....

5. Occupation(s), if any, prior to beginning studies at this college:.....
   .....

6. List the subjects in which you received a pass at 'O' level and 'A' level. Put a ✓ in the appropriate columns:

SUBJECT	'O' LEVEL	'A' LEVEL

7. Do you consider that your choice of subjects at secondary level influenced your studies in training to become a Primary School teacher (Yes,No).Why?
   .....

8. If you possessed a degree before beginning your teacher training programme, please state your field of study:.....

9. Was your first choice of a profession that of a Primary School teacher? (Yes,No). If No, what was your first choice?.....

10. Please state the colleges/universities to which you applied for admission, in order of preference:
    1.....
    2.....
    3.....
    4.....

11. School age group for which you are training:
    Nursery ....
    Nursery/Infant ....
    Infant ....
    Infant/Junior ....
    Junior ....

12. Have you been able to train for the age group for which you initially hoped to train? (Yes,No). If No, what was your first choice:

Nursery .....
Nursery/Infant .....
Infant .....
Infant/Junior .....
Junior .....

13. What qualification are you now working towards?

Teacher's Certificate .....
B.Ed.(Ordinary) .....
B.Ed.(Honours) .....
Postgraduate Certificate .....
Other (specify) .....

14. Length of programme you are now studying:

One year .....
Two years .....
Three years .....
Four years .....

15. How many years have you been a student at this college?

One year .....
Two years .....
Three years .....
Four years .....

If you did not begin your programme at this college, from which college did you transfer?.....

16. What has been your 'main' subject of study at this college?.....

17. Have you studied any other subject at (a) 'main' level? (Yes,No). If Yes, what was it?..... (b) 'subsidiary' level? (Yes,No). If Yes, what was it?.....

18. Do you think students should make a commitment to teaching early in their college life? (Yes, Don't know, No). If Yes, why?.....

.....

If No, why?.....

19. Did your Language programme include the teaching of Reading? (Yes,No). If Yes, how many lectures per term were devoted to this?.....

.....

20. To what extent did you meet and work with parents as part of your programme? (frequently, occasionally, seldom, never).

21. To what extent were you helped to gain an understanding of other professions most closely concerned with the development and well-being of children, such as social work?(excessively, enough, not enough, quite insufficient, not at all).

22. How would you rate the value of having practising teachers come to your education courses as visiting lecturers? (very helpful, helpful, not very helpful, irrelevant, not included in my courses).

23. Would you agree that a training programme for Primary teachers should include less in-depth study of academic courses than should a programme for teachers of older children? (strongly agree, agree, indifferent, disagree, strongly disagree).

24. What curriculum courses, if any, have you found to be most helpful? Underline those you would have liked to pursue further:

1.....
2.....
3.....
4.....

25. Do you agree that the theoretical aspects of education are indispensable in training to be a Primary teacher? (strongly agree, agree, indifferent, disagree, strongly disagree).

26. What in your programme, if anything, did you find to be most exciting?

.....

Why?.....

27. What in your programme, if anything, did you find to be least exciting?

.....

Why?.....

28. Have you found your workload in main subject studies (much greater than, somewhat greater than, about the same as, less than, much less than) the workload in education courses?

29. Please rate the degree of emphasis you feel was placed on the following components of your programme:

	Too much	About right	Too little	None
Main subject				
Subsidiary subject				
History of education				
Philosophy of education				
Psychology of education				
Sociology of education				
School experiences				
Curriculum subjects (specify): a)				
b)				
c)				
d)				
e)				

30. Do you agree that your programme of training could have been shortened? (strongly agree, agree, indifferent, disagree, strongly disagree). Why?.....

31. Do you agree that your programme of training should have been longer? (strongly agree, agree, indifferent, disagree, strongly disagree). Why?
.....

32. Do you consider that the workload of your programme was well distributed? (Yes,No). If No, place a ✓ in the appropriate columns:

Year	Too heavy	About right	Too light
One			
Two			
Three			
Four			

33. Did you have opportunity to participate in the planning of any of your courses? (frequently, occasionally, seldom, never).

34. Approximately what percentage of the study time in your programme was devoted to:

	Year One	Year Two	Year Three	Year Four	Postgraduate year
Lectures	%	%	%	%	%
Seminars	%	%	%	%	%
Small group tutorials	%	%	%	%	
Individual tutorials	%	%	%	%	%
Private study	%	%		%	%

35. Which did you prefer? (lectures, seminars, small group tutorials, individual tutorials, private study).

36. Were you assigned to a lecturer for (a) personal academic tutor? (Yes,No).
(b) pastoral care? (Yes,No).

37. Would you describe the majority of your tutors and lecturers as being conversant with current Primary School practice? (very much, moderately, very little, not at all). Indicate in what respects your answer applies:

.....

38. To whom did you most frequently go for advice about personal matters? (personal academic tutor, pastoral care tutor, a lecturer who was not your assigned tutor).

39. To whom did you most frequently go for advice about your studies? (personal academic tutor, pastoral care tutor, a lecturer who was not your assigned tutor).

40. Do you consider that it (is an advantage, makes no difference, is a disadvantage) for students to be with the same lecturer and student group for a period of two years or more?

41. On the whole, did you find lectures to be: (a) well planned? (always, frequently, occasionally, seldom, never); (b) well presented? (always, frequently, occasionally, seldom, never).

42. Do you consider that personal preference for a lecturer may influence
(a) your choice of a subject?(always, sometimes, never);
(b) your motivation to study a subject well? (always, sometimes,never).

43. If given the choice between older and younger members of staff as your lecturers, would you choose (older members,younger members)? Can you give reasons for your choice?.....

.....

.....

44. Please supply the following information regarding your teaching practices and where they were carried out:

Year	No. of Weeks	Type of School, e.g.,Nursery,Infant	Class	Children's Ages	None
One					
Two					
Three					
Four					
Post-grad.					

45. Do you consider that your college programme prepared you (most adequately, adequately, inadequately) for teaching practice?

46. Which of the following activities were utilised in connection with your teaching practice(s)?
Observation of children at school .....
Working with children at college .....
Microteaching .....
Observation and discussion of videotaped teaching situations .....
Other (specify).....

47. Please ✓ any of the following teaching practice situations in which you were involved:
a) Sharing in the teaching of a group of children with two or more fellow students .....
b) Sharing in the teaching of a group of children with one fellow student .....
c) Teaching a group of children independently while a fellow student taught another group of children in the same classroom .....
d) Teaching a whole class of children independently for part of a day .....
e) Teaching a whole class of children independently for an entire day .....

48. Please ✓ what best represents your opinion of the emphasis put on the following activities related to teaching practice:

	Too much	About right	Too little	None
Preparation of lesson plans				
Recording of classroom events				
Observing the teaching of the classroom teacher				
Performing extraneous tasks assigned by the teacher				
Your own teaching				

49. Having made plans for teaching practice, did you have the opportunity to utilise them? (always, nearly always, sometimes, seldom, never). If seldom or never, explain:.....
.....

50. To whom did you most readily go for help when on teaching practice? (college supervisor, class teacher, other staff members, head of school, fellow students).

51. Did the factors involved in the assessment of your teaching practice prevent you from teaching as you would have liked to teach? (always, sometimes, seldom). If always, why?.....
.....

52. To what extent were you satisfied with the opportunities afforded to you to discuss your teaching practices with your college supervisor? (very satisfied, satisfied, dissatisfied).

53. Do you consider that teaching practice should be supervised by classroom teachers only? (Yes, Indifferent, No).

54. Do you consider that classroom teachers and college supervisors should assess teaching practice with equal responsibility? (Yes,Indifferent,No).

55. Do you consider that all teaching practice periods should be supervised? (Yes, Indifferent, No).
If No, at what period(s) do you consider teaching practice should be supervised.....
.....

56. If given the opportunity, how would you distribute your teaching practice sessions?

Year	Which term	Amount of time in school(s)
One		
Two		
Three		
Four		
Postgraduate		

57. Suggest an alternative to the method of the supervision of teaching practice by college supervisors:.....

.....

58. Do you consider that the theoretical aspects of your programme were (very helpful, helpful, fairly helpful, not at all helpful) to you when on teaching practice?

59. Do you agree that normal entry to teaching should require previous experience in an occupation other than teaching? (strongly agree, agree, indifferent, disagree, strongly disagree). Explain your answer.....

.....

60. What is your opinion of the following facilities at your college:

Facility	Very adequate	Adequate	Fairly adequate	Inadequate	Not provided
Main library					
Teaching practice library					
Bookstore					

61. Is there separate provision made in your college for:

	YES	NO
Reading materials centre		
Curriculum materials centre		
A.V. centre		

62. Do you agree that the training programme for Primary students should require a study of three or more academic subjects at a moderate level rather than a study of one academic subject in depth? (strongly agree, agree, indifferent, disagree, strongly disagree). Explain your answer:

.....

.....

63. Were you invited to comment on the nature and content of lectures given to you?(Yes,No). If Yes, by what means?.....

.....

64. What, if anything, do you feel should have been included in your programme but was not included?.....

.....

65 Would you recommend this college to a friend or close relative who wished to pursue a programme in Primary teacher training? (unreservedly, with some reservations, doubtful, definitely not). Explain your answer:

.....

.....

UNIVERSITY OF LEICESTER

SCHOOL OF EDUCATION

Professor G. H. BANTOCK, M.A.
Professor J. F. KERR, B.Sc., Ph.D
Professor B. SIMON, M.A.

THE UNIVERSITY CENTRE

Leicester Parade
Barrack Road
NORTHAMPTON
NN2 6AF
Telephone 30084/5

Dear Colleague:

I am an Associate Professor of Education at Memorial University of Newfoundland and work in the area of Primary teacher education. In an attempt to make recommendations for the improvement of the Newfoundland programme, I am undertaking a study of Primary teacher education in England. This study is being conducted under the supervision of Miss Phyllis Annis of Leicester University School of Education.

Last year I visited your college in connection with my study and your Principal, Dr.B.A.Fisher, has now given me permission to request your cooperation in completing the attached questionnaire. This is a pilot survey, which is a necessary preliminary step to the study. Please note that the questionnaire will be treated anonymously and in strictest confidence.

Your assistance in this matter would be greatly appreciated. Would you kindly return the completed questionnaire at your earliest convenience. A stamped addressed envelope is enclosed.

Thank you.

Yours sincerely,

Rosanne McCann

(Mrs.) Rosanne McCann

PLACE A ✓, UNDERLINE, OR FILL IN ANSWERS AS REQUIRED

1. Sex: Male .....
Female .....

2. Age: 29 and under .....
30-39 .....
40-49 .....
50-59 .....
60 or over .....

3. What are your qualifications? Please ✓ more than one, if appropriate:

(a) Teacher's Certificate .....
Age group trained for .....
Main subject(s) studied .....

(b) First degree .....
Subject(s) studied .....

(c) First degree plus Teacher's Certificate .....
Subject(s) studied .....

(d) Advanced diploma .....
Full or part time .....
Area of study .....

(e) Higher degree .....
Full or part time .....
By research(Yes,No).If Yes, state area of study.....
By taught courses(Yes,No). If Yes, state subjects studied.....
.....

4. For how long did you teach in Primary Schools?
Not at all .....
Under 2 years .....
2-5 years .....
Over 5 years .....

5. If you have taught in Primary Schools, please ✓ the appropriate type(s):
Nursery .....
Infant .....
Junior .....

6. Have you served as Head Teacher of any of the following schools:
Nursery .....
Infant .....
Junior .....
Secondary .....

7. For how long have you taught before taking this present position:
In Nursery School(s) .....years
In Infant School(s) .....years
In Junior School(s) .....years
In Secondary School(s) .....years
In Further Education .....years
In Higher Education .....years

8. Of which Department are you a member?.....

9. What is your present position: Head of Department .....
Principal Lecturer .....
Senior Lecturer .....
Lecturer .....

10. How long have you been at this college: As Head of Department .....years
As Principal Lecturer .....years
As Senior Lecturer .....years
As Lecturer .....years

11. What course(s) constitute your main teaching responsibilities (e.g., main course Geography)?.....

.....

12. If you are teaching Primary students, what age range are they preparing to teach:

Nursery .....
Nursery/Infant .....
Infant .....
Infant/Junior .....
Junior .....

13. Do you teach students in their:

First year .....
Second year .....
Third year .....
Fourth year .....
Postgraduate year...

14. Do you teach any course(s) to practising teachers? (Yes,No). If Yes, please specify.....

15. Please supply the following information regarding your teaching load:

Student year	Number of students	Frequency of meeting	Duration of each meeting	Form of meeting,e.g., lecture, seminar, tutorial
One				
Two				
Three				
Four				
Post-graduate				

16. Are you assigned to students as (a) personal tutor for academic matters? (Yes,No). If Yes, to how many students?.....In what year(s)?.....

(b) personal tutor for pastoral care? (Yes,No). If Yes, to how many students?..... In what year(s)?.....

17. If you are a personal tutor, do students come to you (to the fullest extent, to some extent, not at all) for help?

18. Have you been able to undertake any teaching in a Primary School since you took up your present position? (Yes,No). If Yes, under which circumstances:

Period of secondment .....
Regular basis,e.g.,weekly .....
Ad hoc arrangements .....

19. Would you agree that those staff members teaching professional subjects should have periodic secondments to teaching in schools? (strongly agree, agree, indifferent, disagree, strongly disagree).

20. Do you agree that every staff member of a college of education should have a full term of school teaching every five years? (strongly agree, agree, indifferent, disagree, strongly disagree).

21. State, in order of priority, what you consider to be three major aims of Primary teacher education:

(a).....

(b).....

(c).....

22. Do you agree that normal entry to teaching should require previous experience in an occupation other than teaching?(strongly agree, agree, indifferent, disagree, strongly disagree). If you agree, suggest an appropriate occupation.....

23. Do you assist in interviewing applicants who wish to undertake teacher training at your college? (Yes,No). If Yes, what in your opinion is the order of importance of the following? Please rate from 1-7:

Applicant's
(a) age .....
(b) ability to communicate .....
(c) dress and personal appearance .....
(d) school qualifications .....
(e) report from his/her school .....
(f) report from present employer (if applicable) .....
(g) general attitude towards teaching .....

24. As a prerequisite for entry, does your college require students to have been successful at 'pass' level in:(a) English (Yes.No);
(b) Mathematics (Yes,No).

25. Do you consider that the majority of your students have a (very high, quite high, average, rather low, very low) standard of speech and grammar?

26. At what point in their programme do you consider students should select the age range they wish to teach?.....

Why?.....

27. What percentage of a Primary student's programme, in your opinion, should be devoted to each of the following:
(a) Main subject .....%
(b) Theory of education .....%
(c) Professional studies .....%
(d) School experiences .....%

28. Do you consider that it(is an advantage, makes no difference, is a disadvantage) for a lecturer to be with the same student group for a period of two years or more?

29. Do you consider that the time-tabled proportion of your Primary students' programme is (too high, fairly high, about right, not high enough, much too low)?

30. Do you consider that the present requirements for Primary students in the teaching of:
(a) Language is (much more than adequate, more than adequate, adequate, less than adequate, much less than adequate)?
(b) Reading is (much more than adequate, more than adequate, adequate, less than adequate, much less than adequate)?
(c) Mathematics is (much more than adequate, more than adequate, adequate, less than adequate, much less than adequate)?

31. In your opinion, is the present emphasis on academic study for Primary students (far too much, too much, about right, not enough, not nearly enough)?

Comment, if you wish.....

32. Do you agree that the programme for Primary students should require a study of three or more academic subjects at a moderate level rather than a study of one academic subject in depth? (strongly agree, agree, indifferent, disagree, strongly disagree).

33. To what extent do you consider theory and practice are linked in your programme? (to a great extent, to some extent, very little). In what ways ?.....

.....

34. Do you agree that teachers would be better trained in multipurpose as opposed to monotechnic institutions? (strongly agree, agree, indifferent, disagree, strongly disagree). Comment, if you wish.....

.....

35. Do you prefer a consecutive or concurrent programme of training for Primary teachers? Please underline your preference.

36. What is your opinion of the following facilities at your college:

Facility	More than adequate	Adequate	Less than adequate	Not provided
Main library				
Teaching practice library				
Bookstore				

37. Do you consider that the workload of the programme for Primary students is well distributed?(Yes,No). If No, place a ✓ in the appropriate columns:

Year	Too heavy	About right	Too light
One			
Two			
Three			
Four			

38. Do you agree that members of the teaching profession might be invited to participate in the planning of programmes for teacher training? (strongly agree, agree, indifferent, disagree, strongly disagree).

Please comment.....

.....

39. What, if any, do you consider to be the main weakness in each of the following at your college:
Teacher's Certificate programme.....

.....

B.Ed. programme.....

.....

Postgraduate programme.....

.....

Other (specify).....

.....

40. Does your programme for Primary students include having them work with children in the college?(always, frequently, occasionally, seldom,never).
Comment, if you wish.....

.....

41. Do you consider your contact with Primary Schools is (much more than adequate, more than adequate, adequate, less than adequate, much less than adequate)?

42. Are you satisfied with the present distribution of teaching practice periods? (Yes,No). If No, how would you prefer them to be distributed?

	Year 1	Year 2	Year 3	Year 4	Postgraduate year
Which term					
Amount of time in school					

43. Do you consider that there is (far too much, too much, about right, too little, far too little) emphasis put on students' teaching practice files?

44. Do you supervise Primary students on teaching practice? (Yes,No). If Yes, do you consider that students are (always, frequently, never, sometimes, seldom) reluctant to seek your help because of your role as an assessor?

45. Do you consider that all teaching practice periods should be supervised? (Yes, Indifferent, No). If No, what period(s) do you consider should be supervised?.....

46. Do classroom teachers share in your assessment of teaching practice? (Yes, No).

47. Do you consider that teaching practice should be:
(a) supervised by classroom teachers only? (Yes, Indifferent, No);
(b) assessed by classroom teachers only? (Yes, Indifferent, No).

48. Do you consider that classroom teachers and college supervisors should assess teaching practice with equal responsibility? (Yes, Indifferent, No).

49. If you are involved in planning teaching practice arrangements, please supply the following information regarding present arrangements for Nursery and Infant students:

	Year 1		Year 2		Year 3		Year 4		Postgraduate year	
	N	I	N	I	N	I	N	I	N	I
Number of preliminary school visits										
Block practice (state whether individual and/or group)										
Type of school										
Which term										
Number of weeks										

50. For all staff members:
To what extent do you consider that the work of teachers in Primary Schools is affected by their training in colleges? (completely, to a large extent, to a small extent, not at all). Please state your opinions.....
.....
.....
.....

Dear .....:

I am currently undertaking a study of Primary teacher education in Newfoundland and in England. I am seeking reactions to our present programme from students who have recently completed or who are now completing a degree programme. The attached questionnaire represents a pilot survey, which is a necessary preliminary step to the study. Your cooperation in completing this form would be appreciated. Please note that the questionnaire is anonymous and will be treated in strictest confidence. A stamped addressed envelope is enclosed.

Thank you.

Yours sincerely,

(Mrs.) Rosanne McCann
Associate Professor of Education
Coordinator, Early Childhood Education

PLACE A ✓, UNDERLINE, OR FILL IN ANSWERS AS REQUIRED

1. Sex: Female.....
   Male .....

2. Age: 20-25 years .....
   26-30 years .....
   31-35 years .....
   36-40 years .....
   Over 40 years .....

3. Marital Status: Single .....
   Married .....
   Widowed .....

4. In what educational institution(s) were you between 16 and 18 years of age?
   .....

5. Occupation(s), if any, prior to beginning studies at this university.....
   .....

6. In how many subjects did you receive a pass in Grade XI examinations?.....
   Did you receive a Grade XI Honours pass? (Yes, No).

7. Did you have a first degree before beginning your teacher education programme? (Yes, No). If Yes, state degree and subject.....

8. Was your first choice of a profession that of a Primary School teacher? (Yes, No). If No, what was your first choice?.....

9. Was this university your first choice of institution to study teacher education? (Yes, No). If No, to what other institution(s) did you apply for admission?.....
   .....

10. Towards what qualification are you now working?
    Teacher's Certificate.....
    B.Ed. (Ordinary) .....
    B.Ed. (Honours) .....
    Postgrad. Certificate.....
    Other (specify) .....

11. Length of programme you are now studying:
    One year .....
    Two years .....
    Three years .....
    Four years .....

    If you did not begin your programme at this university, from which institution did you transfer?.....

12. What has been your 'major' subject of study at this university?.....

13. Do you think students should make a commitment to teaching early in their university life? (Yes, Don't know, No).

14. Do you consider that the present requirements for Primary students in the teaching of:
    (a) Language is (more than adequate, adequate, less than adequate).
    (b) Reading is (more than adequate, adequate, less than adequate).
    (c) Mathematics is (more than adequate, adequate, less than adequate).

15. To what extent did you meet and work with parents as part of your programme? (frequently, occasionally, seldom, never).

16. To what extent were you helped to gain an understanding of other professions most closely concerned with the well-being and development of children, such as social work? (excessively, enough, not enough, quite insufficient, not at all).

17. How would you rate the value of having practising teachers come to your education courses as visiting lecturers? (very helpful, helpful, not very helpful, irrelevant, not included in my courses).

18. Would you agree that a training programme for Primary teachers should include less in-depth study of academic courses than should a programme for teachers of older children? (strongly agree, agree, undecided, disagree, strongly disagree).

19. What curriculum courses, if any, have you found to be most helpful? Underline those you would have liked to pursue further:

1. .....
2. .....
3. .....
4. .....

20. Do you agree that the theoretical aspects of education are indispensable in training to be a Primary teacher? (strongly agree, agree, undecided, disagree, strongly disagree).

21. What in your programme, if anything, did you find to be most exciting?
.....
Why?.....

22. What in your programme, if anything, did you find to be least exciting?
.....
Why?.....

23. Have you found your workload in 'major' subject studies (much greater than, somewhat greater than, about the same as, less than, much less than) the workload in education courses?

24. Please rate the degree of emphasis you feel was placed on the following components of your programme:

	Too much	About right	Too little	None
Major subject				
History of Education				
Philosophy of Education				
Psychology of Education				
Sociology of Education				
School experiences				
Curriculum subjects (specify): a)				
b)				
c)				
d)				
e)				
f)				

25. Do you agree that your programme of training could have been shortened? (strongly agree, agree, undecided, disagree, strongly disagree).

26. Do you consider that the workload of your programme was well distributed? (Yes, No). If No, place a in the appropriate columns:

Year	Too heavy	About right	Too light
One			
Two			
Three			
Four			

27. Did you have opportunity to participate in the planning of any of your courses? (frequently, occasionally, seldom, never).

28. Give a rating from 1 to 5 (5 indicating greatest amount of time) for time in your programme devoted to:

	Year 1	Year 2	Year 3	Year 4	Postgraduate Year
Lectures					
Seminars					
Small group tutorials					
Individual tutorials					
Private study					

29. Were you assigned to a professor as your personal adviser? (Yes,No).

30. Would you describe the majority of your professors as being conversant with current Primary School practice? (very much, moderately, very little, not at all). Indicate in what respects your answer applies.

.....

31. To whom did you most frequently go for advice about personal matters? (personal adviser, a professor who was not your assigned adviser, no one).

32. To whom did you most frequently go for advice about your studies? (personal adviser, a professor who was not your assigned adviser, no one).

33. Do you consider that it(is an advantage, makes no difference, is a disadvantage) for students to be with the same professor and student group for a period of two years or more?

34. On the whole, did you find lectures in education to be well presented? (always, frequently, occasionally, seldom, never).

35. Do you consider that personal preference for a professor may influence (a) your choice of a subject? (always, sometimes, never). (b) your motivation to study a subject well? (always, sometimes, never).

36. Please supply the following information regarding your teaching practices and where they were carried out:

Year	Which class,e.g. Kindergarten	Number of weeks	Which term
One			
Two			
Three			
Four			
Post-grad.			

37. Do you consider that your university programme prepared you (most adequately, adequately, inadequately)for teaching practice?

38. Prior to your practice teaching experience in a school, in which of the following activities were you engaged?
Observation of children at school .....
Working with children at the university .....
Microteaching .....
Observation and discussion of videotaped teaching situations .....
Other (specify).....

39. Please any of the following teaching practice situations in which you were involved:
a) Sharing in the teaching of a group of children with two or more fellow students. .....
b) Sharing in the teaching of a group of children with one fellow student. .....
c) Teaching a whole class of children independently for part of a day. .....
d) Teaching a whole class of children independently for an entire day. .....

40. Please what best represents your opinion of the emphasis put on the following activities related to teaching practice:

	Too much	About right	Too little	None
Preparation of lesson plans				
Recording of classroom events				
Observing the teaching of the classroom teacher				
Performing extraneous tasks assigned by the teacher				
Your own teaching				

41. Having made plans for teaching practice, did you have the opportunity to utilise them? (always, nearly always, sometimes, seldom, never).

42. To whom did you most readily go for help when on teaching practice? (university supervisor, class teacher, other staff members, principal of school, fellow students).

43. Did the factors involved in the assessment of your teaching practice prevent you from teaching as you would have liked to teach? (always, sometimes, seldom).

44. To what extent were you satisfied with the opportunities afforded you to discuss your teaching practices with your university supervisor? (very satisfied, satisfied, dissatisfied).

45. Do you consider that teaching practice should be supervised by classroom teachers only? (Yes, Undecided, No).

46. Do you consider that classroom teachers and university supervisors should assess teaching practice with equal responsibility? (Yes, Undecided, No).

47. Suggest an alternative to the method of the supervision of teaching practice by university supervisors.....
.....

48. Do you consider that the theoretical aspects of your programme were (very helpful, helpful, fairly helpful, not at all helpful) to you when on teaching practice?

49. Do you agree that normal entry to teaching should require previous experience in an occupation other than teaching? (strongly agree, agree, undecided, disagree, strongly disagree).

50. Do you agree that the training programme for Primary students should require a study of three or more academic subjects at a moderate level rather than a study of one academic subject in depth? (strongly agree, agree, undecided, disagree, strongly disagree).

51. Were you invited to comment on the nature and content of lectures given to you? (Yes, No). If Yes, by what means?.....
.....

52. What, if anything, do you feel should have been included in your programme but was not included?.....
.....

53. Would you recommend this university to a friend or close relative who wished to pursue a programme in Primary teacher training? (unreservedly, with some reservations, doubtful, definitely not). Explain your answer.....
.....
.....

PLACE A ✓, UNDERLINE, OR FILL IN ANSWERS AS REQUIRED

1. Sex: Male .....
   Female .....

2. Age: 29 and under .....
   30-39 .....
   40-49 .....
   50-59 .....
   60 or over .....

3. What are your qualifications? Please ✓ more than one, if appropriate:
   (a) First degree (specify).....Major area of study.....
   (b) Degree in Education ..... Primary..... Elementary .....Secondary.....
   (c) Professional diploma(s) (specify).....
   (d) Higher degree(s) (Please specify, giving field of study).....
   .....

4. For how long did you teach in Primary Schools?
   Not at all .....
   Under 2 years .....
   2-5 years .....
   Over 5 years .....

5. Have you taught in any other type(s) of school? (Yes, No).
   If Yes, please specify type(s)..... For how long.....

6. Have you served as Principal of a school? (Yes, No). If Yes, what type of school?.....

7. How long have you been at this University? .....

8. Of which Department are you a member?.....

9. What is your present position:
   Head of Department .....
   Professor .....
   Associate Professor .....
   Assistant Professor .....
   Lecturer .....

10. What course(s) constitute your main teaching responsibilities?.....
    .....

11. Are you teaching Primary students? (Yes, No).

12. Do you teach students in their: First year .....
Second year .....
Third year .....
Fourth year .....
Postgraduate year's) .....

13. Do you teach any course(s) to practising teachers? (Yes, No). If Yes, please specify.....

14. Please supply the following information regarding your teaching load:
(a)Average number of students per term .....
(b)Average number of teaching hours per term .....
(c)Main form(s) of teaching,e.g., lecture, seminar,etc. .....

15. Are you assigned as adviser to students? (Yes,No). If Yes, how many students do you advise?.....

16. Have you been able to undertake any teaching in a Primary School since you took up your present position? (Yes, No). If Yes, under what circumstances: During period of leave .....
On a regular basis,e.g.,weekly ....
By ad hoc arrangements .....

17. Would you agree that those faculty members teaching professional subjects should have periodic secondments to teaching in schools? (strongly agree, agree, undecided, disagree, strongly disagree).

18. Do you agree that every member of a Faculty of Education should have a full term of school teaching every five years? (strongly agree, agree, undecided, disagree, strongly disagree).

19. State, in order of priority, what you consider to be three major aims of Primary teacher education:
(a).....
(b).....
(c).....

20. Do you agree that normal entry to teaching should require previous experience in an occupation other than teaching? (strongly agree, agree, undecided, disagree, strongly disagree).

21. Do you consider that the majority of your students have a (very high, quite high, average, rather low, very low) standard of speech and grammar?

22. In your opinion, what percentage of a Primary student's programme should be devoted to each of the following: (a) Academic studies .....%
(b) Professional studies .....%
(c) School experiences .....%

23. Do you consider that it(is an advantage, makes no difference, is a disadvantage) for a professor to be with the same student group(s) for a period of two years or more?

24. Do you consider that the time-tabled proportion of your Primary students' programme is (too high, fairly high, about right, not high enough, much too low)?

25. In your opinion, do you consider that the present requirements for Primary students in the teaching of:
(a) Language is (sufficient, less than sufficient, much less than sufficient)?
(b) Reading is (sufficient, less than sufficient, much less than sufficient
(c) Mathematics is (sufficient, less than sufficient, much less than sufficient)?

26. In your opinion, is the present emphasis on academic study for Primary students (far too much, too much, about right, not enough, not nearly enough)? Comment, if you wish.....
.....

27. Do you agree that the programme for Primary students should require a study of three or more academic subjects at a moderate level rather than a study of one academic subject in depth? (strongly agree, agree, undecided, disagree, strongly disagree).

28. Do you agree that teachers are better trained in multipurpose institutions as opposed to monotechnic institutions? (strongly agree, agree, undecided, disagree, strongly disagree).

29. Do you prefer a consecutive or concurrent programme of training for Primary teachers? Please underline your preferance.

30. What is your opinion of the following facilities at this University:

Facility	More than adequate	Adequate	Less than adequate
Main library			
Education library			
Curriculum centre			
Bookstore			

31. Do you agree that members of the teaching profession might be invited to participate in the planning of programmes for teacher training? (strongly agree, agree, undecided, disagree, strongly disagree). Please comment.....
.....

32. What, if any, do you consider to be the main weaknesses in the B.A. (Ed.) programme for Primary students at this University:
.....
.....
.....

33. Do any of your courses for Primary students include having them work with children (a)in the university?(always, frequently, occasionally, seldom, never); (b) outside the university? (always, frequently, occasionally, seldom, never).

34. Do you consider your contact with Primary schools is (more than adequate, adequate, less than adequate)?

35. Are you satisfied with the present provision of teaching practice for Primary students? (Yes, No). If No, how would you prefer that practices be distributed?

	Year 1	Year 2	Year 3	Year 4
Which term				
Amount of time in school				

36. Do you consider that there is (far too much, too much, about right, too little, far too little) emphasis put on students' teaching practice notebooks?

37. Do you supervise students on teaching practice? (Yes, No). If Yes, do you consider that students are (always, frequently, never, sometimes, seldom) reluctant to seek your help because of your role as an assessor?

38. Do you consider that teaching practice should be:
(a) supervised by classroom teachers only? (Yes, Undecided, No).
(b) assessed by classroom teachers only? (Yes, Undecided, No).

39. Do you consider that classroom teachers and university supervisors should assess teaching practice with equal responsibility? (Yes, Undecided, No).

40. To what extent do you consider that the work of teachers in Primary schools is affected by their training at university? (completely, to a large extent, to a small extent, not at all). Please state your opinions.....
.....
.....
.....

UNIVERSITY OF LEICESTER

SCHOOL OF EDUCATION

Professor G. H. BANTOCK, M.A.
Professor J. F. KERR, B.Sc., Ph.D.
Professor B. SIMON, M.A.

THE UNIVERSITY CENTRE

Leicester Parade
Barrack Road
NORTHAMPTON
NN2 6AF
Telephone 30084/5

Tutor-in-charge: John Doe, M.Ed.

Dear Student:

I am an Associate Professor of Education at Memorial University of Newfoundland and work in the area of Primary Teacher Education. I am currently registered in a Ph.D. programme at the School of Education, University of Leicester. In connection with my research I am undertaking a study of Primary Teacher Education in both England and Newfoundland. As part of this study I am seeking reactions to the present programmes offered in several colleges of education in England. To assist me in this, I should like your cooperation in completing the attached questionnaire. Your help would be very much appreciated.

Please note that anonymity will be observed and that all information will be treated in strictest confidence.

Yours sincerely,

Rosanne McCann

(Mrs.) Rosanne McCann
Associate Professor of Education
Coordinator, Early Childhood Education
Memorial University of Newfoundland

Code Number _____

PLEASE CIRCLE OR FILL IN ANSWERS AS REQUIRED

1. Sex:

Male	1	/7
Female	2	

2. To which age group do you belong?

25 years and under	1	
26-30 years	2	
31-35 years	3	/8
36-40 years	4	
Over 40 years	5	

3. Marital status:

Single	1	
Married	2	/9
Widowed	3	

4. In what school(s) or other educational institution(s) were you between 16 and 18 years of age?

_____ /10-11

5. What were your occupations, if any, prior to beginning studies at this institution?

_____ /12-13

6. a. Give the number of subjects in which you received a pass at 'O' level:

☐☐ /14-15

b. Give the number of subjects in which you received a pass at 'A' level:

☐☐ /16-17

7. a. Did you have a first degree before beginning your teacher education programme?

Yes	1	/18
No	2	

b. If Yes, please state degree and main subject of study:

_____ /19-20

8. a. Was your first choice of a profession that of a Primary school teacher?

Yes	1	/21
No	2	

b. If No, what was your first choice?

_____ /22

9. a. Was this college your first choice of institution to study teacher education?

Yes	1	/23
No	2	

b. If No, to what other institution(s) did you apply for admission?

_____ /24-25

10. Towards what qualification are you now working?

Teacher's Certificate	1	
B.Ed. (Ordinary)	2	
B.Ed. (Honours)	3	/26
Postgraduate Certificate	4	
Other (specify) _____	5	

11. For which school age group are you training?

Nursery	1	
Nursery/Infant	2	
Infant	3	/27
Infant/Junior	4	
Junior	5	

12. What has been your 'main' academic subject of study at this college?

_____ /28

13. Students should make a commitment to teaching early in their college life.

Strongly agree	1	
Agree	2	
Undecided	3	/29
Disagree	4	
Strongly disagree	5	

14. a. To whom did you most frequently go for advice about your studies?

Personal tutor	1	
A lecturer who was not your assigned tutor	2	/30
Other (specify) _____	3	

b. To whom did you most frequently go for advice about personal matters?

Personal tutor	1	
A lecturer who was not your assigned tutor	2	/31
Other (specify) _____	3	

15. Did you have opportunity to participate in the planning of any of your courses?

Frequently	1	
Occasionally	2	/32
Never	3	

16. What did you find to be the main form of teaching used in your programme?

Lectures	1	
Seminars	2	
Tutorials	3	/33
Other (specify) _____	4	

17. On the whole, did you find lectures in Education to be well presented?

Always	1	
Frequently	2	
Occasionally	3	/34
Never	4	

18. Would you describe the majority of your lecturers as being conversant with current Primary school practices?

Very much	1	
Moderately	2	
Very little	3	/35
Not at all	4	

19. The programme for Primary students should require a study of three or more academic subjects at a moderate level (courses lasting 3-4 terms) rather than a study of one academic subject in greater depth.

Strongly agree	1	
Agree	2	
Undecided	3	/36
Disagree	4	
Strongly disagree	5	

20. The theoretical aspects of Education are indispensable to the training of a Primary teacher.

Strongly agree	1	
Agree	2	
Undecided	3	/37
Disagree	4	
Strongly disagree	5	

21. What is your opinion of the present requirements for Primary students in THE TEACHING OF the following subjects (Circle one in each of a, b and c):

a.	LANGUAGE:	Sufficient	1	
		Less than sufficient	2	/38
		Much less than sufficient	3	
b.	READING:	Sufficient	1	
		Less than sufficient	2	/39
		Much less than sufficient	3	
c.	MATHEMATICS:	Sufficient	1	
		Less than sufficient	2	/40
		Much less than sufficient	3	

22. Please rate the degree of emphasis you feel was placed on the following components of your programme. (Circle one for each item)

		TOO MUCH	ABOUT RIGHT	TOO LITTLE	
a.	Main subject (academic)	1	2	3	/41
b.	History of Education	1	2	3	/42
c.	Philosophy of Education	1	2	3	/43
d.	Psychology of Education	1	2	3	/44
e.	Sociology of Education	1	2	3	/45
f.	School experiences	1	2	3	/46
g.	Curriculum subjects	1	2	3	/47

23. Were you required as part of your courses to work with children in situations other than teaching practice? (Circle one in each of a and b)

a.	IN THE COLLEGE:	Frequently	1
		Occasionally	2
		Never	3
b.	OUTSIDE THE COLLEGE:	Frequently	1
		Occasionally	2
		Never	3

/48
/49

24. a. Are you satisfied with the present provision of teaching practice for Primary students?

Yes	1
No	2

/50

b. If No, how would you suggest that practice be distributed? (Write in your preferences)

	Year 1	Year 2	Year 3	Year 4	Postgrad. Year	
In which term						/51
No. of weeks in school						/52

25. Please supply the following information regarding your teaching practices and where they were carried out:

Year	Which Class (e.g., Nursery)	Number of Weeks	Which Term	
One				/53
Two				/54
Three				/55
Four				/56
Postgraduate				/57

26. To what extent do you consider that your college programme prepared you for teaching practice?

Extremely well	1
Adequately	2
Inadequately	3
Not at all	4

/58

27. Prior to your teaching practices, in which of the following activities were you engaged? (Circle more than one if applicable)

Observation of children at school	1	/59
Working with children at the college	2	/60
Microteaching	3	/61
Observation and discussion of videotaped teaching situations	4	/62
Other (specify) _____	5	/63

28. To what extent were you satisfied with the opportunities afforded you to discuss your teaching practices with your college supervisor?

Very satisfied	1
Satisfied	2
Dissatisfied	3

/64

29. With regard to teaching practice please circle one only in each of a and b.

a. Teaching practice should be supervised by:

Class teachers only	1	
College supervisors only	2	/65
Class teachers and college supervisors	3	

b. Teaching practice should be assessed by:

Class teachers only	1	
College supervisors only	2	
Class teachers and college supervisors with equal responsibility	3	/66
Class teachers and college supervisors with the former having greater responsibility	4	
Class teachers and college supervisors with the latter having greater responsibility	5	

30. Please circle what best represents your opinion of the emphasis put on the following activities related to teaching practice:

		Too Much	About Right	Too Little	None	
a.	Preparation of lesson plans	1	2	3	4	/67
b.	Recording of classroom events	1	2	3	4	/68
c.	Observing the teaching of the classroom teacher	1	2	3	4	/69
d.	Your own teaching	1	2	3	4	/70

31. What, if anything, do you feel should have been included in your programme of training but was not included?

_____

_____ /71

32. In retrospect, what do you consider to be the three main weaknesses in your entire programme of training?

a. _____ /72

_____

b. _____ /73

_____

c. _____ /74

_____

33. a. Would you recommend this college to a friend who wished to pursue a programme in Primary teacher education?

Unreservedly	1	
With some reservations	2	
Doubtful	3	/75
Definitely not	4	

b. Please explain why you have answered question a in this manner:

_____ /76

_____

UNIVERSITY OF LEICESTER

SCHOOL OF EDUCATION

Professor G. H. BANTOCK, M.A.
Professor J. F. KERR, B.Sc., Ph.D.
Professor B. SIMON, M.A.

Tutor-in-charge: John Doe, M.Ed.

THE UNIVERSITY CENTRE

Leicester Parade
Barrack Road
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NN2 6AF
Telephone 30084/5

Dear Colleague:

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Please note that anonymity will be observed and that all information will be treated in strictest confidence.

Yours sincerely,

Rosanne McCann

(Mrs.) Rosanne McCann
Associate Professor of Education
Coordinator, Early Childhood Education
Memorial University of Newfoundland

Code Number _____

PLEASE CIRCLE OR FILL IN ANSWERS AS REQUIRED

1. Are at least 30% of your students in Primary Education?

Yes	1	/7
No	2	

If NO, please complete only as far as question number 30.
If YES, please complete the entire questionnaire.

2. Sex:

Male	1	/8
Female	2	

3. To which age group do you belong?

29 and under	1	
30 – 39	2	
40 – 49	3	/9
50 – 59	4	
60 or over	5	

4. What are your academic qualifications? (Circle more than one if applicable)

a. Undergraduate degrees:

B.A.	1	/10
B.Sc.	2	/11
B.Ed.	3	/12
B.A.(Ed.)	4	/13
B.Comm.	5	/14
B.P.E.	6	/15
B.Mus.	7	/16
Other (specify) _____	8	/17

b. Graduate level:

M.A.	1	/18
M.Sc.	2	/19
M.Ed.	3	/20
Ph.D.	4	/21
Ed.D.	5	/22
Other (specify) _____	6	/23

c. Have you had other professional training as a teacher not already given above?

Yes	1	/24
No	2	

If yes, please specify _____ /25

_____

5. a. How many years did you teach in:

Nursery school		/26-27
Infant school		/28-29
Junior school		/30-31
Secondary school		/32-33

b. How many years have you taught at the university/college level?

	/34-35

c. How many years did you work in the education field other than teaching?

[|] /36-37

6. Have you served as Head Teacher of a school?

Yes	1	/38
No	2	

If Yes, what type of school? (Circle more than one if applicable)

Nursery	1	/39
Infant	2	/40
Junior	3	/41
Secondary	4	/42
Other (specify) _____	5	/43

7. Have you undertaken any teaching in a school since you took up your present position?

Yes	1	/44
Yes	2	

If Yes, under what circumstances? (Circle more than one if applicable)

During period of leave	1	/45
At intervals (e.g., weekly)	2	/46
By ad hoc arrangement	3	/47

8. For how many years have you been teaching in the institution in which you are now employed?

Under 5 years	1	
5 – 9 years	2	
10 – 14 years	3	/48
15 years or over	4	

9. Of which Department/Division are you a member?

_____ /49

10. What is your present rank?

Principal Lecturer	1	
Senior Lecturer	2	/50
Lecturer Grade II	3	
Lecturer Grade I	4	

11. Have you an administrative post?

Yes	1	/51
No	2	

If Yes, please specify:

Dean	1	
Associate Dean	2	
Head of Department	3	/52
Director	4	
Other (specify) _____	5	

12. What courses constitute your main teaching responsibilities? (Please give course names)

_____ /53-55

_____

13. a. What is the level of the courses you are teaching?

Undergraduate only	1	
Undergraduate and Graduate	2	/56
Graduate only	3	

b. If you are teaching undergraduate courses, in what year(s) of their programme are the majority of your students? (Circle more than one if applicable)

First year	1	/57
Second year	2	/58
Third year	3	/59
Fourth year	4	/60
Fifth year	5	/61

14. Please supply the following information regarding your teaching load:

Average number of undergraduate students per term	[ ][ ][ ]	/62-64
Average number of graduate students per term	[ ][ ][ ]	/65-67
Average number of contact hours with students per term	[ ][ ][ ]	/68-70

Main form(s) of teaching (Circle more than one if applicable):

Lecture	1	/71
Seminar	2	/72
Tutorial	3	/73
Other (specify) _____	4	/74

15. a. Are you assigned as adviser to undergraduate students?

Yes	1	/75
No	2	
If Yes, how many students do you advise?	[ ][ ]	/76-77

b. Are you assigned as adviser to graduate students?

Yes	1	/78
No	2	
If Yes, how many students do you advise?	[ ][ ]	/79-80

16. Are any of your students employed as full-time teachers?

Yes	1	/7
No	2	
If Yes, approximately how many?	[ ][ ]	/8-9

17. Which, in your opinion, best describes the standard of speech and grammar of the majority of your students?

Very high	1	
Quite high	2	
Average	3	/10
Rather low	4	
Very low	5	

18. The time students have for independent study in a regular term is:

Far too much	1	
Too much	2	
About right	3	/11
Not enough	4	
Not nearly enough	5	

19. Normal entry to teaching should require previous experience in an occupation other than teaching.

Strongly agree	1	
Agree	2	
Undecided	3	/9
Disagree	4	
Strongly disagree	5	

20. Teachers are better trained in multipurpose institutions (e.g., university, polytechnic) than in monotechnic institutions (e.g., college of education, teachers' college).

Strongly agree	1	
Agree	2	
Undecided	3	/10
Disagree	4	
Strongly disagree	5	

21. Those faculty members teaching Primary Education courses should have periodic secondments to teaching in schools.

Strongly agree	1	
Agree	2	
Undecided	3	/11
Disagree	4	
Strongly disagree	5	

22. a. Do you prefer a consecutive or concurrent programme of training for Primary students?

Consecutive	1	/12
Concurrent	2	

b. If you prefer a concurrent programme, in which year would you introduce professional components?

First year	1	
Second year	2	
Third year	3	/13
Fourth year	4	
Fifth year	5	

23. The present requirement for Primary students in academic (non-professional) courses is:

Far too much	1	
Too much	2	
About right	3	/14
Not enough	4	
Not nearly enough	5	

24. The programme for Primary students should require a study of three or more academic subjects at a moderate level (3–4 semester courses) rather than a study of one academic subject in greater depth.

Strongly agree	1	
Agree	2	
Undecided	3	/15
Disagree	4	
Strongly disagree	5	

25. Please give your views on the connections you see between a Primary student's programme of training and his/her subsequent classroom teaching.

_____

_____ /19-20

_____

_____

26. a. Do you supervise students on teaching practice?

Yes	1	/21
No	2	

b. If Yes, do you consider that students are reluctant to seek your help because of your role as an assessor?

Yes	1	/22
No	2	

27. The emphasis put on students' teaching practice notebooks is

Far too much	1	
Too much	2	
About right	3	/23
Too little	4	
Far too little	5	

28. a. Teaching practice should be supervised by:

Class teachers only	1	
College staff only	2	/24
Class teachers and college staff	3	

b. Teaching practice should be assessed by:

Class teachers only	1	
College staff only	2	
Class teachers and college staff with equal responsibility	3	/25
Class teachers and college staff with the former having greater responsibility	4	
Class teachers and college staff with the latter having greater responsibility	5	

29. Members of the teaching profession should be invited to participate in the planning of programmes for teacher training.

Strongly agree	1	
Agree	2	
Undecided	3	/26
Disagree	4	
Strongly disagree	5	

30. What is your opinion of the following facilities at your college? (Circle one for each item)

Facility	More than Adequate	Adequate	Less than Adequate	
Library	1	2	3	/27
Curriculum Centre	1	2	3	/28
Bookstore	1	2	3	/29
Audio-Visual Centre	1	2	3	/30
Staff/student seminar rooms	1	2	3	/31

31. State, in order of priority, what you consider to be three major aims of Primary teacher education:

a. _____ /32

_____

b. _____ /33

_____

c. _____ /34

_____

32. In your opinion, what percentage of a Primary student's undergraduate programme should be devoted to each of the following: (Circle one for each area)

	PERCENTAGES					
	0–19	20–39	40–59	60–79	80 or more	
Academic studies	1	2	3	4	5	/35
Professional studies	1	2	3	4	5	/36
School experiences	1	2	3	4	5	/37

33. What is your opinion of the present requirements for Primary students in THE TEACHING OF the following: (Circle one in each of a, b, and c)

a.	LANGUAGE:	Sufficient	1
		Less than sufficient	2
		Much less than sufficient	3
b.	READING:	Sufficient	1
		Less than sufficient	2
		Much less than sufficient	3
c.	MATHEMATICS:	Sufficient	1
		Less than sufficient	2
		Much less than sufficient	3

/38 /39 /40

34. Are your Primary students required, as part of your courses, to work with children? (Circle one in each of a and b)

a.	IN THE COLLEGE	Always	1
		Frequently	2
		Occasionally	3
		Seldom	4
		Never	5

/41

b. OUTSIDE THE COLLEGE

Always	1	
Frequently	2	
Occasionally	3	/42
Seldom	4	
Never	5	

35. How would you rate your contact with Primary schools?

More than adequate	1	
Adequate	2	/43
Less than adequate	3	

36. a. Are you satisfied with the present provision of teaching practice for Primary students?

Yes	1	/44
No	2	

b. If No, how would you suggest that practice be distributed? (Write in your preferences)

	Year 1	Year 2	Year 3	Year 4	Postgraduate Year	
In which term						/45
No. of weeks in school						/46

37. What do you consider to be the three main weaknesses in each of the following programmes for Primary students at your college?

a. Teacher's Certificate:

(i) _____ /47

(ii) _____ /48

(iii) _____ /49

b. B.Ed.

(i) _____ /50

(ii) _____ /51

(iii) _____ /52

c. Postgraduate Course

(i) _____ /53

(ii) _____ /54

(iii) _____ /55

d. Other (specify): _____

(i) _____ /56

(ii) _____ /57

(iii) _____ /58

INTERVIEW SCHEDULE FOR HEADS OF EDUCATION DEPARTMENTS

1. a. Is the total number of staff in the Education Department _____
   (as given in the Prospectus)? Yes _____ No _____
   b. What is the staff/student ratio in this Department? _____
   c. How does this ratio compare with that of the College as a whole?
   _____
   d. Are you satisfied with your present staff in terms of their qualifications?
   Yes _____ No _____ Comments _____
   _____
   e. In terms of staff qualifications, to what do you attach greatest importance?
   (i) Academic Background _____ (ii) Teaching Experience _____
   (iii) Other _____
   Comments _____
   _____
   f. Are there any of your staff members without graduate qualifications?
   Yes _____ No _____
2. How frequently may staff members obtain periods of leave? _____
   _____
   Of what duration? _____
   For what purposes _____
3. What percentage of the staff members of this Department are assigned duties (e.g., administrative) in addition to a regular teaching load? _____
4. How does the workload of a staff member of the Education Department compare with that of a staff member of other departments in the College?
   _____
5. Does this Department employ (a) teacher-tutors: Yes _____ No _____
   (b) co-tutors: Yes _____ No _____
   (c) other (specify) _____
6. Are practising teachers invited to participate in any of the teaching of this Department? Yes _____ No _____
   If Yes, please give details as to what is taught and by what arrangements:
   _____
   _____
7. Does this Department have any staff members who have special qualifications in:
   (a) Language Studies: Yes _____ No _____
   (b) Reading: Yes _____ No _____
   If Yes, to what extent are they responsible for the Department's course offerings in the teaching of Reading? _____
   _____
8. Are you satisfied with the degree of cooperation which exists between this Department and other departments of the College? Yes _____ No _____
9. Do you feel that the present system of post-Primary education is adequate preparation for students who wish to undertake studies to become Primary teachers?
   Yes _____ No _____
   Why? _____
   _____

10. a. What are the entry requirements for this College? _____

_____

b. Have they changed during the past five years? Yes _____ No _____

If Yes, what have been the changes? _____

_____

What further changes would you like to see? _____

_____

11. What percentage of this year's student enrollment entered with a 2 'A' Level qualification? _____

12. Are any or all of the following used as part of the selection procedures at this College:

(a) Interviews Yes _____ No _____ (b) Written examination(s) in English Yes _____ No _____

(c) Written examination(s) in Mathematics Yes _____ No _____

(d) Other (Specify) _____

13. What percentage of students selected had named this College as their first choice? _____

14. In order to obtain its quota of students, is this College ever obliged to accept students who have named this College as their third or fourth preference? Yes _____ No _____

Are any students ever selected from the final pool? Yes _____ No _____

15. Is educational theory taught by any or all of the following means:

a. By discipline specialists (e.g., Educational Historians) _____

b. By Education tutors _____

c. As part of a general course in Education _____

d. Other (specify) _____

16. a. What proportion of the Teacher's Certificate course is devoted to:

(i) Academic studies _____

(ii) Professional/Curriculum studies _____

b. What proportion of the B.Ed. course is devoted to:

(i) Academic studies _____

(ii) Professional/Curriculum studies _____

c. Do you feel these proportions for a and b are satisfactory? Yes __ No __

Comments _____

17. Are the programmes offered consecutively? Yes___ No___ Concurrently? Yes__ No__

Which form of organization do you prefer and for what reasons? _____

_____

_____

18. Would you say that Audio-Visual and other technological aids are used widely in this Department by:

a. Staff Members: Yes __ No __ b. Students: Yes __ No __

19. Do you believe that the present degree structure is suitable for the training of Primary teachers? Yes ____ No ____

If No, what changes would you like? _____

_____

_____

_____

20. What is your opinion of the degree-plus-diploma/certificate type of programme for the training of Primary teachers? _____

_____

_____

21. a. Does this College offer a programme for the training of Nursery teachers? Yes _____ No_____

b. If No, is one anticipated? Yes _____ No _____

c. If Yes, when was the programme introduced? _____

d. How many students are currently enrolled in the Nursery or Nursery/Infant programme? _____

e. Are there any Postgraduate students currently enrolled in a Nursery programme? Yes _____ No _____

f. When were changes last made in the Nursery programme? _____

_____

g. How does the Nursery programme differ from the Infant programme? _____

_____

22. Are facilities available for bringing Nursery/Infant age children to the College? Yes_____ No_____

If Yes, are these facilities well utilized? Yes _____ No _____

23. Are there plans for any new course offerings for Primary students? Yes _____ No_____

If Yes, what are they? _____

_____

24. a. How would you describe the relationship between this College and the Local Education Authority?_____

b. How would you describe the relationship between this College and the local schools? _____

25. Do you, as Head of Department, participate in the selection of cooperating teachers for the students' teaching practice experiences? Yes_____ No_____

26. Are any of your Primary students supervised on teaching practice by staff members who have had no Primary school teaching experience? Yes_____ No _____

27. a. How frequently are supervisors expected to see students on teaching practice

(i) during their first practice? _____

(ii) during their final practice? _____

b. What is the average number of students supervised by one staff member?

_____

28. a. To what extent do school personnel participate in the assessment of teaching practice?_____

Which school personnel?_____

b. What feedback is given to students after each of their blocks of teaching practice? _____

_____

_____

c. How is teaching practice graded? _____

_____

29. a. Is there a high frequency of students discontinuing their programme of their own volition? Yes _____ No _____

b. Does this Department ever find it necessary to recommend that students discontinue their programme? Yes _____ No _____

If Yes, why? _____

_____

30. Does this College have contact with and provide assistance for its students in their probationary year of teaching? Yes _____ No _____
If Yes, in what manner? _____

31. What are your views on changes which have occurred or are planned in teacher education as a result of the Government White Paper, A Framework for Expansion?

32. What, in your opinion, are the most important qualitites for a Primary teacher to possess? _____

INFORMATION TO OBTAIN ABOUT EACH COLLEGE IN THE SAMPLE: ENGLAND

1. Name of College _____

2. Location of College _____

3. L.E.A. _____ Voluntary _____ Denomination, if voluntary _____

4. Awarding body _____

5. Total number of staff _____

6. Number of staff in Education Department _____

7. Qualifications of Education staff as given in prospectus

_____

_____

8. Entry requirements _____

_____

9. Student enrolment: (a) Total _____ (b) Female _____
   (c) Male _____
   (d) Current enrolment in each Course offered:

   _____ _____

   _____ _____

   _____ _____

   _____ _____

   (e) Current enrolment in Nursery/Infant age ranges _____

   (f) Current enrolment in Junior age range _____

10. Residence provision _____

_____

_____

11. Number of students who are currently in the final year of their studies in: (a) Nursery _____ (b) Nursery/Infant _____
    (c) Infant _____ (d) Junior _____

12. The year and term in their programme when students are required to select the age range for which they wish to train _____

_____

_____

13. Courses offered by the College, including in-service courses:

14. Degree pattern

15. Main Subjects offered by the College:

16. Main Subject(s) required in the programme for primary students:

17. Social Work courses required in the primary programme:

Social Work courses offered as electives:

18. Any changes in government, structure, course offerings, degree patterns, etc., which have occurred or are planned as a result of the White Paper, A Framework for Expansion:

19. Other information which would be helpful:

_____

_____

_____

_____

_____

_____

UNIVERSITY OF LEICESTER

SCHOOL OF EDUCATION

Professor G. H. BANTOCK, M.A.
Professor J. F. KERR, B.Sc., Ph.D.
Professor B. SIMON, M.A.

THE UNIVERSITY CENTRE

Leicester Parade
Barrack Road
NORTHAMPTON
NN2 6AF
Telephone 30084/5

Tutor-in-charge: John Doe, M.Ed.

Dear Student:

I am currently registered in a Ph.D. programme at the School of Education, University of Leicester, England. In connection with my research I am undertaking a study of Primary Teacher Education in both Newfoundland and England. As part of this study I am seeking reactions to the present B.A.(Ed.) in Primary Education at Memorial University of Newfoundland. To assist me in this, I should like your cooperation in completing the attached questionnaire. Your help would be very much appreciated.

Please note that anonymity will be observed and that all information will be treated in strictest confidence.

Thank you.

Yours sincerely,

Rosanne McCann

(Mrs.) Rosanne McCann
Associate Professor of Education
Coordinator, Early Childhood Education
Memorial University of Newfoundland

Code Number _____

PLEASE CIRCLE OR FILL IN ANSWERS AS REQUIRED

1. Sex:

Male	**1**	/7
Female	**2**	

2. To which age group to you belong?

25 years and under	**1**	
26—30 years	**2**	
31—35 years	**3**	/8
36—40 years	**4**	
Over 40 years	**5**	

3. Marital status:

Single	**1**	
Married	**2**	/9
Widowed	**3**	

4. In what school(s) or other educational institution(s) were you between 16 and 18 years of age?

_____ /10-11

5. What were your occupations, if any, prior to beginning studies at this institution?

_____ /12-13

6. a. Give the number of subjects in which you received a pass in Grade XI examinations.

[|] /14-15

b. Did you receive a Grade XI Honours pass?

Yes	**1**	/16
No	**2**	

7. a. Did you have a first degree before beginning your teacher education programme?

Yes	**1**	/17
No	**2**	

b. If Yes, please state degree and main subject of study:

_____ /18-19

8. a. Was your first choice of a profession that of a Primary school teacher?

Yes	1	/20
No	2	

b. If No, what was your first choice?

_____ /21

9. Towards what qualification are you now working?

B.A.(Ed.)	1	/22
Other (specify) _____	2	

10. What has been your 'major' academic subject of study at this university?

_____ /23

11. Students should make a commitment to teaching early in their university life.

Strongly agree	1	
Agree	2	
Undecided	3	/24
Disagree	4	
Strongly disagree	5	

12. a. To whom did you most frequently go for advice about your studies?

Personal adviser	1	
A professor who was not your assigned adviser	2	/25
Other (specify) _____	3	

b. To whom did you most frequently go for advice about personal matters?

Personal adviser	1	
A professor who was not your assigned adviser	2	/26
Other (specify) _____	3	

13. Did you have opportunity to participate in the planning of any of your courses?

Frequently	1	
Occasionally	2	/27
Never	3	

14. What did you find to be the main form of teaching used in your programme?

Lectures	1	
Seminars	2	
Tutorials	3	/28
Other (specify) _____	4	

15. On the whole, did you find lectures in Education to be well presented?

Always	1	
Frequently	2	
Occasionally	3	/29
Never	4	

16. Would you describe the majority of your professors as being conversant with current Primary school practices?

Very much	1	
Moderately	2	
Very little	3	/30
Not at all	4	

17. The programme for Primary students should require a study of three or more academic subjects at a moderate level (3-4 semester courses) rather than a study of one academic subject in greater depth.

Strongly agree	1	
Agree	2	
Undecided	3	/31
Disagree	4	
Strongly disagree	5	

18. The theoretical aspects of Education are indispensable to the training of a Primary teacher.

Strongly agree	1	
Agree	2	
Undecided	3	/32
Disagree	4	
Strongly disagree	5	

19. What is your opinion of the present requirements for Primary students in THE TEACHING OF the following subjects (circle one in each of a, b, and c):

a. LANGUAGE:

Sufficient	1	
Less than sufficient	2	/33
Much less than sufficient	3	

b. READING:

Sufficient	1	
Less than sufficient	2	/34
Much less than sufficient	3	

c. MATHEMATICS

Sufficient	1	
Less than sufficient	2	/35
Much less than sufficient	3	

20. Please rate the degree of emphasis you feel was placed on the following components of your programme. (Circle one for each item.)

		Too Much	About Right	Too Little	
(a)	Major subject (academic)	1	2	3	/36
(b)	History of Education	1	2	3	/37
(c)	Philosophy of Education	1	2	3	/38
(d)	Psychology of Education	1	2	3	/39
(e)	Sociology of Education	1	2	3	/40
(f)	School experiences	1	2	3	/41
(g)	Curriculum subjects	1	2	3	/42

21. Were you required as part of your courses to work with children in situations other than teaching practice? (Circle one in each of a and b.)

a. IN THE UNIVERSITY:

Frequently	1	
Occasionally	2	/43
Never	3	

b. OUTSIDE THE UNIVERSITY:

Frequently	1	
Occasionally	2	/44
Never	3	

22. a. Are you satisfied with the present provision of teaching practice for Primary students?

Yes	1	/45
No	2	

b. If No, how would you suggest that practice be distributed? (Write in your preferences).

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
In which semester					/46
No. of weeks in school					/47

23. **Please supply the following information regarding your teaching practices and where they were carried out:**

Year	Which Class (e.g. Kindergarten)	Number of Weeks	Which Term	
One				/48
Two				/49
Three				/50
Four				/51

24. To what extent do you consider that your university programme prepared you for teaching practice?

Extremely well	1	
Adequately	2	/52
Inadequately	3	
Not at all	4	

25. Prior to your teaching practices, in which of the following activities were you engaged? (Circle more than one if applicable.)

Observation of children at school	1	/53
Working with children at the university	2	/54
Microteaching	3	/55
Observation and discussion of videotaped teaching situations	4	/56
Other (specify) _____	5	/57

26. To what extent were you satisfied with the opportunities afforded you to discuss your teaching practices with your university supervisor?

Very satisfied	1	
Satisfied	2	/58
Dissatisfied	3	

27. With regard to teaching practice please circle one only in each of a and b.

a. Teaching practice should be supervised by:

Class teachers only	1	
University supervisors only	2	/59
Class teachers and university supervisors	3	

b. Teaching practice should be assessed by:

Class teachers only	1	
University supervisors only	2	
Class teachers and university supervisors with equal responsibility	3	/60
Class teachers and university supervisors with the former having greater responsibility	4	
Class teachers and university supervisors with the latter having greater responsibility	5	

28. Please circle what best represents your opinion of the emphasis put on the following activities related to teaching practice:

		Too Much	About Right	Too Little	None	
a.	Preparation of lesson plans	1	2	3	4	/61
b.	Recording of classroom events	1	2	3	4	/62
c.	Observing the teaching of the classroom teacher	1	2	3	4	/63
d.	Your own teaching	1	2	3	4	/64

29. What, if anything, do you feel should have been included in your programme of training but was not included?

_____ /55

_____

30. In retrospect, what do you consider to be the three main weaknesses in your entire programme of training?

a. _____

_____ /66

b. _____

_____ /67

c. _____

_____ /68

UNIVERSITY OF LEICESTER

SCHOOL OF EDUCATION

Professor G. H. BANTOCK, M.A.
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Tutor-in-charge: John Doe, M.Ed.

THE UNIVERSITY CENTRE

Leicester Parade
Barrack Road
NORTHAMPTON
NN2 6AF
Telephone 30084/5

Dear Colleague:

I am currently registered in a Ph.D. programme at the School of Education, University of Leicester, England. In connection with my research I am undertaking a study of Primary Teacher Education in both Newfoundland and England. As part of this study I am seeking information and opinions from members of the Faculty of Education at Memorial University of Newfoundland. To assist me in this, I should like your cooperation in completing the attached questionnaire. Your help would be very much appreciated.

Please note that anonymity will be observed and that all information will be treated in strictest confidence.

Thank you.

Yours sincerely,

Rosanne McCann

(Mrs.) Rosanne McCann
Associate Professor of Education
Coordinator, Early Childhood Education
Memorial University of Newfoundland

Code Number _____

PLEASE CIRCLE OR FILL IN ANSWERS AS REQUIRED

1. Are at least 30% of your students in Primary Education?

Yes	1	/7
No	2	

If NO, please complete only as far as question number 30.
If YES, please complete the entire questionnaire.

2. Sex:

Male	1	/8
Female	2	

3. To which age group do you belong?

29 and under	1	
30–39	2	
40–49	3	/9
50–59	4	
60 or over	5	

4. What are your academic qualifications? (Circle more than one if applicable.)

a. Undergraduate degrees:

B.A.	1	/10
B.Sc.	2	/11
B.Ed.	3	/12
B.A.(Ed.)	4	/13
B.Comm.	5	/14
B.P.E.	6	/15
B.Mus.	7	/16
Other (specify) _____	8	/17

b. Graduate level:

M.A.	1	/18
M.Sc.	2	/19
M.Ed.	3	/20
Ph.D.	4	/21
Ed.D.	5	/22
Other (specify) _____	6	/23

c. Have you had other professional training as a teacher not already given above?

Yes	1	/24
No	2	

If yes, please specify _____ /25

_____

5. a. How many years did you teach in:

Primary grades	☐☐	/26-27
Elementary grades	☐☐	/28-29
Secondary grades	☐☐	/30-31

b. How many years have you taught at the university/college level?

☐☐ /32-33

c. How many years did you work in the education field other than teaching?

☐☐ /34-35

6. **Have you served as Principal of a school?**

Yes	1	/36
No	2	

If yes, what type of school? (Circle more than one if applicable.)

Primary	1	/37
Primary/Elementary	2	/38
Elementary	3	/39
Junior High	4	/40
High	5	/41
All Grade	6	/42
Other (specify) _____	7	/43

7. Have you undertaken any teaching in a school since you took up your present position?

Yes	1	/44
No	2	

If Yes, under what circumstances? (Circle more than one if applicable.)

During period of leave	1	/45
At intervals (e.g., weekly)	2	/46
By ad hoc arrangement	3	/47

8. For how many years have you been teaching in the institution in which you are now employed?

Under 5 years	1	
5-9 years	2	/48
10-14 years	3	
15 years or over	4	

9. Of which Department/Division are you a member? _____ /49

10. What is your present rank?

Professor	1	
Associate Professor	2	/50
Assistant Professor	3	
Lecturer	4	

11. Have you an administrative post?

Yes	1	/51
No	2	

If Yes, please specify:

Dean	1	
Associate Dean	2	
Head of Department	3	/52
Director	4	
Other (specify) _____	5	

12. What courses constitute your main teaching responsibilities? (Please give course names.)

_____

_____ /53-55

13. a. What is the level of the courses you are teaching?

Undergraduate only	1	
Undergraduate and Graduate	2	/56
Graduate only	3	

b. If you are teaching undergraduate courses, in what year(s) of their programme are the majority of your students? (Circle more than one if applicable.)

First year	1	/57
Second year	2	/58
Third year	3	/59
Fourth year	4	/60
Fifth year	5	/61

14. Please supply the following information regarding your teaching load:

Average number of undergraduate students per semester	☐☐	/62-63
Average number of graduate students per semester	☐☐	/64-65
Average number of contact hours with students per semester	☐☐	/66-67

Main form(s) of teaching (circle more than one if applicable):

Lecture	1	/68
Seminar	2	/69
Tutorial	3	/70
Other (specify) _____	4	/71

15. a. Are you assigned as adviser to undergraduate students?

Yes	1	/72
No	2	

If Yes, how many students do you advise? ☐☐ /73-74

b. Are you assigned as adviser to graduate students?

Yes	1	/75
No	2	

If Yes, how many students do you advise? ☐☐ /76-77

16. Are any of your students employed as full-time teachers?

Yes	1	/78
No	2	

If Yes, approximately how many? ☐☐ /79-80

17. Which, in your opinion, best describes the standard of speech and grammar of the majority of your students?

Very high	1	
Quite high	2	
Average	3	/7
Rather low	4	
Very low	5	

18. The time students have for independent study in a regular semester is:

Far too much	1	
Too much	2	
About right	3	/8
Not enough	4	
Not nearly enough	5	

19. Normal entry to teaching should require previous experience in an occupation other than teaching.

Strongly agree	1	
Agree	2	
Undecided	3	/12
Disagree	4	
Strongly disagree	5	

20. Teachers are better trained in multipurpose institutions (e.g., university, polytechnic) than in monotechnic institutions (e.g., college of education, teachers' college).

Strongly agree	1	
Agree	2	
Undecided	3	/13
Disagree	4	
Strongly disagree	5	

21. Those staff members teaching Primary Education courses should have periodic secondments to teaching in schools.

Strongly agree	1	
Agree	2	
Undecided	3	/14
Disagree	4	
Strongly disagree	5	

22. a. Do you prefer a consecutive or concurrent programme of training for Primary students?

Consecutive	1	
Concurrent	2	/15

b. If you prefer a concurrent programme, in which year would you introduce professional components?

First year	1	
Second year	2	
Third year	3	/16
Fourth year	4	
Fifth year	5	

23. The present requirement for Primary students in academic (non-professional) courses is:

Far too much	1	
Too much	2	
About right	3	/17
Not enough	4	
Not nearly enough	5	

24. The programme for Primary students should require a study of three or more academic subjects at a moderate level (courses lasting 3-4 terms) rather than a study of one academic subject in greater depth.

Strongly agree	1	
Agree	2	
Undecided	3	/18
Disagree	4	
Strongly disagree	5	

25. Please give your views on the connections you see between a Primary student's programme of training and his/her subsequent classroom teaching:

_____

_____

_____ /16-17

_____

26. a. Do you supervise students on teaching practice?

Yes	1	/18
No	2	

b. If Yes, do you consider that students are reluctant to seek your help because of your role as an assessor?

Yes	1	/19
No	2	

27. The emphasis put on students' teaching practice notebooks is:

Far too much	1	
Too much	2	
About right	3	/20
Too little	4	
Far too little	5	

28. a. Teaching practice should be supervised by:

Class teachers only	1	
University faculty only	2	/21
Class teachers and university faculty	3	

b. Teaching practice should be assessed by:

Class teachers only	1	
University faculty only	2	
Class teachers and university faculty with equal responsibility	3	
Class teachers and university faculty with the former having greater responsibility	4	/22
Class teachers and university faculty with the latter having greater responsibility	5	

29. Members of the teaching profession should be invited to participate in the planning of programmes for teacher training.

Strongly agree	1	
Agree	2	
Undecided	3	/23
Disagree	4	
Strongly disagree	5	

30. What is your opinion of the following facilities at your university? (Circle one for each item.)

Facility	More Than Adequate	Adequate	Less Than Adequate	
Main Library	1	2	3	/24
Education Library	1	2	3	/25
Curriculum Centre	1	2	3	/26
Bookstore	1	2	3	/27
Audio-visual Centre	1	2	3	/28
Faculty/student seminar rooms	1	2	3	/29

31. State, in order of priority, what you consider to be three major aims of Primary teacher education:

a. _____ /30

_____

b. _____ /31

_____

c. _____ /32

_____

32. In your opinion, what percentage of a Primary student's undergraduate programme should be devoted to each of the following (circle one for each area):

	PERCENTAGES					
	0–19	20–39	40–59	60–79	80 or more	
Academic studies	1	2	3	4	5	/33
Professional studies	1	2	3	4	5	/34
School experiences	1	2	3	4	5	/35

33. What is your opinion of the present requirements for Primary students in THE TEACHING OF the following: (Circle one in each of a, b, and c.)

a. LANGUAGE:

Sufficient	1
Less than sufficient	2
Much less than sufficient	3

/36

b. READING:

Sufficient	1
Less than sufficient	2
Much less than sufficient	3

/37

c. MATHEMATICS:

Sufficient	1
Less than sufficient	2
Much less than sufficient	3

/38

34. Are your Primary students required, as part of your courses, to work with children? (Circle one in each of a and b.)

a. IN THE UNIVERSITY

Always	1
Frequently	2
Occasionally	3
Seldom	4
Never	5

/39

b. OUTSIDE THE UNIVERSITY

Always	1
Frequently	2
Occasionally	3
Seldom	4
Never	5

/40

35. How would you rate your contact with Primary schools?

More than adequate	1	
Adequate	2	/41
Less than adequate	3	

36. a. Are you satisfied with the present provision of teaching practice for Primary students?

Yes	1	/42
No	2	

b. If No, how would you suggest that practice be distributed? (Write in your preferences.)

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
In which semester					/43
No. of weeks in school					/44

37. What do you consider to be the three main weaknesses in the B.A.(Ed.) programme for Primary students at your university?

a. _____ /45

_____

b. _____ /46

_____

c. _____ /47

_____

INTERVIEW SCHEDULE FOR THE DEAN OF THE EDUCATION FACULTY, MUN

1. a. What is the total number of members in the Education Faculty? _____

   b. What is the faculty/student ratio in this Faculty? _____

   c. How does this ratio compare with that of the University as a whole?

   _____

   d. Are you satisfied with your present faculty in terms of their qualifications?

   Yes _____ No _____ Comments _____

   e. In terms of faculty qualifications, to what do you attach greatest importance?

   (i) Academic Background _____ (ii) Teaching Experience _____

   (iii) Other _____

   Comments _____

   _____

   f. Are there any of your faculty members without graduate qualifications?

   Yes _____ No _____

2. How frequently may faculty members obtain periods of leave? _____

   _____

   Of what duration? _____

   For what purposes? _____

3. What percentage of the members of this Faculty are assigned duties (e.g., administrative) in addition to a regular teaching load? _____

4. How does the workload of a member of the Education Faculty compare with that of a member of other faculties in the University?

   _____

5. Are practising teachers invited to participate in any of the teaching of this Faculty? Yes _____ No _____

   If Yes, please give details as to what is taught and by what arrangments:

   _____

   _____

6. Does this Faculty have any members who have special qualifications in:

   (a) Language Studies Yes _____ No _____

   (b) Reading Yes _____ No _____

   If Yes, to what extent are they responsible for the Faculty's course offerings in the teaching of Reading? _____

   _____

7. Are you satisfied with the degree of cooperation which exists between this Faculty and other faculties of the University? Yes _____ No _____

8. Do you feel that the present system of post-Primary education is adequate preparation for students who wish to undertake studies to become Primary teachers? Yes _____ No _____

   Why? _____

   _____

9. a. What are the entry requirements for this University? _____

_____

b. Have they changed during the past five years? Yes _____ No _____

If Yes, what have been the changes? _____

_____

What further changes would you like to see? _____

_____

10. Are any or all of the following used as part of the selection procedures at this University:

(a) Interviews Yes _____ No _____ (b) Written examination(s) in English Yes _____ No _____

(c) Written examination(s) in Mathematics Yes _____ No _____

(d) Other (Specify) _____

11. Is educational theory taught by any or all of the following means:

(a) By discipline specialists (e.g., Educational Historians) _____

(b) By Education tutors _____

(c) As part of a general course in Education _____

(d) Other (Specify) _____

12. a. What proportion of the B.A.(Ed.) course is devoted to:

(i) Academic studies _____

(ii) Professional/Curriculum studies _____

b. Do you feel these proportions are satisfactory? Yes _____ No _____

Comments _____

13. Is the programme offered consecutively? Yes _____ No _____

Concurrently? Yes _____ No _____

Which form of organization do you prefer and for what reasons? _____

_____

_____

14. Would you say that Audio-Visual and other technological aids are used widely in this Faculty by:

a. Staff Members: Yes _____ No _____ b. Students: Yes _____ No _____

15. Do you believe that the present degree structure is suitable for the training of Primary teachers? Yes _____ No _____

If No, what changes would you like? _____

_____

_____

_____

16. a. Does this Faculty offer a programme for the training of Nursery teachers? Yes _____ No _____

b. If No, is one anticipated? Yes _____ No _____

c. If Yes, when was the programme introduced? _____

d. How many students are currently enrolled in the Nursery or Nursery/Infant programme? _____

17. Are facilities available for bringing Nursery/Kdg. age children to the University? Yes _____ No _____

If Yes, are these facilities well utilized? Yes _____ No _____

18. Are there plans for any new course offerings for Primary students?

Yes _____ No _____

If Yes, what are they? _____

_____

19. How would you describe the relationship between this Faculty and the local schools? _____

20. Do you, as Dean of the Faculty, participate in the selection of cooperating teachers for the students' teaching practice experiences?

Yes _____ No _____

21. Are any of your Primary students supervised on teaching practice by faculty members who have had no Primary school teaching experience?

Yes _____ No _____

22. a. How frequently are supervisors expected to see students on teaching practice?

(i) during their first practice? _____

(ii) during their final practice? _____

b. What is the average number of students supervised by one faculty member? _____

23. a. To what extent do school personnel participate in the assessment of teaching practice? _____

Which school personnel? _____

b. What feedback is given to students after each of their blocks of teaching practice? _____

_____

_____

c. How is teaching practice graded? _____

24. a. Is there a high frequency of students discontinuing their programme of their own volition? Yes _____ No _____

b. Does this faculty ever find it necessary to recommend that students discontinue their programme? Yes _____ No _____

If Yes, why? _____

_____

25. Does this Faculty have contact with and provide assistance for its students in their probationary year of teaching? Yes _____ No _____

If Yes, in what manner? _____

_____

_____

26. What, in your opinion, are the most important qualities for a Primary teacher to possess? _____

_____

_____

_____

_____

_____

_____

APPENDIX IV

TABLES: STUDENT QUESTIONNAIRE RESULTS

TABLE 20. STUDENTS WITH A FIRST DEGREE

INSTITUTION		YES		NO		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=68	--	--	68	100	--	--
College A	N=81	--	--	81	100	--	--
College B	N=101	--	--	100	99.0	1	1.0
College C	N=48	8	16.7	40	83.3	--	--
College D	N=58	--	--	58	100	--	--
College E	N=60	9	15.0	51	85.0	--	--
College G	N=92	--	--	92	100	--	--
College H	N=28	1	3.6	27	96.4	--	--
College I	N=50	--	--	50	100	--	--
College J	N=65	1	1.5	64	98.5	--	--
College K	N=21	1	4.7	20	95.3	--	--
College L	N=22	1	4.5	21	95.5	--	--
School of Ed.	N=12	12	100	--	--	--	--
Total	706	33		672		1	
Percent	100%	4.7%		95.2%		0.1%	

TABLE 21. DEGREES AND MAIN SUBJECTS STUDIED

INSTITUTION		B.A.		B.SC.		OTHER		NO RESPONSE		EXPRESSIVE AND LANGUAGE ARTS		PHYSICAL SCIENCE		SOCIAL SCIENCE		FOREIGN LANGUAGE		OTHER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College C	N=8	3	37.5	2	25.0	1	12.5	2	25.0	1	12.5	3	37.5	2	25.0	--	--	--	--	2	25.0
College E	N=9	7	77.8	2	22.2	--	--	--	--	4	44.5	1	11.1	1	11.1	2	22.2	--	--	1	11.1
College H	N=1	--	--	--	--	--	--	1	100	--	--	--	--	--	--	--	--	--	--	1	100
College J	N=1	--	--	--	--	--	--	1	100	--	--	--	--	--	--	--	--	--	--	1	100
College K	N=1	--	--	--	--	1	100	--	--	1	100	--	--	--	--	--	--	--	--	--	--
College L	N=1	--	--	--	--	--	--	1	100	--	--	--	--	--	--	--	--	--	--	1	100
School of Ed.	N=12	8	66.6	2	16.7	2	16.7	--	--	1	8.3	1	8.3	7	58.4	3	25.0	--	--	--	--
Total	33	18		6		4		5		7		5		10		5		--		6	
Percent	100%	54.5%		18.2%		12.1%		15.2%		21.1%		15.2%		30.3%		15.2%				18.2%	

TABLE 23. FIRST CHOICE OF PROFESSION OTHER THAN PRIMARY SCHOOL TEACHER

INSTITUTION		MEDICINE AND RELATED		SECRETARY/ CLERICAL		SOCIAL WORK		OTHER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	6	8.8	2	2.9	3	4.4	5	7.4	52	76.5
College A	N=81	2	2.5	3	3.7	2	2.5	6	7.4	68	83.9
College B	N=101	4	4.0	4	4.0	3	2.9	12	11.9	78	77.2
College C	N=48	--	--	1	2.1	2	4.2	17	35.4	28	58.3
College D	N=58	--	--	2	3.4	3	5.2	2	3.4	51	88.0
College E	N=60	2	3.3	4	6.7	1	1.7	8	13.3	45	75.0
College G	N=92	2	2.2	5	5.4	1	1.1	--	--	84	91.3
College H	N=28	2	7.1	1	3.6	1	3.6	1	3.6	23	82.1
College I	N=50	3	6.0	3	6.0	--	--	1	2.0	43	86.0
College J	N=65	2	3.1	4	6.2	--	--	6	9.2	53	81.5
College K	N=21	2	9.5	2	9.5	1	4.8	4	19.1	12	57.1
College L	N=22	--	--	--	--	1	4.5	2	9.1	19	86.4
School of Ed.	N=12	1	8.3	--	--	1	8.3	1	8.4	9	75.0
Total	706	26		31		19		65		565	
Percent	100%	3.7%		4.4%		2.7%		9.2%		80.0%	

TABLE 25. OTHER INSTITUTIONS TO WHICH STUDENTS HAD APPLIED

INSTITUTION		UNIVERSITY		ONE OTHER COLLEGE		MORE THAN ONE OTHER COLLEGE		OTHER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%
College A	N=81	1	1.2	3	3.7	--	--	--	--	77	95.1
College B	N=101	--	--	21	20.8	5	5.0	--	--	75	74.2
College C	N=48	--	--	3	6.2	--	--	--	--	45	93.8
College D	N=58	--	--	5	8.6	1	1.7	--	--	52	89.7
College E	N=60	1	1.7	3	5.0	1	1.7	--	--	55	91.6
College G	N=92	--	--	24	26.1	8	8.7	--	--	60	65.2
College H	N=28	--	--	--	--	--	--	--	--	28	100
College I	N=50	1	2.0	11	22.0	4	8.0	--	--	34	68.0
College J	N=65	--	--	11	16.9	6	9.2	--	--	48	73.9
College K	N=21	--	--	1	4.8	--	--	--	--	20	95.2
College L	N=22	1	4.5	2	9.1	--	--	--	--	19	86.4
School of Ed.	N=12	--	--	--	--	--	--	1	8.3	11	91.7
Total	638	4		84		25		1		524	
Percent	100%	0.6%		13.2%		3.9%		0.2%		82.1%	

TABLE 42. SUGGESTED DISTRIBUTION OF TEACHING PRACTICE

INSTITUTION		YEAR I, NO. WEEKS											
		10 WKS. OR MORE		7-9 WKS.		4-6 WKS.		1-3 WKS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	2	2.9	--	--	2	2.9	21	30.9	30	44.2	13	19.1
College A	N=81	--	--	--	--	6	7.4	41	50.6	2	2.5	32	39.5
College B	N=101	3	3.0	3	3.0	36	35.6	3	3.0	--	--	56	55.4
College C	N=48	2	4.2	2	4.2	14	29.2	4	8.3	--	--	26	54.1
College D	N=58	--	--	--	--	5	8.7	3	5.2	--	--	50	86.1
College E	N=60	2	3.3	--	--	27	45.0	7	11.7	--	--	24	40.0
College G	N=92	--	--	--	--	26	28.3	15	16.3	--	--	51	55.4
College H	N=28	--	--	1	3.6	10	35.7	--	--	--	--	17	60.7
College I	N=50	--	--	1	2.0	24	48.0	--	--	--	--	25	50.0
College J	N=65	--	--	1	1.5	27	41.5	30	46.2	--	--	7	10.8
College K	N=21	2	9.5	--	--	5	23.8	--	--	--	--	14	66.7
College L	N=22	--	--	--	--	5	22.7	--	--	--	--	17	77.3
Total	694	11		8		187		124		32		332	
Percent	100%	1.6%		1.2%		26.9%		17.9%		4.6%		47.8%	

....continued

TABLE 42 (continued)

INSTITUTION		YEAR 2, NO. WEEKS											
		10 WKS. OR MORE		7-9 WKS.		4-6 WKS.		1-3 WKS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	7	10.3	2	2.9	14	20.6	24	35.3	9	13.3	12	17.6
College A	N=81	--	--	2	2.5	24	29.6	22	27.2	--	--	33	40.7
College B	N=101	13	12.9	12	11.9	19	18.8	--	--	1	1.0	56	55.4
College C	N=48	5	10.4	6	12.5	11	22.9	--	--	--	--	26	54.2
College D	N=58	1	1.7	2	3.5	5	8.7	--	--	--	--	50	86.1
College E	N=60	1	1.7	2	3.3	33	55.0	--	--	--	--	24	40.0
College G	N=92	--	--	2	2.2	37	40.2	1	1.1	--	--	52	56.5
College H	N=28	1	3.6	4	14.3	6	21.4	--	--	--	--	17	60.7
College I	N=50	--	--	7	14.0	18	36.0	--	--	--	--	25	50.0
College J	N=65	7	10.7	6	9.2	39	60.0	5	7.7	--	--	8	12.4
College K	N=21	3	14.3	2	9.5	2	9.5	--	--	--	--	14	66.7
College L	N=22	--	--	1	4.5	4	18.2	--	--	--	--	17	77.3
Total	694	38		48		212		52		10		334	
Percent	100%	5.5%		6.9%		30.5%		7.5%		1.4%		48.2%	

TABLE 43. SUGGESTED DISTRIBUTION OF TEACHING PRACTICE

INSTITUTION		YEAR 3, NO. WEEKS											
		10 WKS. OR MORE		7-9 WKS.		4-6 WKS.		1-3 WKS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	14	20.6	6	8.8	15	22.1	16	23.5	5	7.4	12	17.6
College A	N=81	16	19.8	23	28.4	11	13.6	--	--	--	--	31	38.2
College B	N=101	25	24.8	9	8.9	10	9.9	--	--	1	1.0	56	55.4
College C	N=48	13	27.1	5	10.4	4	8.3	--	--	--	--	26	54.2
College D	N=58	6	10.4	1	1.7	1	1.7	--	--	--	--	50	86.2
College E	N=60	17	28.3	13	21.7	6	10.0	--	--	--	--	24	40.0
College G	N=92	3	3.3	13	14.1	23	25.0	1	1.1	--	--	52	56.5
College H	N=28	2	7.1	9	32.2	--	--	--	--	--	--	17	60.7
College I	N=50	4	8.0	16	32.0	5	10.0	--	--	--	--	25	50.0
College J	N=65	25	38.5	16	24.6	16	24.6	--	--	--	--	8	12.3
College K	N=21	4	19.0	--	--	3	14.3	--	--	--	--	14	66.7
College L	N=22	--	--	3	13.6	2	9.1	--	--	--	--	17	77.3
Total	694	129		114		96		17		6		332	
Percent	100%	18.6%		16.4%		13.8%		2.5%		0.9%		47.8%	

....continued

TABLE 43 (continued)

INSTITUTION		YEAR 4, NO. WEEKS											
		10 WKS. OR MORE		7-9 WKS.		4-6 WKS.		1-3 WKS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	18	26.5	6	8.8	16	23.5	6	8.8	10	14.8	12	7.6
College A	N=81	1	1.2	2	2.5	10	12.3	11	13.6	5	6.2	52	64.2
College B	N=101	4	4.0	2	2.0	14	13.9	--	--	9	8.9	72	71.2
College C	N=48	3	6.2	1	2.1	1	2.1	1	2.1	1	2.1	41	85.4
College D	N=58	--	--	1	1.7	2	3.5	1	1.7	--	--	54	93.1
College E	N=60	--	--	1	1.7	5	8.3	--	--	--	--	54	90.0
College G	N=92	3	3.3	13	14.1	11	12.0	3	3.3	--	--	62	67.3
College H	N=28	--	--	--	--	5	17.9	--	--	--	--	23	82.1
College I	N=50	--	--	2	4.0	6	12.0	--	--	--	--	42	84.0
College J	N=65	2	3.1	1	1.5	10	15.4	5	7.7	1	1.5	46	70.8
College K	N=21	3	14.3	--	--	1	4.8	--	--	--	--	17	80.9
College L	N=22	--	--	1	4.5	--	--	--	--	--	--	21	95.5
Total	694	34		30		81		27		26		496	
Percent	100%	4.9%		4.3%		11.7%		3.9%		3.7%		71.5%	

TABLE 44. SUGGESTED DISTRIBUTION OF TEACHING PRACTICE

INSTITUTION		POSTGRADUATE YEAR, NO. WEEKS											
		10 WKS OR MORE		7-9 WKS.		4-6 WKS.		1-3 WKS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College A	N=81	5	6.2	5	6.2	3	3.7	--	--	--	--	68	83.9
College B	N=101	9	8.9	2	2.0	1	1.0	--	--	2	2.0	87	86.1
College C	N=48	7	14.6	2	4.2	--	--	1	2.1	--	--	38	79.1
College D	N=58	3	5.2	--	--	--	--	--	--	1	1.7	54	93.1
College E	N=60	3	5.0	1	1.7	2	3.3	--	--	--	--	54	90.0
College G	N=92	3	3.3	4	4.3	3	3.3	--	--	--	--	82	89.1
College H	N=28	1	3.6	2	7.1	--	--	--	--	--	--	25	89.3
College I	N=50	2	4.0	--	--	2	4.0	--	--	--	--	46	92.0
College J	N=65	4	6.2	2	3.1	1	1.5	1	1.5	--	--	57	87.7
College K	N=21	2	9.5	--	--	--	--	--	--	--	--	19	90.5
College L	N=22	--	--	--	--	--	--	--	--	--	--	22	100
Total	626	39		18		12		2		3		552	
Percent	100%	6.2%		2.9%		1.9%		0.3%		0.5%		88.2%	

TABLE 45. DISTRIBUTION OF TEACHING PRACTICE

INSTITUTION		YEAR 1, NO. WEEKS											
		10 WKS. OR MORE		7-9 WKS.		4-6 WKS.		1-3 WKS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	--	--	--	--	--	--	5	7.4	60	88.2	3	4.4
College A	N=81	--	--	--	--	--	--	4	4.9	75	92.6	2	2.5
College B	N=101	--	--	--	--	101	100	--	--	--	--	--	--
College C	N=48	--	--	--	--	39	81.3	--	--	1	2.1	8	16.6
College D	N=58	--	--	--	--	--	--	58	100	--	--	--	--
College E	N=60	--	--	--	--	--	--	51	85.0	9	15.0	--	--
College G	N=92	--	--	--	--	4	4.3	88	95.7	--	--	--	--
College H	N=28	--	--	--	--	28	100	--	--	--	--	--	--
College I	N=50	--	--	--	--	50	100	--	--	--	--	--	--
College J	N=65	--	--	--	--	1	1.5	64	98.5	--	--	--	--
College K	N=21	--	--	--	--	20	95.2	--	--	--	--	1	4.8
College L	N=22	--	--	--	--	22	100	--	--	--	--	--	--
Total	694	--		--		265		270		145		14	
Percent	100%					38.2%		38.9%		20.9%		2.0%	

....continued

TABLE 45 (continued)

INSTITUTION		YEAR 2, NO. WEEKS											
		10 WKS. OR MORE		7-9 WKS.		4-6 WKS.		1-3 WKS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	3	4.4	--	--	3	4.4	16	23.5	43	63.3	3	4.4
College A	N=81	--	--	1	1.2	--	--	3	3.7	75	92.6	2	2.5
College B	N=101	--	--	--	--	101	100	--	--	--	--	--	--
College C	N=48	--	--	2	4.2	38	79.1	--	--	--	--	8	16.7
College D	N=58	--	--	--	--	58	100	--	--	--	--	--	--
College E	N=60	--	--	--	--	51	85.0	--	--	9	15.0	--	--
College G	N=92	--	--	--	--	92	100	--	--	--	--	--	--
College H	N=28	--	--	--	--	28	100	--	--	--	--	--	--
College I	N=50	--	--	--	--	50	100	--	--	--	--	--	--
College J	N=65	--	--	--	--	63	96.9	2	3.1	--	--	--	--
College K	N=21	--	--	--	--	20	95.2	--	--	--	--	1	4.8
College L	N=22	--	--	--	--	22	100	--	--	--	--	--	--
Total	694	3		3		526		21		127		14	
Percent	100%	0.4%		0.4%		75.8%		3.0%		18.3%		2.1%	

TABLE 46. DISTRIBUTION OF TEACHING PRACTICE

INSTITUTION		YEAR 3, NO. WEEKS											
		10 WKS. OR MORE		7-9 WKS.		4-6 WKS.		1-3 WKS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	8	11.8	--	--	1	1.5	13	19.1	43	63.2	3	4.4
College A	N=81	74	91.4	4	4.9	--	--	2	2.5	--	--	1	1.2
College B	N=101	--	--	--	--	101	100	--	--	--	--	--	--
College C	N=48	--	--	1	2.1	38	79.1	--	--	--	--	9	18.8
College D	N=58	--	--	58	100	--	--	--	--	--	--	--	--
College E	N=60	--	--	--	--	51	85.0	--	--	9	15.0	--	--
College G	N=92	--	--	17	18.5	75	81.5	--	--	--	--	--	--
College H	N=28	--	--	28	100	--	--	--	--	--	--	--	--
College I	N=50	--	--	50	100	--	--	--	--	--	--	--	--
College J	N=65	--	--	5	7.7	60	92.3	--	--	--	--	--	--
College K	N=21	--	--	--	--	20	95.2	--	--	--	--	1	4.8
College L	N=22	--	--	22	100	--	--	--	--	--	--	--	--
Total	694	82		185		346		15		52		14	
Percent	100%	11.8%		26.7%		49.9%		2.1%		7.5%		2.0%	

....continued

TABLE 46 (continued)

INSTITUTION		YEAR 4, NO. WEEKS											
		10 WKS. OR MORE		7-9 WKS.		4-6 WKS.		1-3 WKS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	10	14.7	2	2.9	8	11.8	12	17.6	33	48.6	3	4.4
College A	N=81	--	--	--	--	1	1.2	2	2.5	15	18.5	63	77.8
College B	N=101	--	--	--	--	--	--	--	--	--	--	101	100
College C	N=48	--	--	--	--	--	--	--	--	--	--	48	100
College D	N=58	--	--	--	--	--	--	--	--	--	--	58	100
College E	N=60	--	--	--	--	--	--	--	--	--	--	60	100
College G	N=92	--	--	--	--	--	--	--	--	--	--	92	100
College H	N=28	--	--	--	--	--	--	--	--	--	--	28	100
College I	N=50	--	--	--	--	--	--	--	--	--	--	50	100
College J	N=65	--	--	--	--	--	--	--	--	--	--	65	100
College K	N=21	--	--	--	--	--	--	--	--	--	--	21	100
College L	N=22	--	--	--	--	--	--	--	--	--	--	22	100
Total	694	10		2		9		14		48		611	
Percent	100%	1.4%		0.3%		1.3%		2.0%		6.9%		88.1%	

TABLE 47. DISTRIBUTION OF TEACHING PRACTICE

INSTITUTION		POSTGRADUATE YEAR, NO. WEEKS											
		10 WKS. OR MORE		7-9 WKS.		4-6 WKS.		1-3 WKS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College A	N=81	--	--	--	--	--	--	--	--	--	--	81	100
College B	N=101	--	--	--	--	--	--	--	--	--	--	101	100
College C	N=48	--	--	1	2.1	6	12.5	--	--	1	2.1	40	83.3
College D	N=58	--	--	--	--	--	--	--	--	--	--	58	100
College E	N=60	--	--	9	15.0	--	--	--	--	--	--	51	85.0
College G	N=92	--	--	--	--	--	--	--	--	--	--	92	100
College H	N=28	--	--	--	--	--	--	--	--	--	--	28	100
College I	N=50	--	--	--	--	--	--	--	--	--	--	50	100
College J	N=65	--	--	--	--	--	--	--	--	--	--	65	100
College K	N=21	--	--	--	--	1	4.8	--	--	--	--	20	95.2
College L	N=22	--	--	--	--	--	--	--	--	--	--	22	100
Total	626	--		10		7		--		1		608	
Percent	100%			1.6%		1.1%				0.2%		97.1%	

TABLE 56. MAIN WEAKNESSES IN PROGRAMME

INSTITUTION		PROBLEMS RE SCHOOL EXPERIENCES						PROBLEMS RE WORKLOAD BALANCE					
		1st		2nd		3rd		1st		2nd		3rd	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	37	54.4	14	20.6	8	11.8	23	33.8	36	52.9	20	29.4
College A	N=81	44	54.3	10	12.3	17	21.0	30	37.1	50	61.8	24	29.6
College B	N=101	22	21.8	16	15.8	10	9.9	55	54.5	51	50.5	29	28.7
College C	N=48	10	20.8	10	20.8	2	4.1	17	35.4	13	27.1	9	18.8
College D	N=58	10	17.2	5	8.6	2	3.4	24	41.4	23	39.7	11	19.0
College E	N=60	24	40.0	8	13.3	--	--	26	43.3	24	40.0	10	16.7
College G	N=92	28	30.4	9	9.8	4	4.3	34	37.0	41	44.6	17	18.5
College H	N=28	4	14.3	2	7.1	1	3.6	17	60.7	12	42.9	8	28.6
College I	N=50	19	38.0	3	6.0	2	4.0	19	38.0	13	26.0	8	16.0
College J	N=65	41	63.1	9	13.8	1	1.5	14	21.5	36	55.5	22	33.9
College K	N=21	7	33.3	3	14.3	--	--	9	42.9	5	23.8	--	--
College L	N=22	1	4.5	--	--	--	--	19	86.4	9	40.9	6	27.3
School of Ed.	N=12	1	8.3	2	16.7	--	--	9	75.0	6	50.0	6	50.0
Total	N=706	248		91		47		296		319		170	
Percent	100%	35.1%		12.9%		6.7%		41.9%		45.2%		24.1%	

....continued

TABLE 56 (continued)

INSTITUTION		PROBLEMS RE TEACHING AND LECTURING						PROBLEMS RE COMMUNICATION WITHIN AND AMONG DEPARTMENTS					
		1st		2nd		3rd		1st		2nd		3rd	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	5	7.3	10	14.7	12	17.6	1	1.5	--	--	--	--
College A	N=81	1	1.2	6	7.4	6	7.4	--	--	2	2.5	3	3.7
College B	N=101	12	11.9	20	19.8	20	19.8	7	6.9	2	2.0	5	5.0
College C	N=48	7	14.6	12	25.0	11	22.9	8	16.7	3	6.3	3	6.3
College D	N=58	6	10.3	4	6.9	7	12.1	4	6.9	2	3.4	1	1.7
College E	N=60	3	5.0	16	26.7	15	25.0	3	5.0	2	3.3	1	1.7
College G	N=92	6	6.5	11	12.0	16	17.4	7	7.6	4	4.3	2	2.2
College H	N=28	3	10.7	10	35.7	8	28.6	2	7.2	1	3.6	1	3.6
College I	N=50	6	12.0	14	28.0	2	4.0	3	6.0	2	4.0	3	6.0
College J	N=65	5	7.7	6	9.2	6	9.2	--	--	2	3.1	--	--
College K	N=21	1	4.8	4	19.0	1	4.8	1	4.8	1	4.8	2	9.5
College L	N=22	2	9.1	10	45.5	2	9.1	--	--	1	4.5	2	9.1
School of Ed.	N=12	1	8.3	4	33.3	--	--	--	--	--	--	--	--
Total	706	58		127		106		36		22		23	
Percent	100%	8.2%		18.0%		15.0%		5.1%		3.1%		3.3%	

....continued

TABLE 56 (continued)

INSTITUTION		OTHER						NO RESPONSE					
		1st		2nd		3rd		1st		2nd		3rd	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=68	1	1.5	1	1.5	8	11.8	1	1.5	7	10.3	20	29.4
College A	N=81	1	1.2	3	3.7	5	6.2	5	6.2	10	12.3	26	32.1
College B	N=101	2	2.0	2	2.0	5	5.0	3	2.9	10	9.9	32	31.6
College C	N=48	4	8.3	3	6.2	11	22.9	2	4.2	7	14.6	12	25.0
College D	N=58	1	1.7	--	---	1	1.7	13	22.5	24	41.4	36	62.1
College E	N=60	--	--	1	1.7	2	3.3	4	6.7	9	15.0	32	53.3
College G	N=92	1	1.1	3	3.3	6	6.5	16	17.4	24	26.0	47	51.1
College H	N=28	2	7.1	--	--	1	3.6	--	--	3	3.7	9	32.0
College I	N=50	--	--	2	4.0	4	8.0	3	6.0	16	32.0	31	62.0
College J	N=65	--	--	1	1.5	3	4.6	5	7.7	11	16.9	33	50.8
College K	N=21	--	--	1	4.8	3	14.3	3	14.3	7	33.3	15	71.4
College L	N=22	--	--	--	--	2	9.1	--	--	2	9.1	10	45.4
School of Ed.	N=12	1	8.4	--	--	1	8.4	--	--	--	--	5	41.7
Total	706	13		17		52		55		130		308	
Percent	100%	1.8%		2.4%		7.4%		7.9%		18.4%		43.5%	

APPENDIX V

TABLES: STAFF QUESTIONNAIRE RESULTS

TABLE 59. STAFF WITH AT LEAST 30% PRIMARY STUDENTS

INSTITUTION		YES		NO		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=64	21	32.8	43	67.2	--	--
College B	N=9	7	77.8	2	22.2	--	--
College C	N=18	18	100	--	--	--	--
College D	N=28	21	75.0	7	25.0	--	--
College E	N=10	7	70.0	3	30.0	--	--
College G	N=19	16	84.2	3	15.8	--	--
College I	N=22	17	77.3	5	22.7	--	--
College J	N=19	15	78.9	4	21.1	--	--
College K	N=8	8	100	--	--	--	--
Total	197	130		67		--	
Percent	100%	66.0%		34.0%			

TABLE 64. OTHER PROFESSIONAL TRAINING

INSTITUTION		YES		NO		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=64	24	37.5	37	57.8	3	4.7
College B	N=9	8	88.9	--	--	1	11.1
College C	N=18	14	77.8	3	16.6	1	5.6
College D	N=28	27	96.4	--	--	1	3.6
College E	N=10	10	100	--	--	--	--
College G	N=19	19	100	--	--	--	--
College I	N=22	18	81.8	2	9.1	2	9.1
College J	N=19	17	89.4	1	5.3	1	5.3
College K	N=8	8	100	--	--	--	--
Total	197	145		43		9	
Percent	100%	73.6%		21.8%		4.6%	

TABLE 66. SCHOOL TEACHING EXPERIENCE: ENGLISH STAFF

INSTITUTION		NURSERY SCHOOL													
		MORE THAN 20 YRS.		16-20 YRS.		11-15 YRS.		6-10 YRS.		1-5 YRS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	--	--	--	--	--	--	--	--	1	11.1	7	77.8	1	11.1
College C	N=18	--	--	--	--	--	--	--	--	--	--	18	100	--	--
College D	N=28	--	--	1	3.6	--	--	--	--	2	7.1	25	89.3	--	--
College E	N=10	--	--	--	--	--	--	--	--	--	--	10	100	--	--
College G	N=19	--	--	--	--	--	--	--	--	--	--	19	100	--	--
College I	N=22	1	4.5	--	--	--	--	--	--	--	--	21	95.5	--	--
College J	N=19	--	--	--	--	--	--	--	--	--	--	19	100	--	--
College K	N=8	--	--	--	--	--	--	--	--	--	--	8	100	--	--
Total	133	1		1		--		--		3		127		1	
Percent	100%	0.7%		0.7%						2.3%		95.6%		0.7%	

....continued

TABLE 66 (continued)

INSTITUTION		INFANT SCHOOL													
		MORE THAN 20 YRS.		16-20 YRS.		11-15 YRS.		6-10 YRS.		1-5 YRS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	--	--	--	--	--	--	3	33.3	--	--	5	55.6	1	11.1
College C	N=18	--	--	--	--	--	--	--	--	2	11.1	16	88.9	--	--
College D	N=28	1	3.6	2	7.1	2	7.1	2	7.1	3	10.7	18	64.4	--	--
College E	N=10	--	--	--	--	--	--	--	--	2	20.0	8	80.0	--	--
College G	N=19	--	--	--	--	3	15.8	--	--	5	26.3	11	57.9	--	--
College I	N=22	--	--	--	--	--	--	--	--	1	4.5	21	95.5	--	--
College J	N=19	--	--	1	5.3	--	--	1	5.3	2	10.5	15	78.9	--	--
College K	N=8	--	--	--	--	--	--	2	25.0	--	--	6	75.0	--	--
Total	133	1		3		5		8		15		100		1	
Percent		0.7%		2.3%		3.8%		6.0%		11.3%		75.2%		0.7%	

TABLE 67. SCHOOL TEACHING EXPERIENCE: ENGLISH STAFF

INSTITUTION		JUNIOR SCHOOL													
		MORE THAN 20 YRS.		16-20 YRS.		11-15 YRS.		6-10 YRS.		1-5 YRS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	--	--	2	22.2	1	11.1	--	--	3	33.4	2	22.2	1	11.1
College C	N=18	--	--	--	--	--	--	5	27.8	7	38.9	6	33.3	--	--
College D	N=28	1	3.6	1	3.6	5	17.9	2	7.1	6	21.4	12	42.8	1	3.6
College E	N=10	--	--	1	10.0	--	--	1	10.0	4	40.0	4	40.0	--	--
College G	N=19	--	--	--	--	2	10.5	1	5.3	9	47.4	7	36.8	--	--
College I	N=22	2	9.1	2	9.1	1	4.5	3	13.6	5	22.8	9	40.9	--	--
College J	N=19	--	--	2	10.5	1	5.3	3	15.8	6	31.6	7	36.8	--	--
College K	N=8	--	--	--	--	2	25.0	--	--	3	37.5	3	37.5	--	--
Total	133	3		8		12		15		43		50		2	
Percent	100%	2.3%		6.0%		9.0%		11.3%		32.3%		37.6%		1.5%	

....continued

TABLE 67 (continued)

INSTITUTION		SECONDARY SCHOOL													
		MORE THAN 20 YRS.		16-20 YRS.		11-15 YRS.		6-10 YRS.		1-5 YRS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	--	--	--	--	--	--	1	11.1	1	11.1	6	66.7	1	11.1
College C	N=18	1	5.6	3	16.7	1	5.6	6	33.3	5	27.8	2	11.0	--	--
College D	N=28	2	7.1	--	--	3	10.7	2	7.1	10	35.7	10	35.7	1	3.7
College E	N=10	--	--	1	10.0	1	10.0	1	10.0	5	50.0	2	20.0	--	--
College G	N=19	--	--	1	5.3	1	5.3	7	36.8	2	10.5	8	42.1	--	--
College I	N=22	1	4.5	2	9.1	--	--	6	27.3	7	31.8	6	27.3	--	--
College J	N=19	--	--	1	5.3	2	10.5	6	31.6	4	21.0	6	31.6	--	--
College K	N=8	--	--	--	--	1	12.5	3	37.5	3	37.5	1	12.5	--	--
Total	133	4		8		9		32		37		41		2	
Percent	100%	3.0%		6.0%		6.8%		24.1%		27.8%		30.8%		1.5%	

TABLE 68. SCHOOL TEACHING EXPERIENCE: MUN FACULTY

		PRIMARY GRADES											
INSTITUTION		MORE THAN 20 YRS.		16-20 YRS.		11-15 YRS.		6-10 YRS.		1-5 YRS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	--	--	--	---	1	1.6	7	10.9	13	20.3	42	65.6	1	1.6
Total	64	--		--		1		7		13		42		1	

TABLE 69. SCHOOL TEACHING EXPERIENCE: MUN FACULTY

		ELEMENTARY GRADES											
INSTITUTION		MORE THAN 20 YRS.		16-20 YRS.		11-15 YRS.		6-10 YRS.		1-5 YRS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	--	--	2	3.1	1	1.6	8	12.5	27	42.2	25	39.0	1	1.6
Total	64	--		2		1		8		27		25		1	

TABLE 70. SCHOOL TEACHING EXPERIENCE: MUN FACULTY

INSTITUTION		SECONDARY GRADES											
		MORE THAN 20 YRS.		16-20 YRS.		11-15 YRS.		6-10 YRS.		1-5 YRS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	1	1.6	1	1.6	6	9.3	11	17.2	32	50.0	11	17.2	2	3.1
Total	64	1		1		6		11		32		11		2	

TABLE 71. EXPERIENCE AT THE COLLEGE LEVEL

INSTITUTION		MORE THAN 20 YRS.		19-21 YRS.		16-18 YRS.		13-15 YRS.		10-12 YRS.		7-9 YRS.		4-6 YRS.		1-3 YRS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	1	1.6	3	4.7	2	3.1	6	9.4	14	21.9	10	15.6	17	26.5	10	15.6	--	--	1	1.6
College B	N=9	--	--	--	--	1	11.1	--	--	2	22.2	2	22.2	--	--	3	33.4	--	--	1	11.1
College C	N=18	--	--	--	--	--	--	1	5.6	2	11.1	9	50.0	4	22.2	2	11.1	--	--	--	--
College D	N=28	--	--	1	3.6	--	--	--	--	4	14.3	9	32.1	9	32.1	5	17.9	--	--	--	--
College E	N=10	--	--	--	--	--	--	--	--	2	20.0	1	10.0	4	40.0	3	30.0	--	--	--	--
College G	N=19	--	--	--	--	1	5.3	3	15.8	2	10.6	4	21.0	5	26.3	4	21.0	--	--	--	--
College I	N=22	1	4.5	--	--	--	--	1	4.5	7	31.9	5	22.7	3	13.7	5	22.7	--	--	--	--
College J	N=19	--	--	1	5.3	1	5.3	3	15.8	2	10.5	6	31.6	2	10.5	4	21.0	--	--	--	--
College K	N=8	--	--	--	--	--	--	--	--	2	25.0	2	25.0	2	25.0	2	25.0	--	--	--	--
Total	197	2		5		5		14		37		48		46		38		--		2	
Percent	100%	1.0%		2.5%		2.5%		7.1%		18.8%		24.4%		23.4%		19.3%				1.0%	

TABLE 72. EXPERIENCE IN EDUCATION FIELD OTHER THAN TEACHING

INSTITUTION		OVER 10 YRS.		9-10 YRS.		7-8 YRS.		5-6 YRS.		3-4 YRS.		1-2 YRS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	--	--	2	3.1	2	3.1	10	15.6	9	14.1	9	14.1	31	48.4	1	1.6
College B	N=9	--	--	1	11.1	--	--	--	--	1	11.1	--	--	6	66.7	1	11.1
College C	N=18	--	--	--	--	--	--	2	11.1	--	--	2	11.1	14	77.8	--	--
College D	N=28	--	--	--	--	--	--	--	--	--	--	--	--	28	100	--	--
College E	N=10	1	10.0	--	--	--	--	--	--	--	--	--	--	9	90.0	--	--
College G	N=19	--	--	1	5.3	--	--	--	--	--	--	1	5.3	17	89.4	--	--
College I	N=22	1	4.5	--	--	--	--	--	--	1	4.5	1	4.5	19	86.5	--	--
College J	N=19	--	--	--	--	--	--	1	5.3	2	10.5	1	5.3	15	78.9	--	--
College K	N=8	--	--	--	--	--	--	--	--	1	12.5	3	37.5	4	50.0	--	--
Total	197	2		4		2		13		14		17		143		2	
Percent	100%	1.0%		2.0%		1.0%		6.6%		7.1%		8.7%		72.6%		1.0%	

TABLE 73. HEAD OF A SCHOOL

INSTITUTION		YES		NO		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=64	32	50.0	32	50.0	--	--
College B	N=9	4	44.5	4	44.5	1	11.0
College C	N=18	3	16.7	15	83.3	--	--
College D	N=28	12	42.9	15	53.5	1	3.6
College E	N=10	1	10.0	9	90.0	--	--
College G	N=19	2	10.5	16	84.2	1	5.3
College I	N=22	7	31.8	15	68.2	--	--
College J	N=19	7	36.8	12	63.2	--	--
College K	N=8	2	25.0	6	75.0	--	--
Total	197	70		124		3	
Percent	100%	35.5%		62.9%		1.6%	

TABLE 74. HEADSHIPS OF SCHOOLS: ENGLISH STAFF

INSTITUTION		NURSERY		INFANT		JUNIOR		SECONDARY		OTHER		COMBINATION		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	--	--	1	11.1	2	22.2	--	--	1	11.1	--	--	5	55.6
College C	N=18	--	--	1	5.6	1	5.6	1	5.6	1	5.6	--	--	14	77.6
College D	N=28	--	--	4	14.3	6	21.4	--	--	3	10.7	--	--	15	53.6
College E	N=10	--	--	--	--	1	10.0	--	--	--	--	--	--	9	90.0
College G	N=19	--	--	1	5.3	2	10.5	--	--	--	--	--	--	16	84.2
College I	N=22	--	--	--	--	5	22.7	--	--	1	4.6	1	4.6	15	68.1
College J	N=19	--	--	--	--	3	15.8	2	10.5	2	10.5	--	--	12	63.2
College K	N=8	--	--	1	12.5	1	12.5	--	--	--	--	--	--	6	75.0
Total	133	--		8		21		3		8		1		92	
Percent	100%			6.0%		15.8%		2.3%		6.0%		0.7%		69.2%	

TABLE 75. PRINCIPALSHIPS OF SCHOOLS: MUN FACULTY

INSTITUTION		PRIMARY		PRIMARY ELEMENTARY		ELEMENTARY		JUNIOR HIGH		HIGH		ALL GRADE		OTHER	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	--	--	7	10.9	1	1.6	--	--	3	4.7	9	14.1	1	1.6
Total	64	--		7		1		--		3		9		1	

TABLE 75 (continued)

INSTITUTION		COMBINATION		NO RESPONSE	
		No.	%	No.	%
MUN	N=64	12	18.8	31	48.3
Total	64	12		31	

TABLE 79. DEPARTMENT MEMBERSHIP

INSTITUTION		EDUCATION		OTHER		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=64	64	100	--	--	--	--
College B	N=9	8	88.9	--	--	1	11.1
College C	N=18	8	44.4	7	38.4	3	16.7
College D	N=28	23	82.1	--	--	5	17.9
College E	N=10	10	100	--	--	--	--
College G	N=19	15	78.9	--	--	4	21.1
College I	N=22	21	95.5	1	4.5	--	--
College J	N=19	19	100	--	--	--	--
College K	N=8	8	100	--	--	--	--
Total	197	176		8		13	
Percent	100%	89.3%		4.1%		6.6%	

TABLE 82. ADMINISTRATIVE POST

INSTITUTION		YES		NO		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=64	11	17.2	52	81.2	1	1.6
College B	N=9	2	22.2	6	66.7	1	11.1
College C	N=18	14	77.8	3	16.7	1	5.5
College D	N=28	8	28.6	20	71.4	--	--
College E	N=10	2	20.0	8	80.0	--	--
College G	N=19	6	31.6	11	57.9	2	10.5
College I	N=22	5	22.7	17	77.3	--	--
College J	N=19	8	42.1	11	57.9	--	--
College K	N=8	3	37.5	5	62.5	--	--
Total	197	59		133		5	
Percent	100%	30.0%		67.5%		2.5%	

TABLE 83. ADMINISTRATIVE POST SPECIFIED

INSTITUTION		DEAN		ASSOCIATE DEAN		HEAD OF DEPARTMENT		DIRECTOR		OTHER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	--	--	3	4.7	3	4.7	3	4.7	3	4.7	52	81.2
College B	N=9	--	--	--	--	--	--	--	--	2	22.2	7	77.8
College C	N=18	--	--	1	5.6	4	22.2	2	11.1	8	44.4	3	16.7
College D	N=28	--	--	1	3.6	4	14.3	--	--	11	14.3	19	67.8
College E	N=10	--	--	--	--	1	10.0	--	--	1	10.0	8	80.0
College G	N=19	--	--	--	--	2	10.5	--	--	4	21.1	13	68.4
College I	N=22	--	--	--	--	2	9.1	1	4.5	2	9.1	17	77.3
College J	N=19	1	5.2	--	--	1	5.2	3	15.5	3	15.8	11	58.0
College K	N=8	--	--	--	--	--	--	--	--	3	37.5	5	62.5
Total	197	1		5		17		9		30		135	
Percent	100%	0.5%		2.5%		8.6%		4.6%		15.2%		68.6%	

TABLE 84. NUMBER OF COURSES TEACHING

INSTITUTION		6 COURSES OR MORE		5 COURSES		4 COURSES		1-3 COURSES		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	--	--	2	3.1	11	17.2	48	75.0	3	4.7
College B	N=9	1	11.1	--	--	2	22.2	5	55.6	1	11.1
College C	N=18	--	--	--	--	6	33.3	12	66.7	--	--
College D	N=28	--	--	--	--	13	46.4	15	53.6	--	--
College E	N=10	--	--	--	--	1	10.0	9	90.0	--	--
College G	N=19	--	--	1	5.3	8	42.1	9	47.3	1	5.3
College I	N=22	--	--	--	--	9	40.9	13	59.1	--	--
College J	N=19	--	--	--	--	6	31.6	11	57.9	2	10.5
College K	N=8	--	--	1	12.5	1	12.5	6	75.0	--	--
Total	197	1		4		57		128		7	
Percent	100%	0.5%		2.0%		28.9%		65.0%		3.6%	

TABLE 85. LEVEL OF COURSES TEACHING

INSTITUTION		UNDERGRADUATE ONLY		UNDERGRADUATE AND GRADUATE		GRADUATE ONLY		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
MUN	N=64	21	32.8	38	59.4	4	6.2	1	1.6
College B	N=9	7	77.8	1	11.1	--	--	1	11.1
College C	N=18	13	72.2	5	27.8	--	--	--	--
College D	N=28	18	64.3	10	35.7	--	--	--	--
College E	N=10	4	40.0	6	60.0	--	--	--	--
College G	N=19	11	57.9	8	42.1	--	--	--	--
College I	N=22	9	40.9	13	59.1	--	--	--	--
College J	N=19	8	42.1	10	52.6	--	--	1	5.3
College K	N=8	3	37.5	5	62.5	--	--	--	--
Total	197	94		96		4		3	
Percent	100%	47.7%		48.7%		2.0%		1.6%	

TABLE 86. YEAR(S) OF STUDENTS' PROGRAMMES

INSTITUTION		FIRST YR.		SECOND YR.		THIRD YR.		FOURTH YR.		FIFTH YR.		COMBINATION		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	1	1.6	6	9.4	8	12.5	8	12.5	--	--	38	59.3	3	4.7
College B	N=9	--	--	--	--	--	--	1	11.1	--	--	7	77.8	1	11.1
College C	N=18	6	33.4	1	5.6	1	5.6	1	5.6	--	--	9	50.0	--	--
College D	N=28	1	3.6	--	--	--	--	1	3.6	--	--	26	92.8	--	--
College E	N=10	--	--	1	10.0	--	--	4	40.0	--	--	5	50.0	--	--
College G	N=19	--	--	1	5.3	--	--	--	--	--	--	18	94.7	--	--
College I	N=22	1	4.5	--	--	2	9.1	4	18.2	--	--	15	68.2	--	--
College J	N=19	1	5.3	2	10.5	--	--	1	5.3	--	--	14	73.6	1	5.3
College K	N=8	1	12.5	1	12.5	--	--	--	--	--	--	6	75.0	--	--
Total	197	11		12		11		20		--		138		5	
Percent	100%	5.6%		6.1%		5.6%		10.1%				70.1%		2.5%	

TABLE 87. MAIN FORM(S) OF TEACHING

INSTITUTION		LECTURE		SEMINAR		TUTORIAL		OTHER		COMBINATION		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	10	15.6	5	7.8	--	--	1	1.6	47	73.4	1	1.6
College B	N=9	--	--	--	--	--	--	--	--	8	88.9	1	11.1
College C	N=18	--	--	2	11.1	--	--	--	--	16	88.9	--	--
College D	N=28	--	--	--	--	--	--	--	--	28	100	--	--
College E	N=10	--	--	2	20.0	--	--	--	--	8	80.0	--	--
College G	N=19	1	5.3	1	5.3	1	5.3	1	5.3	15	78.8	--	--
College I	N=22	--	--	--	--	--	--	--	--	22	100	--	--
College J	N=19	--	--	1	5.3	--	--	--	--	18	94.7	--	--
College K	N=8	1	12.5	--	--	--	--	--	--	7	87.5	--	--
Total	197	12		11		1		2		169		2	
Percent	100%	6.1%		5.6%		0.5%		1.0%		85.8%		1.0%	

TABLE 88. ADVISER TO UNDERGRADUATE STUDENTS

INSTITUTION		YES		NO		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=64	11	17.2	51	79.7	2	3.1
College B	N=9	6	66.7	2	22.2	1	11.1
College C	N=18	17	94.4	1	5.6	--	--
College D	N=28	26	92.9	2	7.1	--	--
College E	N=10	4	40.0	6	60.0	--	--
College G	N=19	10	52.6	9	47.4	--	--
College I	N=22	13	59.1	9	40.9	--	--
College J	N=19	14	73.7	5	26.3	--	--
College K	N=8	5	62.5	3	37.5	--	--
Total	197	106		88		3	
Percent	100%	53.8%		44.7%		1.5%	

TABLE 89. NUMBER OF UNDERGRADUATE ADVISEES

INSTITUTION		MORE THAN 40 STUDENTS		31-40 STUDENTS		21-30 STUDENTS		11-20 STUDENTS		1-10 STUDENTS		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	3	4.7	3	4.7	--	--	1	1.6	3	4.7	54	84.3
College B	N=9	--	--	--	--	--	--	--	--	6	66.7	3	33.3
College C	N=18	--	--	1	5.6	1	5.6	1	5.6	9	50.0	6	33.2
College D	N=28	--	--	--	--	1	3.6	1	3.6	19	67.8	7	25.0
College E	N=10	--	--	--	--	--	--	1	10.0	3	30.0	6	60.0
College G	N=19	--	--	--	--	--	--	1	5.2	9	47.4	9	47.4
College I	N=22	1	4.5	--	--	--	--	6	27.3	4	18.2	11	50.0
College J	N=19	1	5.3	2	10.5	1	5.3	1	5.3	9	47.4	5	26.2
College K	N=8	--	--	--	--	--	--	3	37.5	2	25.0	3	37.5
Total	197	5		6		3		15		64		104	
Percent	100%	2.5%		3.0%		1.6%		7.6%		32.5%		52.8%	

TABLE 90. ADVISER TO GRADUATE STUDENTS

INSTITUTION		YES		NO		NO RESPONSE	
		No.	%	No.	%	No.	%
MUN	N=64	40	62.5	23	35.9	1	1.6
College B	N=9	--	--	8	88.9	1	11.1
College C	N=18	3	16.7	15	83.3	--	--
College D	N=28	4	14.3	24	85.7	--	--
College E	N=10	4	40.0	6	60.0	--	--
College G	N=19	6	31.6	13	68.4	--	--
College I	N=22	1	4.5	21	95.5	--	--
College J	N=19	5	26.3	13	68.4	1	5.3
College K	N=8	3	37.5	5	62.5	--	--
Total	197	66		128		3	
Percent	100%	33.5%		65.0%		1.5%	

TABLE 91. NUMBER OF GRADUATE ADVISEES

INSTITUTION		MORE THAN 20 STUDENTS		16-20 STUDENTS		11-15 STUDENTS		6-10 STUDENTS		1-5 STUDENTS		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	3	4.7	4	6.3	7	10.9	8	12.5	19	29.7	23	35.9
College B	N=9	--	--	--	--	--	--	--	--	--	--	9	100
College C	N=18	--	--	--	--	--	--	--	--	2	11.1	16	88.9
College D	N=28	--	--	--	--	1	3.6	--	--	--	--	27	98.4
College E	N=10	2	20.0	2	20.0	--	--	--	--	--	--	6	60.0
College G	N=19	--	--	--	--	--	--	--	--	6	31.6	13	68.4
College I	N=22	--	--	--	--	--	--	1	4.5	--	--	21	95.5
College J	N=19	--	--	--	--	1	5.3	4	21.0	--	--	14	73.7
College K	N=8	1	12.5	--	--	1	12.5	1	12.5	--	--	5	62.5
Total	197	6		6		10		14		27		134	
Percent	100%	3.0%		3.0%		5.1%		7.1%		13.7%		68.1%	

TABLE 93. NUMBER OF FULL-TIME TEACHERS AS STUDENTS

INSTITUTION		MORE THAN 30 STUDENTS		26-30 STUDENTS		21-25 STUDENTS		16-20 STUDENTS		11-15 STUDENTS		6-10 STUDENTS		1-5 STUDENTS		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	4	6.2	--	--	3	4.7	3	4.7	6	9.4	9	14.1	14	21.9	25	39.0
College B	N=9	--	--	--	--	--	--	--	--	1	11.1	1	11.1	--	--	7	77.8
College C	N=18	--	--	--	--	1	5.6	1	5.6	2	11.0	1	5.6	1	5.6	12	66.6
College D	N=28	1	3.6	1	3.6	--	--	1	3.6	--	--	--	--	1	3.6	24	85.6
College E	N=10	--	--	--	--	--	--	--	--	--	--	1	10.0	--	--	9	90.0
College G	N=19	2	10.5	2	10.5	--	--	1	5.3	1	5.3	--	--	2	10.5	11	57.9
College I	N=22	--	--	--	--	1	4.5	2	9.1	1	4.5	--	--	--	--	18	81.9
College J	N=19	--	--	1	5.3	--	--	1	5.3	1	5.3	5	26.3	--	--	11	57.8
College K	N=8	--	--	3	37.5	--	--	--	--	--	--	1	12.5	1	12.5	3	37.5
Total	197	7		7		5		9		12		18		19		120	
Percent	100%	3.6%		3.6%		2.5%		4.6%		6.1%		9.1%		9.6%		60.9%	

TABLE 97. TEACHERS BETTER TRAINED IN MULTIPURPOSE INSTITUTIONS

INSTITUTION		STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	20	31.3	24	37.5	8	12.5	9	14.0	2	3.1	1	1.6
College B	N=9	--	--	1	11.1	3	33.4	2	22.2	2	22.2	1	11.1
College C	N=18	--	--	1	5.6	5	27.8	9	50.0	3	16.6	--	--
College D	N=28	--	--	5	17.9	6	21.4	10	35.7	5	17.9	2	7.1
College E	N=10	1	10.0	3	30.0	5	50.0	1	10.0	--	--	--	--
College G	N=19	--	--	4	21.1	8	42.1	7	36.8	--	--	--	--
College I	N=22	2	9.1	4	18.3	5	22.7	9	40.9	1	4.5	1	4.5
College J	N=19	5	26.3	3	15.8	4	21.0	5	26.3	1	5.3	1	5.3
College K	N=8	--	--	4	50.0	2	25.0	1	12.5	1	12.5	--	--
Total	197	28		49		46		53		15		6	
Percent	100%	14.2%		24.9%		23.4%		26.9%		7.6%		3.0%	

TABLE 100. INTRODUCTION OF PROFESSIONAL COMPONENTS IN PROGRAMME

INSTITUTION		FIRST YR.		SECOND YR.		THIRD YR.		FOURTH YR.		FIFTH YR.		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	8	12.5	29	45.3	15	23.4	--	--	--	--	12	18.8
College B	N=9	5	55.6	--	--	--	--	--	--	--	--	4	44.4
College C	N=18	14	77.8	1	5.6	--	--	--	--	--	--	3	16.6
College D	N=28	22	78.6	2	7.1	--	--	--	--	--	--	4	14.3
College E	N=10	6	60.0	--	--	--	--	--	--	--	--	4	40.0
College G	N=19	9	47.4	3	15.8	1	5.3	--	--	--	--	6	31.5
College I	N=22	13	59.1	2	9.1	1	4.5	--	--	--	--	6	27.3
College J	N=19	7	36.8	3	15.8	--	--	--	--	--	--	9	47.4
College K	N=8	4	50.0	2	25.0	--	--	--	--	--	--	2	25.0
Total	197	88		42		17		--		--		50	
Percent	100%	44.7%		21.3%		8.6%						25.4%	

TABLE 101. STAFF VIEWS ON ACADEMIC REQUIREMENT

INSTITUTION		FAR TOO MUCH		TOO MUCH		ABOUT RIGHT		NOT ENOUGH		NOT NEARLY ENOUGH		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	1	1.6	12	18.8	33	51.6	9	14.0	2	3.1	7	10.9
College B	N=9	--	--	2	22.2	4	44.5	1	11.1	1	11.1	1	11.1
College C	N=18	1	5.6	2	11.1	6	33.3	5	27.8	2	11.1	2	11.1
College D	N=28	--	--	3	10.7	19	67.9	4	14.3	--	--	2	7.1
College E	N=10	--	--	--	--	7	70.0	1	10.0	--	--	2	20.0
College G	N=19	--	--	7	36.8	7	36.8	3	15.8	1	5.3	1	5.3
College I	N=22	1	4.5	5	22.7	15	68.2	1	4.6	--	--	--	--
College J	N=19	4	21.1	2	10.5	10	52.6	3	15.8	--	--	--	--
College K	N=8	2	25.0	5	62.5	--	--	1	12.5	--	--	--	--
Total	197	9		38		101		28		6		15	
Percent	100%	4.6%		19.3%		51.3%		14.2%		3.0%		7.6%	

TABLE 102. CHANGE IN ACADEMIC EMPHASIS IN THE PROGRAMME

INSTITUTION		STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	18	28.1	33	51.6	7	10.9	3	4.7	--	--	3	4.7
College B	N=9	2	22.2	4	44.4	2	22.2	--	--	--	--	1	11.2
College C	N=18	3	16.6	9	50.0	1	5.6	3	16.7	2	11.1	--	--
College D	N=28	2	7.1	12	42.9	5	17.9	5	17.9	--	--	4	14.2
College E	N=10	1	10.0	--	--	6	60.0	1	10.0	1	10.0	1	10.0
College G	N=19	1	5.3	8	42.1	4	21.0	1	5.3	3	15.8	2	10.5
College I	N=22	1	4.5	11	50.0	4	18.2	6	27.3	--	--	--	--
College J	N=19	7	36.8	6	31.6	2	10.5	3	15.8	1	5.3	--	--
College K	N=8	2	25.0	5	62.5	--	--	1	12.5	--	--	--	--
Total	197	37		88		31		23		7		11	
Percent	100%	18.8%		44.7%		15.7%		11.7%		3.6%		5.6%	

TABLE 103. CONNECTIONS BETWEEN TRAINING AND TEACHING

INSTITUTION		POSITIVE CONNECTION		UNABLE TO DETERMINE CONNECTION		NO CONNECTION		OTHER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	17	26.6	14	21.9	2	3.1	4	6.3	27	42.1
College B	N=9	2	22.2	--	--	1	11.1	2	22.2	4	44.5
College C	N=18	11	61.1	--	--	--	--	--	--	7	38.9
College D	N=28	10	35.7	8	28.6	1	3.6	1	3.6	8	28.5
College E	N=10	3	30.0	1	10.0	--	--	2	20.0	4	40.0
College G	N=19	9	47.4	2	10.5	--	--	--	--	8	42.1
College I	N=22	8	36.4	3	13.6	--	--	3	13.6	8	36.4
College J	N=19	7	36.7	3	15.8	4	21.1	1	5.3	4	21.1
College K	N=8	4	50.0	1	12.5	--	--	2	25.0	1	12.5
Total	197	71		32		8		15		71	
Percent	100%	36.0%		16.2%		4.1%		7.7%		36.0%	

TABLE 107. COURSE REQUIREMENTS

INSTITUTION		LANGUAGE								READING								MATHEMATICS							
		SUFFICIENT		LESS THAN SUFFICIENT		MUCH LESS THAN SUFFICIENT		NO RESPONSE		SUFFICIENT		LESS THAN SUFFICIENT		MUCH LESS THAN SUFFICIENT		NO RESPONSE		SUFFICIENT		LESS THAN SUFFICIENT		MUCH LESS THAN SUFFICIENT		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MIN	N=64	8	12.5	11	17.2	2	3.1	43	67.2	3	4.7	13	20.3	5	7.8	43	67.2	15	23.4	4	6.3	--	--	45	70.3
College B	N=9	4	44.5	3	33.3	--	--	2	22.2	6	66.7	1	11.1	--	--	2	22.2	4	44.4	2	22.2	--	--	3	33.4
College C	N=18	5	27.8	12	66.7	1	5.5	--	--	5	27.8	11	61.1	2	11.1	--	--	9	50.0	8	44.4	1	5.6	--	--
College D	N=28	14	50.0	4	14.3	2	7.1	8	28.6	14	50.0	5	17.9	2	7.1	7	25.0	12	42.9	4	14.3	3	10.7	9	32.1
College E	N=10	3	30.0	3	30.0	--	--	4	40.0	1	10.0	5	50.0	--	--	4	40.0	2	20.0	4	40.0	--	--	4	40.0
College G	N=19	4	21.0	11	57.9	1	5.3	3	15.8	4	21.0	9	47.4	3	15.8	3	15.8	3	15.8	9	47.4	4	21.0	3	15.8
College I	N=22	7	31.8	9	40.9	2	9.1	4	18.2	11	50.0	6	27.3	1	4.5	4	18.2	11	50.0	6	27.3	1	4.5	4	18.2
College J	N=19	5	26.3	9	47.4	2	10.5	3	15.8	6	31.6	8	42.1	2	10.5	3	15.8	7	36.8	7	36.8	2	10.5	3	15.9
College K	N=8	3	37.5	4	50.0	1	12.5	--	--	3	37.5	4	50.0	1	12.5	--	--	6	75.0	2	25.0	--	--	--	--
Total	197	53		66		11		67		53		62		16		66		69		46		11		71	
Percent	100%	26.9%		33.5%		5.6%		34.0%		26.9%		31.5%		8.1%		33.5%		35.0%		23.4%		5.6%		36.0%	

TABLE 109. EMPHASIS ON TEACHING PRACTICE NOTEBOOKS

INSTITUTION		FAR TOO MUCH		TOO MUCH		ABOUT RIGHT		TOO LITTLE		FAR TOO LITTLE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	2	3.1	7	10.9	23	35.9	4	6.3	---	---	28	43.8
College B	N=9	---	---	1	11.1	7	77.8	---	---	---	---	1	11.1
College C	N=18	---	---	---	---	16	88.8	1	5.6	1	5.6	---	---
College D	N=28	2	7.1	2	7.1	22	78.6	1	3.6	---	---	1	3.6
College E	N=10	---	---	---	---	8	80.0	1	10.0	---	---	1	10.0
College G	N=19	---	---	3	15.8	11	57.9	5	26.3	---	---	---	---
College I	N=22	---	---	3	13.6	15	68.2	4	18.2	---	---	---	---
College J	N=19	3	15.8	3	15.8	9	47.3	2	10.5	1	5.3	1	5.3
College K	N=8	---	---	2	25.0	4	50.0	2	25.0	---	---	---	---
Total	197	7		21		115		20		2		32	
Percent	100%	3.6%		10.7%		58.4%		10.2%		1.0%		16.1%	

TABLE 110. SUPERVISION OF TEACHING PRACTICE

INSTITUTION		CLASS TEACHERS ONLY		COLLEGE STAFF ONLY		CLASS TEACHERS AND COLLEGE STAFF		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
MUN	N=64	1	1.6	1	1.6	62	96.8	--	--
College B	N=9	--	--	1	11.1	7	77.8	1	11.1
College C	N=18	--	--	--	--	18	100	--	--
College D	N=28	--	--	--	--	28	100	--	--
College E	N=10	--	--	--	--	9	90.0	1	10.0
College G	N=19	--	--	1	5.3	18	94.7	--	--
College I	N=22	1	4.5	--	--	21	95.5	--	--
College J	N=19	--	--	--	--	19	100	--	--
College K	N=8	--	--	--	--	8	100	--	--
Total	197	2		3		190		2	
Percent	100%	1.0%		1.6%		96.4%		1.0%	

TABLE 111. ASSESSMENT OF TEACHING PRACTICE

INSTITUTION		CLASS TEACHERS ONLY		COLLEGE STAFF ONLY		CLASS TEACHERS AND COLLEGE STAFF WITH EQUAL RESPONSIBILITY		CLASS TEACHERS AND COLLEGE STAFF WITH THE FORMER HAVING GREATER RESPONSIBILITY		CLASS TEACHERS AND COLLEGE STAFF WITH THE LATTER HAVING GREATER RESPONSIBILITY		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	1	1.6	1	1.6	30	46.9	15	23.4	15	23.4	2	3.1
College B	N=9	--	--	--	--	1	11.1	---	--	7	77.8	1	11.1
College C	N=18	--	--	1	5.6	6	33.3	--	--	11	61.1	--	--
College D	N=28	--	--	1	3.6	10	35.7	--	--	16	57.1	1	3.6
College E	N=10	--	--	1	10.0	4	40.0	--	--	4	40.0	1	10.0
College G	N=19	--	--	2	10.5	3	15.8	--	--	14	73.7	--	--
College I	N=22	--	--	--	--	5	22.7	--	--	17	77.3	--	--
College J	N=19	--	--	--	--	10	52.6	--	--	9	47.4	--	--
College K	N=8	--	--	1	12.5	1	12.5	--	--	6	75.0	--	--
Total	197	1		7		70		15		99		5	
Percent	100%	0.5%		3.6%		35.5%		7.6%		50.3%		2.5%	

TABLE 112. STUDENTS WORKING WITH CHILDREN

INSTITUTION		IN THE COLLEGE											
		ALWAYS		FREQUENTLY		OCCASIONALLY		SELDOM		NEVER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	--	--	1	1.6	4	6.3	9	14.1	6	9.4	44	68.6
College B	N=9	--	--	3	33.3	4	44.5	1	11.1	--	--	1	11.1
College C	N=18	2	11.1	1	5.6	6	33.3	5	27.8	3	16.6	1	5.6
College D	N=28	--	--	--	--	12	42.9	7	25.0	2	7.1	7	25.0
College E	N=10	--	--	1	10.0	2	20.0	2	20.0	1	10.0	4	40.0
College G	N=19	--	--	3	15.8	11	57.8	1	5.3	1	5.3	3	15.8
College I	N=22	--	--	2	9.1	9	40.9	6	27.3	1	4.5	4	18.2
College J	N=19	2	10.5	--	--	9	47.4	4	21.0	1	5.3	3	15.8
College K	N=8	--	--	--	--	8	100	--	--	--	--	--	--
Total	197	4		11		65		35		15		67	
Percent	100%	2.0%		5.6%		33.0%		17.8%		7.6%		34.0%	

....continued

TABLE 112 (continued)

INSTITUTION		OUTSIDE THE COLLEGE											
		ALWAYS		FREQUENTLY		OCCASIONALLY		SELDOM		NEVER		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	3	4.7	4	6.3	5	7.8	6	9.4	3	4.7	43	67.1
College B	N=9	--	--	3	33.3	3	33.3	2	22.3	--	--	1	11.1
College C	N=18	7	38.9	9	50.0	2	11.1	--	--	--	--	--	--
College D	N=28	6	21.4	8	28.6	6	21.4	1	3.6	--	--	7	25.0
College E	N=10	2	20.0	4	40.0	--	--	--	--	--	--	4	40.0
College G	N=19	1	5.3	3	15.8	11	57.9	4	21.0	--	--	--	--
College I	N=22	3	13.6	6	27.3	5	22.7	2	9.1	2	9.1	4	18.2
College J	N=19	4	21.1	2	10.5	7	36.8	1	5.3	2	10.5	3	15.8
College K	N=8	--	--	3	37.5	5	62.5	--	--	--	--	--	--
Total	197	26		42		44		16		7		62	
Percent	100%	13.2%		21.3%		22.3%		8.1%		3.6%		31.5%	

TABLE 115. SUGGESTED DISTRIBUTION OF TEACHING PRACTICE

INSTITUTION		YEAR 1, NO. WEEKS											
		10 WKS. OR MORE		7-9 WKS.		4-6 WKS.		1-3 WKS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	--	--	--	--	--	--	4	6.3	10	15.6	50	78.1
College B	N=9	--	--	--	--	2	22.2	1	11.1	1	11.1	5	55.6
College C	N=18	--	--	--	--	3	16.7	--	--	--	--	15	83.3
College D	N=28	--	--	--	--	2	7.1	7	25.0	1	3.6	18	64.3
College E	N=10	--	--	--	--	1	10.0	--	--	--	--	9	90.0
College G	N=19	--	--	--	--	9	47.4	2	10.5	--	--	8	42.1
College I	N=22	--	--	--	--	8	36.4	--	--	1	4.5	13	59.1
College J	N=19	--	--	--	--	9	47.4	4	21.0	--	--	6	31.6
College K	N=8	1	12.5	--	--	3	37.5	1	12.5	--	--	3	37.5
Total	197	1		--		37		19		13		127	
Percent	100%	0.5%				18.8%		9.6%		6.6%		64.5%	

....continued

TABLE 115 (continued)

INSTITUTION		YEAR 2, NO. WEEKS											
		10 WKS. OR MORE		7--9 WKS.		4-6 WKS.		1-3 WKS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	1	1.6	--	--	2	3.1	9	14.1	2	3.1	50	78.1
College B	N=9	1	11.1	1	11.1	2	22.2	--	--	--	--	5	55.6
College C	N=18	--	--	--	--	4	22.2	--	--	--	--	14	77.8
College D	N=28	--	--	1	3.6	9	32.1	--	--	--	--	18	64.3
College E	N=10	--	--	--	--	1	10.0	--	--	--	--	9	90.0
College G	N=19	--	--	1	5.3	10	52.6	--	--	--	--	8	42.1
College I	N=22	--	--	1	4.5	7	31.8	--	--	1	4.5	13	59.2
College J	N=19	5	26.3	3	15.8	5	26.3	--	--	--	--	6	31.6
College K	N=8	1	12.5	1	12.5	3	37.5	--	--	--	--	3	37.5
Total	197	8		8		43		9		3		126	
Percent	100%	4.1%		4.1%		21.8%		4.6%		1.5%		63.9%	

TABLE 116. SUGGESTED DISTRIBUTION OF TEACHING PRACTICE

INSTITUTION		YEAR 3, NO. WEEKS											
		10 WKS. OR MORE		7-9 WKS.		4-6 WKS.		1-3 WKS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	2	3.1	2	3.1	3	4.7	5	7.8	2	3.1	50	78.2
College B	N=9	--	--	2	22.2	2	22.2	--	--	--	--	5	55.6
College C	N=18	--	--	1	5.6	3	16.6	--	--	--	--	14	77.8
College D	N=28	2	7.1	6	21.4	2	7.1	--	--	--	--	18	64.4
College E	N=10	--	--	1	10.0	--	--	--	--	--	--	9	90.0
College G	N=19	1	5.3	1	5.3	9	47.4	--	--	--	--	8	42.0
College I	N=22	1	4.5	2	9.1	7	31.8	--	--	--	--	12	54.6
College J	N=19	5	26.3	3	15.8	4	21.1	--	--	--	--	7	36.8
College K	N=8	3	37.5	--	--	2	25.0	--	--	--	--	3	37.5
Total	197	14		18		32		5		2		126	
Percent	100%	7.1%		9.1%		16.3%		2.5%		1.0%		63.9%	

....continued

TABLE 116 (continued)

INSTITUTION		YEAR 4, NO. WEEKS											
		10 WKS. OR MORE		7-9 WKS.		4-6 WKS.		1-3 WKS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	5	7.8	1	1.6	---	---	5	7.8	3	4.7	50	78.1
College B	N=9	---	---	---	---	1	11.1	---	---	---	---	8	88.9
College C	N=18	---	---	---	---	---	---	---	---	1	5.6	17	94.4
College D	N=28	---	---	---	---	1	3.6	2	7.1	2	7.1	23	82.2
College E	N=10	---	---	---	---	---	---	---	---	---	---	10	100
College G	N=19	---	---	1	5.3	1	5.3	---	---	1	5.3	16	84.1
College I	N=22	1	4.5	---	---	3	13.7	---	---	5	22.7	13	59.7
College J	N=19	1	5.3	---	---	1	5.3	1	5.3	2	10.5	14	73.6
College K	N=8	2	25.0	---	---	2	25.0	---	---	---	---	4	50.0
Total	197	9		2		9		8		14		155	
Percent	100%	4.6%		1.0%		4.6%		4.1%		7.1%		78.6%	

TABLE 117. SUGGESTED DISTRIBUTION OF TEACHING PRACTICE

INSTITUTION		POSTGRADUATE YEAR											
		10 WKS. OR MORE		7-9 WKS.		4-6 WKS.		1-3 WKS.		NONE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	--	--	--	--	--	--	--	--	--	--	9	100
College C	N=18	--	--	--	--	1	5.6	--	--	--	--	17	94.4
College D	N=28	3	10.7	--	--	--	--	--	--	--	--	25	89.3
College E	N=10	--	--	--	--	--	--	--	--	--	--	10	100
College G	N=19	3	15.8	--	--	--	--	--	--	--	--	16	84.2
College I	N=22	4	18.2	1	4.5	1	4.5	--	--	--	--	16	72.8
College J	N=19	5	26.3	--	--	--	--	--	--	--	--	14	73.7
College K	N=8	2	25.0	--	--	--	--	--	--	--	--	6	75.0
Total	133	17		1		2		--		--		113	
Percent	100%	12.8%		0.8%		1.4%						85.0%	

TABLE 119. ADEQUACY OF FACILITIES: ENGLISH STAFF

INSTITUTION		LIBRARY								CURRICULUM CENTRE							
		MORE THAN ADEQUATE		ADEQUATE		LESS THAN ADEQUATE		NO RESPONSE		MORE THAN ADEQUATE		ADEQUATE		LESS THAN ADEQUATE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	--	--	7	77.8	1	11.1	1	11.1	--	--	1	11.1	5	55.6	3	33.3
College C	N=18	--	--	9	50.0	9	50.0	--	--	--	--	5	27.8	11	61.1	2	11.1
College D	N=28	6	21.4	15	53.6	6	21.4	1	3.6	6	21.4	15	53.6	3	10.7	4	14.3
College E	N=10	--	--	6	60.0	4	40.0	--	--	--	--	5	50.0	2	20.0	3	30.0
College G	N=19	7	36.8	11	57.9	1	5.3	--	--	1	5.3	8	42.1	10	52.6	--	--
College I	N=22	5	22.7	8	36.4	9	40.9	--	--	3	13.6	11	50.0	7	31.8	1	4.6
College J	N=19	6	31.6	9	47.4	4	21.0	--	--	--	--	7	36.8	11	57.9	1	5.3
College K	N=8	--	--	3	37.5	5	62.5	--	--	--	--	--	--	8	100	--	--
Total	133	24		68		39		2		10		52		57		14	
Percent	100%	18.0%		51.2%		29.3%		1.5%		7.5%		39.1%		42.9%		10.5%	

TABLE 120. ADEQUACY OF FACILITIES: ENGLISH STAFF

INSTITUTION		BOOKSTORE								AUDIO-VISUAL CENTRE							
		MORE THAN ADEQUATE		ADEQUATE		LESS THAN ADEQUATE		NO RESPONSE		MORE THAN ADEQUATE		ADEQUATE		LESS THAN ADEQUATE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	--	--	1	11.1	5	55.6	3	33.3	1	11.1	3	33.3	4	44.5	1	11.1
College C	N=18	--	--	4	22.2	14	77.8	--	--	1	5.6	7	38.9	10	55.5	--	--
College D	N=28	1	3.6	5	17.9	19	67.9	3	10.6	5	17.9	17	60.7	4	14.3	2	7.1
College E	N=10	1	10.0	7	70.0	1	10.0	1	10.0	3	30.0	7	70.0	--	--	--	--
College G	N=19	1	5.3	2	10.5	13	68.4	3	15.8	4	21.1	7	36.8	8	42.1	--	--
College I	N=22	2	9.1	9	40.9	11	50.0	--	--	2	9.1	14	63.6	6	27.3	--	--
College J	N=19	--	--	6	31.6	12	63.1	1	5.3	6	31.6	9	47.4	4	21.0	--	--
College K	N=8	--	--	2	25.0	6	75.0	--	--	--	--	5	62.5	3	37.5	--	--
Total	133	5		36		81		11		22		69		39		3	
Percent	100%	3.8%		27.0%		60.9%		8.3%		16.5%		51.9%		29.3%		2.3%	

TABLE 121. ADEQUACY OF FACILITIES: ENGLISH STAFF

INSTITUTION		STAFF/STUDENT SEMINAR ROOMS							
		MORE THAN ADEQUATE		ADEQUATE		LESS THAN ADEQUATE		NO RESPONSE	
		No.	%	No.	%	No.	%	No.	%
College B	N=9	--	--	3	33.3	4	44.4	2	22.3
College C	N=18	--	--	6	33.3	12	66.7	--	--
College D	N=28	--	--	12	42.9	15	53.6	1	3.5
College E	N=10	--	--	6	60.0	4	40.0	--	--
College G	N=19	2	10.5	11	57.9	6	31.6	--	--
College I	N=22	--	--	3	13.6	19	86.4	--	--
College J	N=19	--	--	12	63.2	7	36.8	--	--
College K	N=8	--	--	2	25.0	6	75.0	--	--
Total	133	2		55		73		3	
Percent	100%	1.5%		41.4%		54.9%		2.2%	

TABLE 122. ADEQUACY OF FACILITIES: MUN FACULTY

INSTITUTION	MAIN LIBRARY: MORE THAN ADEQUATE		ADEQUATE		LESS THAN ADEQUATE		NO RESPONSE		EDUCATION LIBRARY: MORE THAN ADEQUATE		ADEQUATE		LESS THAN ADEQUATE		NO RESPONSE	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN N=64	3	4.7	22	34.4	38	59.3	1	1.6	1	1.6	17	26.5	45	70.3	1	1.6
Total	3		22		38		1		1		17		45		1	

INSTITUTION	CURRICULUM CENTRE: MORE THAN ADEQUATE		ADEQUATE		LESS THAN ADEQUATE		NO RESPONSE		BOOKSTORE: MORE THAN ADEQUATE		ADEQUATE		LESS THAN ADEQUATE		NO RESPONSE	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN N=64	1	1.6	33	51.5	25	39.7	5	7.8	--	--	35	54.7	26	40.6	3	4.7
Total	1		33		25		5		--		35		26		3	

INSTITUTION	AUDIO-VISUAL CENTRE: MORE THAN ADEQUATE		ADEQUATE		LESS THAN ADEQUATE		NO RESPONSE		FACULTY/STUDENT SEMINAR ROOMS: MORE THAN ADEQUATE		ADEQUATE		LESS THAN ADEQUATE		NO RESPONSE	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN N=64	10	15.6	38	59.4	13	20.3	3	4.7	1	1.6	12	18.7	50	78.1	1	1.6
Total	10		38		13		3		1		12		50		1	

TABLE 123. AIMS OF PRIMARY TEACHER EDUCATION

INSTITUTION		PERSONAL DEVELOPMENT OF THE STUDENT						PROFESSIONAL COMPETENCE					
		1st		2nd		3rd		1st		2nd		3rd	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	5	7.8	5	7.8	4	6.3	3	4.7	10	15.6	7	10.9
College B	N=9	4	44.5	2	22.2	2	22.2	2	22.2	5	55.6	1	11.1
College C	N=18	7	38.9	6	33.3	5	27.8	6	33.3	8	44.4	4	22.2
College D	N=28	8	28.6	3	10.7	5	17.9	4	14.3	7	25.0	3	10.7
College E	N=10	1	10.0	2	20.0	1	10.0	1	10.0	1	10.0	2	20.0
College G	N=19	3	15.8	2	10.6	9	47.4	6	31.6	7	36.8	2	10.5
College I	N=22	2	9.1	5	22.8	9	40.9	8	36.4	9	40.9	2	9.1
College J	N=19	5	26.3	3	15.8	4	21.0	6	31.6	9	47.4	--	--
College K	N=8	3	37.5	1	12.5	3	37.5	3	37.5	4	50.0	--	--
Total	197	38		29		42		39		60		21	
Percent	100%	19.3%		14.7%		21.3%		19.8%		30.5%		10.6%	

....continued

TABLE 123 (continued)

INSTITUTION		UNDERSTANDING OF CHILD DEVELOPMENT						NO RESPONSE					
		1st		2nd		3rd		1st		2nd		3rd	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	11	17.2	2	3.1	4	6.3	45	70.3	47	73.5	49	76.5
College B	N=9	2	22.2	1	11.1	3	33.3	1	11.1	1	11.1	3	33.4
College C	N=18	5	27.8	4	22.3	4	22.2	--	--	--	--	5	27.8
College D	N=28	4	14.3	4	14.3	2	7.1	12	42.8	14	50.0	18	64.3
College E	N=10	2	20.0	1	10.0	1	10.0	6	60.0	6	60.0	6	60.0
College G	N=19	6	31.6	5	26.3	1	5.3	4	21.0	5	26.3	7	36.8
College I	N=22	5	22.8	1	4.5	3	13.6	7	31.7	7	31.8	8	36.4
College J	N=19	5	26.3	--	--	6	31.6	3	15.8	7	36.8	9	47.4
College K	N=8	1	12.5	2	25.0	4	50.0	1	12.5	1	12.5	1	12.5
Total	197	41		20		28		79		88		106	
Percent	100%	20.8%		10.2%		14.2%		40.1%		44.6%		53.9%	

TABLE 124. WEAKNESSES: TEACHER'S CERTIFICATE

INSTITUTION		PROBLEMS RE SCHOOL EXPERIENCES						PROBLEMS RE WORKLOAD BALANCE					
		1st		2nd		3rd		1st		2nd		3rd	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	2	22.2	2	22.2	--	--	3	33.4	2	22.2	1	11.1
College C	N=18	1	5.6	--	--	--	--	8	44.4	9	50.0	1	5.6
College D	N=28	--	--	1	3.6	1	3.6	1	3.6	3	10.7	1	3.6
College E	N=10	1	10.0	--	--	--	--	2	20.0	3	30.0	--	--
College G	N=19	1	5.3	5	26.3	2	10.5	7	36.8	4	21.1	2	10.5
College I	N=22	1	4.5	4	18.1	1	4.5	9	40.1	7	31.8	3	13.6
College J	N=19	2	10.5	4	21.1	3	15.8	7	36.8	6	31.6	2	10.5
College K	N=8	2	25.0	1	12.5	1	12.5	4	50.0	4	50.0	--	--
Total	133	10		17		8		41		38		10	
Percent	100%	7.5%		12.8%		6.0%		30.8%		28.6%		7.5%	

....continued

TABLE 124 (continued)

INSTITUTION		PROBLEMS RE TEACHING AND LECTURING						PROBLEMS RE COMMUNICATION					
		1st		2nd		3rd		1st		2nd		3rd	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	--	--	--	--	1	11.1	--	--	1	11.1	--	--
College C	N=18	--	--	--	--	--	--	--	--	3	16.7	6	33.3
College D	N=28	1	3.6	--	--	--	--	--	--	--	--	--	--
College E	N=10	--	--	--	--	--	--	--	--	--	--	--	--
College G	N=19	1	5.3	--	--	2	10.5	--	--	--	--	--	--
College I	N=22	1	4.5	1	4.5	2	9.1	3	13.6	1	4.5	2	9.2
College J	N=19	--	--	--	--	2	10.5	1	5.3	--	--	1	5.3
College K	N=8	1	12.5	2	25.0	1	12.5	--	--	--	--	--	--
Total	133	4		3		8		4		5		9	
Percent	100%	3.0%		2.3%		6.0%		3.0%		3.8%		6.8%	

....continued

TABLE 124 (continued)

INSTITUTION		OTHER						NO RESPONSE					
		1st		2nd		3rd		1st		2nd		3rd	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	2	22.2	1	11.1	2	22.2	2	22.2	3	33.4	5	55.6
College C	N=18	3	16.7	6	33.1	11	61.1	6	33.3	--	--	--	--
College D	N=28	6	21.4	1	3.6	--	--	20	71.4	23	82.1	26	92.8
College E	N=10	2	20.0	2	20.0	--	--	5	50.0	5	50.0	10	100
College G	N=19	5	26.3	2	10.5	--	--	5	26.3	8	42.1	13	68.5
College I	N=22	1	4.5	--	--	3	13.6	7	31.8	9	40.1	11	50.0
College J	N=19	3	15.8	2	10.5	1	5.3	6	31.6	7	36.8	10	52.6
College K	N=8	--	--	--	--	2	25.0	1	12.5	1	12.5	4	50.0
Total	133	22		14		19		52		56		79	
Percent	100%	16.6%		10.5%		14.3%		39.1%		42.6%		59.4%	

TABLE 125. WEAKNESSES: B.ED.

INSTITUTION		PROBLEMS RE SCHOOL EXPERIENCES						PROBLEMS RE WORKLOAD BALANCE					
		1st		2nd		3rd		1st		2nd		3rd	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	2	22.2	1	11.1	1	11.1	3	33.3	1	11.1	1	11.1
College C	N=18	--	--	--	--	1	5.6	6	33.3	3	16.7	2	11.1
College D	N=28	4	14.3	2	7.2	--	--	3	10.7	2	7.2	1	3.6
College E	N=10	1	10.0	--	--	1	10.0	2	20.0	2	20.0	--	--
College G	N=19	1	5.3	1	5.3	4	21.1	10	52.6	4	21.1	3	15.8
College I	N=22	4	18.2	1	4.5	2	9.1	6	27.3	7	31.9	1	4.6
College J	N=19	--	--	2	10.5	3	15.8	9	47.4	7	36.8	--	--
College K	N=8	1	12.5	1	12.5	--	--	3	37.5	1	12.5	--	--
Total	133	13		8		12		42		27		8	
Percent	100%	9.8%		6.0%		9.0%		31.6%		20.3%		6.0%	

....continued

TABLE 125 (continued)

INSTITUTION		PROBLEMS RE TEACHING AND LECTURING						PROBLEMS RE COMMUNICATION					
		1st		2nd		3rd		1st		2nd		3rd	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	--	--	--	--	--	--	--	--	--	--	1	11.1
College C	N=18	--	--	1	5.6	--	--	--	--	--	--	1	5.6
College D	N=28	1	3.6	--	--	1	3.6	--	--	--	--	--	--
College E	N=10	--	--	--	--	--	--	--	--	--	--	--	--
College G	N=19	--	--	2	10.5	--	--	--	--	--	--	--	--
College I	N=22	1	4.5	--	--	1	4.6	1	4.5	--	--	2	9.1
College J	N=19	--	--	--	--	--	--	--	--	--	--	--	--
College K	N=8	--	--	1	12.5	--	--	--	--	--	--	--	--
Total	133	2		4		2		1		--		4	
Percent	100%	1.5%		3.0%		1.5%		0.8%				3.0%	

....continued

TABLE 125 (continued)

INSTITUTION		OTHER						NO RESPONSE					
		1st		2nd		3rd		1st		2nd		3rd	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	--	--	2	22.2	1	11.1	4	44.5	5	55.6	5	55.6
College C	N=18	3	16.7	2	11.1	--	--	9	50.0	12	66.6	14	77.7
College D	N=28	1	3.5	--	--	--	--	19	67.9	24	85.6	26	92.8
College E	N=10	2	20.0	2	20.0	--	--	5	50.0	6	60.0	9	90.0
College G	N=19	2	10.5	2	10.5	1	5.2	6	31.6	10	52.6	11	57.9
College I	N=22	--	--	1	4.5	1	4.5	10	45.5	13	59.1	15	68.1
College J	N=19	2	10.5	--	--	1	5.3	8	42.1	10	52.7	15	78.9
College K	N=8	1	12.5	--	--	--	--	3	37.5	5	62.5	8	100
Total	133	11		9		4		64		85		103	
Percent	100%	8.2%		6.8%		3.0%		48.1%		63.9%		77.5%	

TABLE 126. WEAKNESSES: POSTGRADUATE COURSE

INSTITUTION		INSUFFICIENT TIME						INADEQUATE PROF. STUDIES						POOR ORGANISATION					
		1st		2nd		3rd		1st		2nd		3rd		1st		2nd		3rd	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
College C	N=18	--	--	1	5.6	--	--	1	5.6	--	--	--	--	--	--	--	--	--	--
College D	N=28	2	7.1	1	3.6	--	--	2	7.1	1	3.6	--	--	--	--	--	--	2	7.1
College E	N=10	1	10.0	--	--	--	--	--	--	--	--	--	--	1	10.0	--	--	--	--
College G	N=19	2	10.5	--	--	--	--	2	10.5	2	10.5	--	--	1	5.3	1	5.3	1	5.3
College I	N=22	3	13.6	1	4.5	--	--	3	13.6	2	9.1	1	4.5	--	--	4	18.2	1	4.5
College J	N=19	3	15.8	--	--	1	5.3	--	--	1	5.3	--	--	--	--	1	5.3	--	--
College K	N=8	1	12.5	1	12.5	--	--	--	--	--	--	1	12.5	1	12.5	1	12.5	--	--
Total	133	12		4		1		8		6		2		3		7		4	
Percent	100%	9.0%		3.0%		0.8%		6.0%		4.5%		1.5%		2.3%		5.2%		3.0%	

....continued

TABLE 126 (continued)

INSTITUTION		OTHER						NO RESPONSE					
		1st		2nd		3rd		1st		2nd		3rd	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College B	N=9	--	--	--	--	--	--	9	100	9	100	9	100
College C	N=18	--	--	--	--	1	5.6	17	94.4	17	94.4	17	94.4
College D	N=28	--	--	--	--	--	--	24	85.8	26	92.8	26	92.9
College E	N=10	--	--	2	20.0	--	--	8	80.0	8	80.0	10	100
College G	N=19	--	--	--	--	1	5.3	14	73.7	16	84.2	17	89.4
College I	N=22	2	9.1	--	--	1	4.5	14	65.7	15	68.2	19	86.5
College J	N=19	--	--	--	--	--	--	16	84.2	17	89.4	18	94.7
College K	N=8	--	--	--	--	--	--	6	75.6	6	75.6	7	87.5
Total	133	2		2		3		108		114		123	
Percent	100%	1.5%		1.5%		2.3%		81.2%		85.8%		92.4	

TABLE 127. WEAKNESSES: B.A.(ED.)

INSTITUTION		PROBLEMS RE SCHOOL EXPERIENCES						PROBLEMS RE WORKLOAD BALANCE						PROBLEMS RE TEACHING AND LECTURING					
		1st		2nd		3rd		1st		2nd		3rd		1st		2nd		3rd	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	7	10.9	4	6.2	3	4.7	8	12.5	8	12.5	9	14.0	--	--	--	--	1	1.6
Total	64	7		4		3		8		8		9		--		--		1	

TABLE 127 (continued)

INSTITUTION		PROBLEMS RE COMMUNICATION						OTHER						NO RESPONSE					
		1st		2nd		3rd		1st		2nd		3rd		1st		2nd		3rd	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
MUN	N=64	--	--	--	--	--	--	1	1.6	1	1.6	--	--	48	75.0	51	79.7	51	79.7
Total	64	--		--		--		1		1		--		48		51		51	

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