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A Follow-Up Study of the Master Degree Graduates (1969-1972) From the New School of Behavioral Studies in Education

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A FOLLOW-UP STUDY OF THE MASTER DEGREE GRADUATES (1968-1972) FROM THE NEW SCHOOL OF BEHAVIORAL STUDIES IN EDUCATION

by

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This dissertation submitted by Sister Karen Craig C.S.J. in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

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The Problem

The purpose of this study was to examine the perceived value of the Master's Degree Internship Program of the New School of Behavioral Studies in Education at the University of North Dakota, in relation to the present occupation, attitudes about education and instructional practices of the Master's Degree Graduates. Another purpose of this study was to determine the mobility and permanency of the Master's Degree Graduates as professional educators.

The Procedure

This study was conducted in three phases with two samples and one subsample. The sample for Phase I consisted of those Graduates of the Master Degree Internship Program who completed their internship year in the New School during the period 1968-1972 and who were able to be contacted by mail (N=275). The sample for Phase II was comprised of a 25 per cent random sample of Administrators who had Graduate Interns presently teaching in their school districts who had returned completed Phase I questionnaires (N=54). The subsample for Phase II was comprised of a 25 per cent random sample of the Phase I sample whose present Administrators had returned completed Phase II questionnaires (N=12).

The instruments used in this study were: the Graduate Intern Questionnaire--designed by the researcher; the Administrator

Questionnaire--designed by the researcher; and the Observation Checklist--designed and implemented by the researcher. The Phase II and Phase III instruments and results were used to validate the Phase I instrument and results.

The analysis of the data involved use of a tally program, and a one-way analysis of variance. The tally was used to obtain item means and the one-way analysis of variance was employed to compare the mean values of various rating scales and groupings for the eight research questions.

Conclusions

This study has provided evidence which supports the following conclusions, subject to the limitations of the study:

1. The Master's Degree Internship Program of the New School of Behavioral Studies in Education at the University of North Dakota, provided the Graduate Interns with a specialized training that has been of considerable value and influence to them in relation to their present occupation, attitudes about education, and instructional practices.

2. There were no significant differences between the four Intern groups thus indicating the uniformity of the New School influence over the four years it functioned as the experimental college component to the University of North Dakota.

3. The mobility of the Graduate Interns from the teaching profession is less than those reported in studies cited in the review of literature; and the permanency of the Graduate Interns in the teaching

profession is high in comparison with the results of other internship programs reported in the review of literature.

CHAPTER I

STATEMENT OF THE PROBLEM

Purpose of the Study

The purpose of this study is to examine the perceived value of the Master's Degree Internship Program of the New School of Behavioral Studies in Education at the University of North Dakota, in relation to the present occupation, attitudes about education and instructional practices of the Master's Degree Graduates. Another purpose of this study is to determine the mobility and permanency of the Master's Degree Graduates as professional educators.

Significance of the Study

The past several years have produced many questions concerning current educational practices. One of the major questions is related to the preparation and training of teachers. What constitutes the ideal college program for the training of teachers is still debatable. Consequently, there is a great need for research to help establish the merits of various programs. If progress is to be made in evaluation of teacher training programs, it is essential that each institution make a thorough study of its own programs.

The Teacher Education and Professional Standards Commission published a position paper on the Axioms and the Goals of Education (National

Education Association, 1963). Two of the goals or axioms listed in this publication are as follows:

> . . . (5) No one plan or pattern of curriculum organization [for training teachers] has been shown to be superior. Faculties should evaluate their programs systematically and test new approaches. . . .
> . . . . . .
> . . . (17) a college or university is accountable for the competence of its graduates. For this reason, demonstration and evaluation of the competence of the prospective (and graduate) teachers should be continuous and systematic. The final test of the success of a teacher education program is the subsequent performance of the graduates (pp. 12, 15).

There would be limited value in any alternative teacher preparation program if it did not lead to significant positive changes in teacher attitudes and practices. It is the behavior of teachers in the classrooms that will help determine whether our schools are successfully the challenge of our times. The central reason for retraining teachers or altering teacher preparation programs is to ensure that teachers become more able and serve the needs of young people at increasingly higher levels.

The New School of Behavioral Studies in Education grew out of a comprehensive study of education conducted between 1965-1967. The Statewide Study, as it was called, dealt with all phases of elementary, secondary and teacher education. It was undertaken cooperatively by the North Dakota Department of Public Instruction, the University of North Dakota, the Legislative Research Council, the State Board of Higher Education, the United States Office of Education, and a number of local school districts. The Study recommended that the University of North Dakota establish

> . . . a new ad hoc school of behavioral sciences that would be authorized to develop, manage, and conduct an experimental

> program in teacher education. The State Board of Higher Education adopted the recommendation and authorized, in the spring of 1968, the establishment of the New School of Behavioral Studies in Education on the University of North Dakota campus. This New School [as it shall be referred to throughout this study] was to be an experimental college component of the University of North Dakota with the purpose of providing a new kind of teacher preparation program for both prospective and experienced elementary school teachers for the state of North Dakota (Turgeon, 1972, pp. 2-3).

This study is only one aspect of an analysis and evaluation of the teacher training program of the New School. A research and evaluation project was undertaken during the 1971-1972 academic year to study New School Intern Classrooms, and to evaluate the Intern Program in relation to the findings of the study. In the summary of the report of this study the following statement is made:

> While there is virtually no end to future research and evaluation proposals which might be generated in areas related to the present study, these five proposals strike us as particularly important and relevant: . . . (3) longitudinal follow-up of New School graduates to evaluate the effects of the New School program over time and under conditions where teachers must operate without the support systems of the New School Program (Patton, 1973, p. 334).

This study is designed to try to examine some of the implications of this recommendation.

The preparation of teachers represents a considerable investment in time, money and effort. When a fully prepared individual does not enter teaching or when the beginning teacher leaves the profession after one or two years, there is a great loss. It is an expectation of teacher education programs that those prepared as teachers will remain in the profession to become highly proficient educators. No occupational group can expect to be recognized as a profession if a relatively large number of its practitioners are transients who do not look upon their work as

a career. As Corey (1970) says, "such individuals can not be expected to develop the kind of commitment which is necessary for quality performance or for the long time improvement of professional standards" (p. 26).

Cunningham (1959) as a result of a teacher turnover study in New York State points out that

> . . . Along with other problems caused by constant teacher turnover the following are overlooked: Pupils must adjust to new teachers and parent-teacher relationships. The parents and community must increase their efforts to acquaint themselves with the ever changing staff (p. 9).

He also points out that

> The continuity of an instructional program is severely hampered by teacher turnover. Turnover also is a deterrent to improving teaching practices. A teacher, by moving from place to place, deprives himself of the benefit of proper evaluation or performance which is so necessary to good teaching (p. 10).

This study, in part, addresses the question of turnover among those individuals who completed the Master's level program of the New School.

Scope of the Study

The specific objectives of the study are to ascertain:

1. The degree to which the specialized training which the Graduate Interns received is observable in their attitudes, understanding, and use of various teaching skills.

2. Whether there are differences between Graduate Interns who remained in teaching and those who left on such factors as age, sex previous teaching experience, number of years on the New School program, attitudes toward education, reason for coming to New School, home state, and marital status.

3. The factors which were most critical in causing those Graduate Interns who have left teaching to make that decision.

4. Whether there are distinguishable patterns of attrition for the Graduate Interns who have left teaching.

5. What educational positions are held by the Graduate Interns presently teaching.

6. Whether the New School influence on students was uniform over the four years in which the New School functioned as the experimental college component at the University of North Dakota.

7. The degree to which Post New School experiences have influenced the Graduate Interns' perceived educational philosophy?

8. The degree to which Post New School experiences have influenced the Graduate Interns perceived educational methodology?

Limitations

The limitations of this study are:

1. The direct contribution of the Internship program cannot be isolated from the contribution of other experiences. (An individual is a result of all his experiences; therefore, it is virtually impossible to isolate the contribution of the educational program alone.)

2. The personal opinions, judgements, and beliefs asked for on the questionnaires are presumed to be objective.

3. The investigation is based on the opinion of only those graduates who completed the Master's Degree Internship Program and returned a completed questionnaire.

4. Becuase of the various lengths of time which have elapsed since the graduation of the various Graduate Interns it is unlikely

that the members of each group will recall the Internship activities with equal clarity.

5. It was not possible to validate the questionnaires with any standard instrument; therefore, the validity must rely on the intercorrelations done in this study.

Assumptions

Due to the nature of this investigation, the study rests upon the following assumptions. While the assumptions are listed by number, the number does not relate to an order of importance. Each is equally important in this study.

1. The sample of recent graduates participating in this study is representative of the population of graduates of the New School Program.

2. The recent graduates can identify the experiences at the New School in relation to their present classroom or occupational situation.

3. The expressed opinion of recent graduates completing the questionnaire is somewhat indicative of the adequacy of the New School Internship Program.

4. The questions as stated on the questionnaire have been correctly understood and answered honestly by the respondents.

5. The questions stated on the questionnaire are pertinent and have measured the benefits the graduates received as a result of their experiences in the New School Internship Program.

Definition of Terms

Graduate Interns or Interns.--Fifth year students of the New School of Behavioral Studies in Education who engaged in a year's residency in teaching with a North Dakota School District. The two terms will be used interchangeably.

Internship.--A usable, if general, definition of what the contemporary internship has come to mean appeared in the 1960 Encyclopedia of Educational Research: "The internship is an advanced level of student teaching in which the intern teaches a major portion or all of the day, is a college graduate, is paid by the school district, and is supervised by college personnel" (Encyclopedia of Educational Research, 1960, p. 1474).

Administrators.--Administrators are those persons employed by school districts as superintendents or principals.

Turnover Teachers.--Turnover teachers are classroom teachers, administrators, and special personnel who changed their positions from one district to another, either in North Dakota or outside of North Dakota, or who quit the profession.

Mobility.--Leaving the teaching profession altogether for various reasons.

Permanency.--Remained in some phase of the educational field of occupation.

Prospective Teachers.--Students in the undergraduate program who have had no full-time teaching experience before their entrance into the program.

Less-than-degree Teachers.--Teachers who had completed two or three years of a baccalaureate degree program, held a standard certificate, and had been teaching in the schools of North Dakota.

New School Internship Program.--The Fifth-year Master's Degree Program offered by the University of North Dakota's New School of Behavioral Studies in Education.

Open Education.--Education that is individualized and personalized in order to be more conducive to the affective and cognitive growth of children as well as that of the teachers. This is considered in context with the way it was found in the programs and philosophy of the New School of Behavioral Studies in Education (See Chapters II and III).

Educational Openness.--Concerned with teaching and learning and the child's responses. Primarily the responsibility of the teacher (McCracken and McCracken, 1972, p. 164).

Environmental Openness.--Physical aspects of the classroom (McCracken and McCracken, 1972, p. 165).

Behavioral Openness.--Primary responsibility of the child. Children capable of sharing equally with the teacher in the planning, implementing and evaluating of the day's activities (McCracken and McCracken, 1972, p. 165).

Experienced Intern.--Intern entering the program with one or more years of full time teaching experience.

Inexperienced Intern.--Intern entering the program with no full time teaching experience beyond student teaching.

Summary

In this chapter the purpose, significance and scope of this study were identified. The limitations of the study and the assumptions upon which the study was designed and carried out were listed. Terms that are used ~~throughout the study~~ and ~~which~~ have a special connotation in this study have been defined.

In Chapter II a review of literature related to this study and subdivided into four areas--Follow-up Teacher Training Units; Teacher Turnover; Fifth-year Internship Programs; and Open Education--is presented.

Chapter III contains the following: A description of the New School's Fifth-year Internship Program, the design and procedure of this study, a description of the selection procedures for the sampling, description and methods used in their development and execution of the instruments for collecting the data, the description of the method used and the results of the statistical tests employed in establishing the validity of the instruments, the treatment of the study, a statement of the research questions, and a description of the statistical analysis procedures used in this study.

The results of the study are presented in Chapter IV. A summary and discussion of the findings, the conclusions, and the recommendations which emerged from this study are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

A general concern about improving teacher education as well as attempts to either define, predict, or measure effective teaching have resulted in an unusually large body of literature related to the concerns of this study. The purpose of this chapter is to review selected research that has been reported in professional journals, textbooks, doctoral dissertations, government documents and ERIC. It is organized as follows: follow-up and evaluation programs by teacher training units, mobility and turnover of teachers, a historical resume of trends in the fifth-year internship programs in American Education, and an overview of literature on open education that in some way affected either the New School programs or this study.

Follow-up and Evaluation Programs by Teacher Training Units

As criticism of the public schools focuses attention on the need for higher quality teaching, teacher education programs receive increasing amounts of criticism. One of the most neglected aspects of teacher education programs, according to Stiles (1960), is the lack of follow-up studies and services. Despite evidence of the need for such follow-up and evaluation, few institutions maintain or conduct such programs.

Value and Need For F u Studies

A study completed by Powers (1956) found that only one-fourth of the teacher training institutions in the United States carried on systematic post-collegiate follow-up programs. In this same study Powers suggests that follow-up services and studies ought to be conducted by teacher education institutions for the following reasons:

1. Obtaining knowledge of success or failure of the teacher graduates.

2. Helping new teachers adjust to their environment.

3. Bringing light to bear upon the training school's curriculum with a view to constant improvement.

4. Encouraging the teacher to seek assistance from the parent institution.

5. Developing a sympathetic understanding between teacher and institution, and to engender a feeling in the teacher that her alma mater has not forgotten her.

Values similar to the foregoing are also listed as reasons for conducting follow-up studies by others (Bury, 1941; Diemer, 1932; Stone, 1965). Although Bury (1941) was giving advice to secondary school administrators, his advice is also relevant to the teacher education programs. He advises that

> . . . Any school which is making a determined effort to adjust its program to the assured and probably future needs of its students wants to know as much as possible about the activities these youth are going to engage in and about the problems they will have to face. One way of going about this is to try to find out these things about the (graduates) who have already left the school on the assumption that the present students will probably lead lives quite similar to those who have recently left the school (p. 6).

In his survey on the benefits of follow-up studies, Bury (1941) found that a follow-up survey benefited all concerned:

> . . . the former students from whom the information is gathered are benefited through counseling during interviews and through the educative experience of answering provocative questions; the teachers who participate in the survey benefit by gaining more realistic insights into youth problems and by being challenged to do something about them; and the students still in school are benefited by the improvement in the schools' program designed to prepare for occupational adjustment (p. 28).

Diemer (1932), President of the Kansas City Teachers College, cited the objectives of follow-up work as:

> (1) To help the teacher's college more effectively to connect theory and practice through a study of the elements of strength and weaknesses of graduates in the field.
>
> (2) To insure better teaching from the beginning teacher by cooperating with school officials in giving him such help and guidance as is needed in the solution of his problems.
>
> (3) To inspire and enthuse the beginning teacher for his chosen profession and to encourage continuous growth.
>
> (4) To encourage the teacher to have an experimental, exploratory and open-minded attitude toward teaching.
>
> (5) To confer with superintendents, principals, and teachers, individually and in groups, in an effort to solve cooperatively the problems, both of the teacher's college and of the public schools.
>
> (6) To establish cordial relationship between the college and the schools that it serves to the end that the college may have a clearer understanding as to the educational needs in its territory, and have a better opportunity to aid in supplying these needs (pp. 143-144).

Stone (1965) also stressed the need for follow-up of graduates. In an extensive series of follow-up studies of the Graduate Internship Program in Teacher Education at the University of California, he found that results gave an extensive view not only of the program but also of the present status of each group of interns. He cites two general purposes for doing follow-up studies of teacher training programs:

1. To assist the graduate in his professional growth and in his adjustment to teaching; and

2. To assist the college in its effort to evaluate and to improve its own program in teacher education.

These same two purposes have been basic to this present study. The need for both purposes should hold a prominent place in all teacher education programs. Both were certainly basic to the present study; the second purpose is especially critical due to the culmination of the New School in July, 1972, and the formation of the Center for Teaching and Learning (a combination of the New School and the Department of Education). During the academic year 1972-1973 the Center for Teaching and Learning (CTL) committed itself to investigate its graduate programs. This warrants a study of the Master's Degree Internship Program of the New School. Information from this study should prove of great value in the overall formation and evaluation of graduate programs in CTL.

Methods Used in the Past

Many techniques for follow-up surveys have been designed and utilized in the past. Observation, checklists, open ended and forced answer questionnaires, interviews, and combinations of these are found throughout the literature.

Bigelow (1946) reported on the new opportunities for colleges and universities in the field of follow-up and evaluation of graduates. He felt that personal contact was the best way of providing for this follow-up and insisted that institutions should not only assist the schools in helping beginning teachers adjust, but also discover how to

increase the effectiveness of the pre-service program through increased contact with the problems of the classroom. His primary mode of follow-up was direct observation. He further states that

> The schools need access to the resources represented by the colleges and universities, and the latter need close contact with the situations in which teaching is actually being done. From such contact wiser planning of the pre-service curricula will come, and better service to teachers on the job will be established (p. 271).

A study by Schwarz (1956) sought to determine the problems of a group of 215 beginning elementary school teachers by using their spontaneous written reactions to personal interview questions. A major finding supported the desirability of college follow-up to aid the teachers in adjusting to their teaching situations. Such a follow-up would also help evaluate the pre-service program in terms of effectiveness.

Buthman (1960), in conducting a college follow-up of the Arkansas Experiment in Teacher Education, constructed check lists of activities, attitudes, and personal qualities of the graduates. These check lists were sent to the supervisors or principals of the Fifth-year program graduates.

Hollis (1963) conducted a college follow-up and evaluation of Pfeiffer College in which he constructed a questionnaire-rating scale which was completed by beginning teachers and the supervisors. In addition, the instrument attempted to determine how graduates (the beginning teachers) acquired their teaching competencies--through background experience or pre-service education.

Although all the instruments and techniques reviewed had merit in themselves, none seemed appropriate to use as a primary source for

this study. The need to consolidate various aspects from many different sources was evident. The phraseology used in the follow-up instruments discussed in the literature changed from program to program but fundamentally it is possible to summarize the basic elements into three broad categories: placement values, public relation values, and teacher education values. In general there appears to be a tendency to broaden the concept of the college's responsibility, and for the college to take its services to the teachers. More frequent and extensive follow-up evaluations of these services has also been appearing in the literature as necessary components of all teacher education programs.

In summary, the literature related to follow-up programs and studies by teacher training units stresses both the lack of and the great need for such programs. Two main purposes for conducting follow-up studies of graduates were found in the literature. These two purposes are:

1. To help the graduate in his attempt to actualize the ideals and techniques stressed in the teacher training programs of the college, and

2. To help the college evaluate and improve its present programs and also to initiate new activities in the teacher education programs.

The second purpose is of particular importance in this study since the New School culminated in July, 1972, and combined with the Department of Education to form the Center for Teaching and Learning. Information gathered and analyzed in this study should prove very

beneficial to the Center for Teaching and Learning, in both evaluating past programs and in the formation of new programs.

Teacher Turnover

A major concern in many of the teacher education studies which appears in the literature reflects the mobility and permanency of the graduates of teacher education programs.

Turnover and Mobility

Many studies have been conducted in recent years on the subject of teacher turnover. Both state education agencies and school districts have conducted studies to identify factors which cause teachers to leave their teaching positions.

Pedersen (1970) found that in the state of Michigan between the 1965-1966 school term and the 1966-1967 school term slightly more than 5 per cent of the teaching population migrated to other school districts in the state but that an additional 16 per cent failed to return to a public school teaching position in Michigan during the second year of the study.

This study supported two generalizations: (1) that teacher movement is closely related to the age and sex composition of the teaching faculty in a school district; non retention is associated with young teachers, especially females; (2) teachers move more often because of dissatisfaction concerning one or more characteristics of their current position, rather than as a result of any perceived benefits which might accrue as a result of a move.

A more recent study reported by the National Education Association (1972) indicates that the mobility rate, percentagewise, is coming down with the influx of new teachers. It was found that about 19.8 per cent, about one in five of the teachers, are mobile in any given year.

Most studies on the mobility of teachers, found in the literature, focused on attributes of the school district as the basis for comparison. There were few studies found that tried to compare the personal attributes of the mobile teachers either as a primary concern or in combination with the attributes of the school district. There seemed to be three popular kinds of investigations on teacher turnover: (1) studies of why teachers quit; (2) research on teacher migration from school to school; and (3) studies of school turnover rates.

Survival or Permanency

The concept that parallels turnover rate in the perspective of the teaching career is the survival curve. The survival curve charts the proportion of teachers entering a school system at Time 1 who are still teaching at Time 2, 3, and 4. The most revealing chart is one containing separate curves for different classes of teachers--for males and females at different locations in the life cycle at the time of entry.

Inasmuch as This is a relatively new concept in the teacher turnover studies, few studies were found in the literature using this technique. Only the two which gave validity to this concept will be cited in this review.

Influenced by the work of British labor statisticians, Whitener (1965) developed an actuarial procedure for investigating staff turnover in school systems, an approach that circumvented the interpretation difficulties of the commonly used turnover rate. One of the principle questions to which he addressed his investigation was whether survival was affected more strongly by personal attributes of the employed teachers, by characteristics of the employing districts or by some combination of the two. His findings were striking. Two personal attributes--age and sex--each correlated strongly with survival. Males outsurvived females, and older teachers (up to age 50-54) were consistently better risks than their younger colleagues. His data showed a very steep drop in the survival curves during the early years of employment. In the total sample 38 per cent survived through the first five years but over 75 per cent of those who survived five years also survived at least ten years in most districts.

Charters (1967) replicated Whitener's study and procedures in his Oregon Study in which he investigated a large population of state school districts and teachers at a different time and place. His data correlated so closely with the results of Whitener that it is possible to say that the probability of separation from school districts is in large part a function of the teachers' sex, age, length of service already completed and the system size. He found that in general 80 per cent of entering teachers were gone before the end of the fifth year of teaching, regardless of what school system they entered.

This and other research suggests that if teachers can be persuaded to remain for five years, the probability of their continuation in the system and profession is greatly increased.

Since this follow-up study is interested in surveying all the graduates of the New School Master's Degree program it seems evident that both the mobility rates of turnover teachers and the survival curves of the teachers who remain in the profession are important aspects to include.

Only one follow-up study reviewed included the mobility and permanency of ~~the~~ Graduate Interns.

Stone (1965) in the follow-up study of the Graduate Internship Program in Teacher Education at the University of California included survey questions as to the mobility and permanency of the interns as teachers over a period of six years. He found that taken as a group the "staying power" of interns in the profession was impressive. After six years, nearly half of the first group were still teaching; three-fourths of the second and third groups were still teaching after four and five years, respectively; approximately four-fifths of the fourth group was teaching after three years; and nine-tenths of the fifth group was still teaching after two years. However, he found that these same interns showed considerable mobility within the profession.

In summarizing the literature related to the mobility and permanency of teachers in the teaching profession, it appears that there are at least two dimensions which researchers have used for the basis of their studies. Using the mobility rate for a basis, researchers have investigated why teachers quit, teacher migration from school to school,

and school turnover rates. Using the survival curve as a basis, researchers have focused on the personal attributes of the employed teacher, characteristics of employing districts, and a combination of these two.

Both dimensions have given evidence to support several generalizations concerning the mobility and permanency of teachers in the teaching profession. It can be said in general that: (1) approximately 80 per cent of entering teachers leave the profession before the end of the fifth year of teaching, regardless of what school system they enter; and (2) it is the personal attributes of teachers--their age and sex--that affect the attrition rate of teachers.

A need to consider both dimensions--mobility rate and the survival or permanency curve--is felt by the researcher to be an important aspect of this follow-up study.

Fifth Year Internship Programs

The past two decades have witnessed the development and spread of a large number of internship programs for the preparation of teachers in the United States. A usable, although very general, definition of what the contemporary internship has come to mean appeared in the 1960 Encyclopedia of Educational Research: "The internship is an advanced level of student teaching in which the intern teaches a major portion or all of the day, is a college graduate, is paid by the school district, and is supervised by college personnel" (p. 1424).

Historical Overview of Fifth year Internship Programs

Since the turn of the century there has been a variety of pressures either to supplement or to deviate from the usual four-year undergraduate teacher education sequence. The major purpose of such unique educational programs has been to counteract the teacher-shortage in some form or another that has remained a continuing problem in education.

One of the major responses by the colleges and universities to the pressures for supplemental programs has been to add some sort of internship program to their teacher training programs. Hurap (1961) in a survey of fifth year internship programs in the United States found forty-eight such programs involving thirty-seven universities. The literature regarding these programs each reports its own perceived uniqueness and is largely descriptive in nature.

The idea of internship has had a long history in the United States and there is some evidence in the literature that significant patterns of internship are emerging at the present time. The first part of this review of literature concerning internship programs in education will attempt to give a historical overview of internship programs in the United States.

As early as 1895 Brown University initiated a fifth year internship program, the basic idea of which was adapted by various institutions and continued throughout the 1930's. These internship programs included practice teaching at the graduate level after undergraduate courses in professional education. These early programs had as their goal the upgrading of admissions standards for future teachers and the more adequate preparations of those who had been selected.

During the first part of this century the internships sought to provide an opportunity for certified college graduates to experience success as beginning teachers. They were designed to bridge the gap between the college world of theory and the school world of practice. This epitomized the progressive temper of "learning by doing." There was considerable consensus as to the nature of the internship program at this time. "Internships" usually referred to a fifth-year program following graduation from a teachers college or university. The intern was expected to possess an extensive background in professional education, student teaching, and qualify for state certification. The program was to be a year long on a full-time basis in the school with the induction into teaching being gradual. The intern's role was that of an assistant teacher, progressing through stages of observation, participation, and finally complete control. The intern received a small salary in most cases, though many institutions felt that room and board was sufficient, and a few programs paid no salary and charged tuition.

After World War II, when the situation changed from teacher oversupply to a severe shortage, the fifth-year internship movement became primarily a means of dealing with the problem of inadequate teacher supply. Instead of being a means for restricting the number of teachers entering the teaching profession, the internship became a major means by which the supply of teachers was increased. In 1948, the New York State Department of Education initiated an Intensive Teacher Training Program which was offered by ten state teachers' colleges to recruit liberal arts graduates into the teaching profession.

Beginning about 1951, the development of experimental fifth-year programs was stimulated by the financial support of foundations, notably the Fund for the Advancement for Education and the Carnegie Corporation. More recently, the federal government has become directly involved with experimental education on a massive basis through such legislation as the Education Professions Development Act and the Elementary and Secondary Education Act of 1965. The Trainers of Teacher Trainers program, operated under the College Division of the United State Office of Education, set nationwide goals to: (1) develop more effective programs for training educators; and (2) identify, recruit and train qualified individuals to be teacher trainers and trainers of teacher trainers. This gave added funds and directions to such programs as the New School of Behavioral Studies in Education at the University of North Dakota.

As the number of internship programs were proposed and funded, their purpose and direction became more clearly defined. As a result present day internship programs are basically of two types: (1) the original kind which offers additional professional work to graduates of teacher-education programs, and (2) the newer ones that offer intensive professional training to liberal arts graduates. The internship has evolved today into a program that is no longer necessarily the sequel to professional training but often the very essence of that training. The pedagogical burden placed on the internship itself is thus far greater than ever before since it often serves not as the culmination of traditional teacher education but as one alternative to it.

Shaplin and Powell (1964) describe two principal variations of the certification type program. One developed in California, the other

in New York. In both the New York and the California type programs the intern serves as a regular teacher for a full year at full pay. Prior to the internship year he enrolls in special summer programs including curriculum and methodology. During the internship he is supervised by both the school and the college staffs and participates in a seminar dealing with problems arising in teaching. Credits accumulated in the program count toward a future Master's Degree.

The difference in the two patterns are as follows:

1. Student teaching is included in the pre-service summer program in California, while the New York State pattern programs have observations in public schools but not practice teaching.

2. Under the California pattern, interns serve under a pilot program credential which is not renewable. The course work taken the summer after their teaching year is to complete requirements for the general state teaching credential. In the New York State programs the participants earn provisional certification through the pre-internship summer programs. This certificate is good for five years and may be converted to a permanent certificate during that time by completing thirty course credits and two successful years of teaching.

The New School Pattern seemed to incorporate aspects of both the California and the New York State patterns. The New School Intern served as a regular teacher for a full year. Prior to the internship year he enrolled in a special summer program including curriculum, philosophy and methodology. During the internship he was supervised by both the school and the college staffs and participated in a seminar dealing with problems arising in teaching. Credits earned in the program

counted towards a Master's Degree. Since the New School Internship was a Master's Degree Program the need for providing temporary certification was eliminated. The participants entered the program with both student teaching completed and certification earned.

Methods of Research of Fifth-year Programs

In the literature there was evidence of an attempt to compare teachers prepared via regular teacher training education programs to those teachers who were prepared through the internship programs. Halliwell (1964) reviewed studies in this area. In all four studies he examined, the regular teachers received better rating than did the experimental teachers: in two they were significantly superior; in one, no tests for statistical significance were made; and in another, the superiority of the regular teachers was not significant. Major problems in the studies which he pointed out are: (1) they did not take into account such variables as age, sex, grade level, and previous course work; (2) not one of the studies investigated teacher effectiveness in a longitudinal fashion; and (3) the statistical treatments used in the studies was inappropriate or inadequate. Halliwell summarized by stating that, "It would appear that there is a genuine need for adequately designed, longitudinal, experimental studies of the efficacy of experimental programs for elementary school teachers" (p. 192).

Lupone (1961) and Haberman (1965) were concerned with other aspects to the problem of rating teachers. Lupone was concerned with a problem that can arise in these studies--the frame of reference of the principal who is doing the rating of the teachers. (The principal in

one school may be comparing the intern teacher with a staff of apathetic teachers; or he could be comparing the intern with a staff of high quality teachers, whichever he might have in his school at the time.) In his study he had the principals rate a regular and an experimental teacher from the same staff. He also divided the principals into dichotomous subgroups based on the principals' experience and the size of the community. He found that type of staff, size of community, and experience of the principal all had effect on the rating of the intern.

A study that emphasized the personal characteristics of the interns was done by Haberman in his evaluation of the 1962-1963 Intern Teaching Program at the University of Wisconsin-Milwaukee. He suggested that in future comparison studies between intern and regularly trained teachers more emphasis should be placed on the characteristics and attributes of the individuals selected than on the differences in preparatory programs.

In addition to the comparison studies several follow-up studies have been done regarding internship programs. The various methods of follow-up studies have been used in this process (See pp. 13-15). Stone (1965) and Buthman (1960) have already been cited in this review of literature under the topic of Follow-up and Evaluation by Teacher Training Units. Stone conducted the follow-up studies of the Graduate Internship Program in Teacher Education at the University of California. This study was conducted as a follow-up survey of the program and included a rating of the program by graduates, a survey of the mobility and permanency of the graduates of the program, and an administrator rating of the graduates of the program.

Buthman conducted the follow-up study of the Arkansas Experiment in Teacher Education. This study was also conducted as a follow-up survey of the program which included a rating of the program by graduates, observer rating of the graduates, and an administrator rating of the graduates.

McLeod (1954) conducted a follow-up survey on the New York University's School of Education Graduates in order to determine areas where the program could be improved. He also attempted to determine whether or not a program such as their fifth-year internship program could in one year develop the competencies required for successful teaching. This study was conducted by a graduate questionnaire, and a small sampling of interview and observations.

These studies like the follow-up studies cited earlier in this chapter, used various methods and instruments. Each contained merit for its own study but lacked the necessary elements to be used as the basic structure of this present study.

In summary, the literature related to fifth year internship programs ~~traced~~ the historical growth and influence of these programs has been traced from 1895 to the present. It was found that one of the greatest influences creating the need for fifth-year internship programs has been a shortage of teachers in one way or another. It shall be seen that the New School program also developed because of a type of teacher shortage.

Over the years, two types of fifth-year programs have evolved: ~~(1)~~ One Offering additional professional work to graduates of teacher education programs, and ~~(2)~~ another Offering intensive professional training to liberal arts graduates.

Comparison studies as well as follow-up studies have been conducted in relation to the fifth-year internship programs. It was found that although the literature gave a good historical background for internship programs in education there were few follow-up studies done regarding these programs. It is felt that there is a need to conduct such a follow-up study of the New School fifth-year Internship Program at this time.

Open Education

Since this study is designed to follow up the graduates of a program which stressed the philosophy and methodology of open or informal education, the final section of this review of literature will deal with materials regarding open education which in some way have had an influence on the development of the New School programs or on the design of this study.

Definition or Description

There has been an abundance of literature in the last ten years related to open education, its practice and philosophic base. The bibliography includes a number of references to books and articles which outline in a more extensive way than space will allow in this study, the history of Open Education, its practices and philosophic base. No precise definition of open education has been accepted by educational practitioners or theoreticians. At this point in time most educational practitioners and theoreticians tend to build broad definitions through description. A number of descriptive statements are presented below because they tend to fit the context of the New School and its program.

According to Kohl (1969) it is difficult to specify exactly what open education is but he stresses that it is important not to equate it with a permissive environment. In an open classroom the teacher must be as much himself as the pupils are themselves and a pupil functions according to his sense of himself rather than what he is expected to be.

Barth (1971) and Rathbone (1970) in their bibliographies and selected readings have brought together a great deal of the literature, historical and philosophical, which both describes and supports Open Education.

Barth (1971) gives the following description of open education:

> . . . Open education is a way of thinking about children, about learning and about knowledge; it is characterized by openness. There is a physical openness of schools. Doors are ajar, children come and go in the space within the school and without. Classrooms are open and children bring objects of interest to them in and take objects of interest out. Space in the open classroom is not preempted by desks and chairs organized in rows or in any other way. There is a variety of spaces filled with a variety of materials. Children move in this openness from place to place, from activity to activity. Both the world inside and outside the school is accesible to them. Space is fluid and changes with changing needs. The curriculum is the dependent variable--dependent upon the child--rather than the independent variable upon which the child must depend (p. 12).

Rathbone (1970) describes Open Education as an approach that emphasizes trust, freedom of choice, flexibility, and individual responsibility, not just for the children but for the teacher and school as well.

> It is the ability to acknowledge and honor the uniqueness of individuals that is at the heart of open education. Open Education sees a fundamental independence of each learner from all others, from all would-be assistants, such as teachers and parents, and from all codified knowledge as it exists in universities and texts. It holds the individual child capable of interacting with and learning something from nearly any

> responsive element in his environment. This means toys, manipulative materials, and measuring devices and tools; it also means peers and adults called teachers (Rathbone, 1970, p. 103).

Weber (1971) describes open education in the following manner:

> Informal [open] as I understand it, refers to the setting, the arrangements, the teacher-child relationships that maintain, restimulate if necessary, and extend what is considered to be the most intense form of learning, the already existing child's way of learning through play and through the experiences he seeks out for himself (p. 11).

The Educational Testing Service developed a two dimensional model based on (1) the contribution of the teacher, and (2) the contribution of the child. With this model they tried to avoid the simple scale of child-centeredness to adult-centeredness in describing classroom situations. According to ETS open education is both child-centered and adult-centered. Good open classrooms bring together active adults with active children. A conceptualization of the open classroom using the two dimensional model of ETS is presented in Figure 1, page 31.

Hawkins (1967) stressed a triangular relationship, consisting of the teacher, the child and the "stuff," as the English refer to the great variety of materials that fill the open classroom. The whole instructional role centers around the human context--the teacher, the child, the interaction between the adult and child, and also interaction between the adult (I), the child (THOU), and things (IT).

This same triangular theme is also stressed and strengthened by McCracken and McCracken (1972). They describe open education as

> . . . a process that offers a high potential for success by allowing the teacher to sense challenge, overcome frustration, and reap gratification as the teacher sees the children succeeding. It does not abandon tradition simply because it is traditional. Open teaching acknowledges individual differences in learning and responding styles, but it does not abandon the

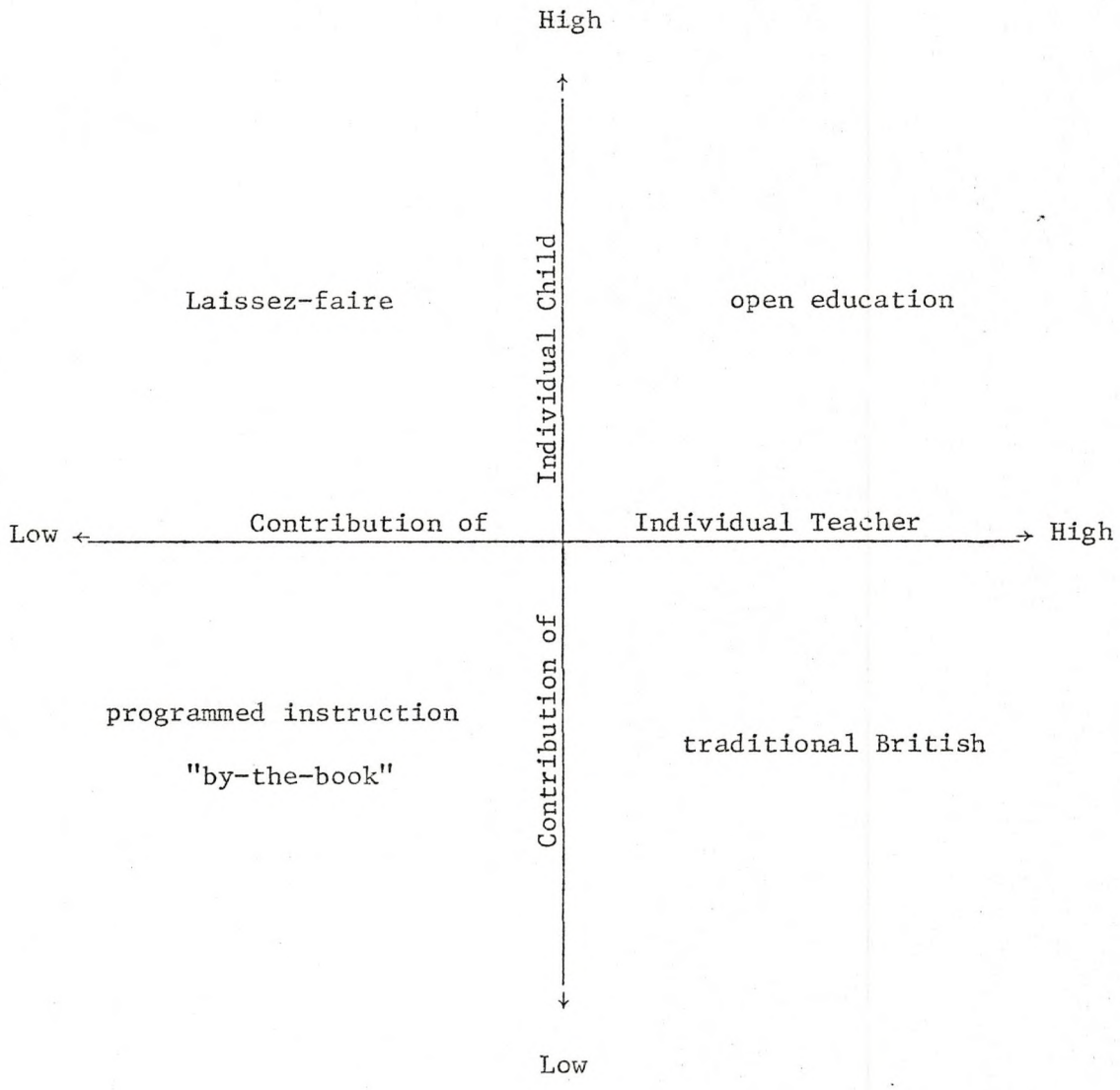

Figure 1.--Double classification scheme based on the contribution of the individual teacher and the individual child in decisions regarding the content and process of learning (Bussis and Chittenden, 1970, p. 20).

> teachers' responsibility to teach, to direct, to set goals, to admonish, and to behave as a senior member of society (McCracken and McCracken, 1972, pp. 164-165).

They go on to say that openness has at least three dimensions. There is educational openness, environmental openness, and behavioral openness. Educational openness is concerned with teaching and learning and the child's responses. Educational openness is the primary

responsibility of the teacher (I). Educational openness must come first. Environmental openness (IT) may abet educational openness, but in itself it will not produce educational openness. Behavioral openness (THOU) will be aided by environmental openness, but behavioral openness will not produce educational openness or environmental openness. Environmental openness and behavioral openness must grow from educational openness, which simultaneously allows freedom and teaches responsibility. In Figure 2, McCracken and McCracken (1972, p. 166) view openness as hierarchical.

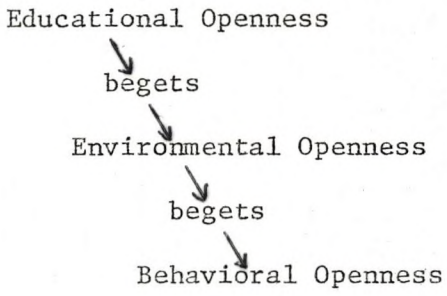

Figure 2.--Heirarchical progression of open education. The arrows are not reversible.

It is with this last description--Educational Openness, Environmental Openness, and Behavioral Openness--that this study is most concerned. The questionnaire and evaluation have been designed with this concept as the basic guide.

Early Influence

The publication of a report by the Central Advisory Council for Education in England (1967), titled Children and Their Primary Schools, but more popularly known as the "Plowden Report" after Lady Bridget Plowden who chaired the Council, ushered in an era of concern toward Interest in

more informal education in many countries, especially in England and the United States. Commissioned by the British Parliament, the results of this extensive two-year study of British schools exerted a worldwide influence on education. This report is ~~the most~~ a thorough review of the nature and effects of the informal or open approach to education. The statistical comparisons of children in traditional schools with children in more informal schools gives validity and reliability to the claims of those who advocate informal education.

Since the "Plowden Report," an abundance of literature has appeared about Open Education. As a result of the "Plowden Report" many American educators ~~traveled~~ journalists traveled to England to see the informal schools described in the report. One of those who went was Joseph Featherstone. Upon his return he wrote a series of articles which were published in the New Republic (Featherstone, 1967) describing and enthsiastically supporting the informal approach to education which he observed being used in England. Throughout these articles he wrote about schools, learning, and teaching in a more or less comparative analysis of education. Comparing and critiquing as he went, he explored the methodology and philosophy of the British informal schools in comparison with that found in American schools. His main stress seemed to be on the changing role and attitudes of the teacher, necessary for informal or open education. Some of the more prominant changes that he emphasized are:

> (1) The need of self perception on the part of the teacher. . . . . ?
>
> (2) The external motions of teachers are less important than what they think. . . . . ?
>
> (3) Belief on the part of the teacher that in a rich environment young children can learn a great deal by themselves and

> that most often their own choices reflect their needs. . . . . .
>
> (4) Relationships between students and teachers grow out of common interests. Cultivating these interests is the job of the teacher. . . . . .
>
> (5) The curriculum should grow from careful work by teachers and children in classrooms over a long period of time. . . . . .
>
> (6) The decisive aspect of the school environment is the normal relations between adults and children. . . . . .
>
> (7) The teacher becomes a catalyst, editor, audience, and guide, in a mutual working relationship with the child . . . (pp. 82-83).

He also pointed out the need to use Hawkin's (1967) I-Thou-It philosophy referred to earlier in this section, as a basis for developing an informal approach to teaching.

These articles of Featherstone's were published during the latter stages of the Statewide Study, referred to earlier (see p. 2). Discussion of these articles by those working on the Statewide Study resulted in the following generalizations: (1) Educational practices described were similar to the best of the "one-room rural schools," and (2) practices characterized the kinds of innovations that could raise the quality of education in North Dakota. According to Turgeon (1972), these discussions and generalizations resulted in considerable thought being given to fostering more open classroom practices in North Dakota and were recommended for consideration in forming the New School programs.

Ideological Influences

During the past decade, numerous critiques of the American school have been written. Such authors as Silberman (1970), Holt (1964-1970), and Herndon (1968) have caused much discussion and awareness of

weaknesses and deficiencies in the American schools. Their radical criticism of the American schools attempted to focus attention on what has become known as the Crisis in the Classroom, as Silberman (1970) called his Carnegie Foundation study. These works, widely read by New School faculty and students alike, gave support to their thinking regarding the values of open or informal education.

Silberman's Crisis in the Classroom is a carefully documented book which includes a critique of both American public school classrooms and British Informal classrooms. His enthusiasm for the British informal classrooms and his optimistic position regarding the potential for school reform in the United States, using informal practices, has made this book one of the most popular among the recent books on education in the United States. His inclusion of the New School program in this book brought national recognition to the New School and education in North Dakota.

Holt's (1964-1970) works on How Children Fail, How Children Learn, The Underachieving School, and What to Do on Monday have also been read widely in the New School. A common strain of the need for more individualization and personalization in education runs throughout his books. He describes the many ways in which children learn or fail to learn as well as how schools fail in the learning process.

Herndon's (1968) The Way it Spozed to Be is a personal record of one academic year spent in a metropolitan ghetto school trying to make learning meaningful and successful for his group of students. Throughout the book he very strongly brings out the various power structures--administrators, other faculty members, the children's background,

parents, supervisors, and so forth--that exert pressure on the teacher to maintain the school status quo.

Methodological Influence

While the above have influenced the thinking of those interested in a more informal type of teaching through their criticism of the practices presently being used, others have had equal influence through their more practically oriented works. Many have written articles and books on the practical implementation of practices and techniques used in open and informal education. The ones reviewed in this study have been selected because of their influence not only on those in the New School programs but also because of their influence on the design of this present study.

Beechhold (1971) in his work The Creative Classroom emphasizes the need for the teacher to develop in concert with the students the specific activities and materials that represent their educational needs and desires. He deplores the present practice of relying on standard curriculums and textbooks. The underlying philosophy evident throughout the book is that education is a process of one's doing things, not a process of having things done to one. Each chapter gives direction to various ways in which the curriculum needs of a class can be met using the present environment and materials available in the environment. He states that

> In the process/problem-solving/inquiry-discovery classroom, the teacher must in fact do several things: (1) He conceives and plans but in conjunction with the children and their interests and needs; (2) He introduces as the need arises; (3) He questions, being able to offer sensible guidance, not "the" answers; (4) He expedites, keeping the operations of the

> classroom flowing toward a goal that can be anticipated by the class at large and reexamined from time to time along the way; (5) He encourages through reward, stimulation and performance; and (6) He learns as much from his students as they learn from him (pp. 38-39).

The Integrated Day in the Primary School by Brown and Precious (1968) gives some very practical suggestions regarding the structure of the informal classroom as well as the planning that goes into it, the kinds of materials that help sustain it and the ways in which teachers should relate to the children and the community. Brown and Precious (1968) stress the environment as being a major concern and state

> . . . In a school where the integrated day is in practice, the environment is all-important. It must be so well planned, challenging, interesting and attractive that the child wants to become involved with the materials, wants to satisfy his curiosity and to learn. . . . The challenge of the environment must of course be within reach of the child and the provisions not be so complicated that they cause confusion (p. 13). . . .
> . . . . . .
> . . . The children are encouraged and given the opportunity to observe for themselves by having living things in the school, by growing things and by using the whole natural environment (p. 64).

About the role of the teacher, Brown and Precious say, "Their aim is to encourage children to work as well as possible using lots of apparatus, books, materials and as the children follow interests, they are skillfully helped" (p. 131).

Two American elementary school principals, Hertzerg and Stone (1971) in their book Schools Are For Children: An American Approach to the Open Classroom, report on their extensive survey of British open education. They attempt to look at the informal schools of England through American eyes and show how it can be implemented in the American schools. They describe the positive benefits to be gained by children

and teachers from open education. They also provide a detailed guide for opening up a classroom. Donating a complete chapter to each subject area, they have attempted to describe its place in the open classroom curriculum with practical suggestions for implementation.

Inside the Primary School by Blackie (1971) was written primarily for parents in England. However, its excellent description of the various subject areas and approaches being used in each, by teachers in informal classrooms, make it a very widely read book. It serves as an excellent guide to those trying to develop an open classroom. The first four chapters also provide an excellent review of the philosophy of open education, how children grow and learn, and the place of the teacher in the education process.

In the Early World (Richardson, 1964) is a portrait of twelve years of work in one tiny country school in northern New Zealand. Featherstone (1967), referred to earlier, describes it as the best book about teaching ever written. Richardson's account takes one through the careful development of an open curriculum which grew around the needs, interests and abilities of the teacher and students as well as the potentialities of the local environment. Throughout this book he gives some very forceful suggestions and observations regarding the place of group work, basic skills, and evaluation. He brings out the following points:

> (1) Although the topic centered activity occupies most of the day there still has to be definite times for more formal instruction to occur, and times when individual work stops and children come together for social activities such as singing and music making. . . .
> . . . . . .
> (2) It is essential to creative teaching that the better

> elements be selected by all in the class and that we try to involve all in the evaluation and decisions, for no progress can be made in values or expression without this. . . .
> . . . . . (?)
> (3) It becomes necessary that the teacher should require the papers or work to be discussed with another child or teacher so that they might develop an awareness of value and error. . . .
> . . . . . (?)
> (4) It seems to be a basic principal of this form of education [open or informal] that we, as a group, evaluate our work at regular points and go on when necessary to new points of expression (pp. 72, 44, 118).

In summary, the literature reviewed on open education has attempted to bring out the following points:

1. There is no one accepted definition or philosophy of open education. The definition and philosophy are evolving and changing in the same manner as the techniques used in developing an open classroom change. The descriptions quoted in this review have been selected primarily because they best reflect the direction open education took ~~in context with~~ within the New School's programs.

2. No concensus has yet developed about what term or terms best describe this educational theory or practice. Open Education, the Integrated Day, the Informal Classroom, have all been used with considerable frequency. The terms most widely used in the New School were Open Education and Informal Classroom and thus will be used interchangeably in this study.

3. Open Education can be broken down into three divisions, Educational openness, Environmental openness, and Behavioral openness. It is upon these three dimensions that this study has been designed.

4. There have been at least three different types of influence concerning a program of open education on the New School--Initial

Influence at the time of its conception; Ideological Influence exerted by literature criticizing the American public school systems; and Methodological Influence, stemming from literature providing suggestions for the practical implementation of the open classroom.

These same sources exerted a great influence on the design and substance of this study. Items on the questionnaire were designed in relation to the description and methodology reported in this review.

Summary

The literature reviewed in this chapter covered four areas: (1) Follow-up and Evaluation Programs by Teacher Training Units; (2) Teacher Turnover; (3) Fifth-year Internship Programs; and (4) Open Education.

It was found that a need for follow-up programs by teacher training units, especially fifth-year internship programs, is greatly needed. It was also found that in the follow-up surveys of such programs there was a need for determining the mobility and permanency of the graduates of internship programs. Since this study is designed to follow up the graduates of the fifth-year internship program of the New School, which stressed the philosophy and methodology of open or informal education, a need to design the instruments for conducting this study around the theories of open education exists.

CHAPTER III

DESIGN AND PROCEDURE

As outlined in Chapter I, the purpose of this study was to examine the perceived value of the Master's Degree Internship Program of the New School of Behavioral Studies in Education at the University of North Dakota, in relation to the present occupation, attitudes about education and instructional practices of the Master's Degree Graduates. Another purpose of this study was to determine the mobility and permanency of the Master's Degree Graduates as professional educators.

New School Graduate Intern Program

The Graduate Internship Teacher Education Program was established as an integral part of the New School of Behavioral Studies in Education on the campus of the University of North Dakota in the summer of 1968. The reasons for this new experimental program can be traced to state and University concern with teacher education in North Dakota at that time.

The Need for Better Prepared Teachers

The establishment of the New School of Behavioral Studies in Education was authorized in the Spring of 1968 by the State Board of Higher Education. It was an outgrowth of a statewide, comprehensive

examination of education in North Dakota conducted through the cooperative efforts of the North Dakota Department of Public Instruction, the University of North Dakota, the Legislative Research Council, the State Board of Higher Education, the United States Office of Education, and a number of local school districts.

Some of the major findings of the study which were most influential in the establishment of the New School are listed below:

1. North Dakota ranked fiftieth among the states in the matter of the professional preparation of its elementary teachers. Of the state's 4,537 elementary teachers in 1967, only 40.8 per cent held a college degree.

2. Underprepared elementary teachers were not making satisfactory progress toward completion of their degrees. The average age of these teachers was forty-three. "Starting at that age, if they continue to study at their present rate, North Dakota would not economically achieve a qualified Elementary Teaching force in this generation" (Statewide Study, 1967, p. 7).

Emerging from this study was a proposal that the University of North Dakota establish an interdisciplinary experimental college to be known as the New School of Behavioral Studies in Education. The major goals of the New School (as it will be referred to throughout this study) was to be a large-scale effort to up-grade the quality of elementary teachers through personnel development with the outcome of placing a fully qualified teacher in every classroom in the state by 1975. In addition, the New School was to provide leadership in educational change with an emphasis on individualized (informal) instruction, better

teacher-pupil relationships, an interdisciplinary approach, and better use of a wide range of learning resources.

To attain these goals the New School provided undergraduate education at the junior and senior levels, began a small doctoral program and began a Master's Degree Teaching Internship program. This Internship program began in the summer of 1968 with fully certified participants who at the end of the summer pre-service program were placed in schools to replace the less-than-degree teachers. These less-than-degree teachers returned to complete their baccalaureate degrees at the University in the New School. This teacher exchange program was developed in cooperation with the local school districts and the State Department of Public Instruction. Besides releasing those less-than-degree teachers and accepting the Master's degree interns in their place, the local districts also sent the New School about 90 per cent of the less-than-degree teacher's original salary. This money, along with funds from the Federal "Trainers of Teacher Trainers" (TTT) program (see Chapter II) was used to pay both returning teachers and interns stipends of $3,000.00 to $5,000.00.

The cooperative arrangement, during this internship year, between the public schools and the New School was designed to provide a two-fold effect: the New School was to assume increased responsibility for the quality of instruction in those classrooms in which the New School Interns taught while the cooperating school districts, in turn, were to become more active participants in the teacher preparation process at the University of North Dakota.

Selection Process of Participants

Participants in the Internship Program were selected by student-faculty committees which evaluated each candidate individually, giving appropriate weight to both academic and experiential criterion. After being approved by the Graduate School of the University of North Dakota, the Intern participants were selected in one of two categories, sponsored or unsponsored. Sponsored participants were teachers possessing a baccalaureate degree and teaching in cooperating North Dakota School Districts. They were cooperatively selected by the North Dakota School Districts in which they taught and the New School. Sponsored Interns spent their internship year in their respective sponsoring school districts. Unsponsored participants were teachers possessing a baccalaureate degree and not having a previous relationship with a cooperating North Dakota School District. They were selected by the New School. The placement of the unsponsored interns for their internship year was cooperatively arranged with North Dakota School districts who wished to release less-than-degree teachers so that they could return to complete their baccalaureate degrees at the University in the New School.

Implementing the Internship Program

In structure, the program consisted of three phases: (1) The preparation of internship teaching; (2) The year of internship teaching; and (3) The post-internship experiences.

The preparation for internship teaching began each year in June with the pre-internship preparation program. Throughout the summer months the thrust of the program was to prepare the interns to be better

equipped, both in psychological disposition and in academic preparation, to individualize and personalize the instructional programs in their classrooms. The anticipated outcome was teachers who could not only create classrooms which were more conducive to the affective and cognitive growth of children, but which were more conducive to the affective and cognitive growth of the teacher. This was described more extensively in Chapter II when a review of the literature relative to Open Education was presented.

The year of internship teaching was designed as a practicum in which the interns participated in a year-long resident internship. Classroom teaching experience, supervision, and seminars were the basic elements during the internship year. As a member of an elementary school instructional staff, each intern undertook full responsibility for teaching in a classroom setting. This was expected to provide an opportunity to investigate and experience first hand, the general hypotheses that had grown out of the intern's study, observation, and earlier involvement, with children. It was designed to allow the student to refine his skills and practical insights into the nature of learning and to reinforce his commitment to the individualization and personalization of learning through his own teaching. One of the main goals of the program was to help teachers develop a more responsive, open classroom.

The New School agreed to provide various means of support in this effort. During the internship year the interns were enrolled in a continuing seminar dealing with educational problems unique to their own classrooms. Clinic professors and resource persons based in the

field, near the interns, were to assist them in their attempts to create an informal or open type classroom. New School faculty, advisors, and students, as well as various consultants were also available to help the interns when needed.

Each intern was also expected to conduct an independent study or action research on some aspect of education, throughout the internship year. This was usually carried out in conjunction with their internship within their classrooms. These studies were of various forms. The topic or area of the study was typically decided upon by the end of the pre-internship summer. Such topics as reading instruction, open education, cross age tutoring, family grouping, and outdoor education were used. If at all possible an ongoing classroom project involving the topic was conducted throughout the year. Very often the intern's advisor or other New School faculty members worked with the intern on the project. The project culminated in an Independent Study Report, required of all Master of Education degree candidates.

Upon completion of the internship year the intern returned to the University Campus to study those areas related to his/her previous classroom teaching experiences as well as being provided with the time, help and resources to put their independent studies into final form. During this second summer they not only participated in the seminars as learners but also as experienced resource people for the next year's interns who were beginning the pre-service program.

The following course descriptions relate to the internship program:

505. Creative Expression — Four credits
A continuation of the undergraduate sequence in Creative Expression; will include an exploration of those areas that contribute to an enlarged understanding of the "humanizing" dimension of the educational process.

511, 512. Classroom Strategies: Designs for Teaching and Learning — Four credits each
For students who are either preparing for or completing an academic year resident internship. Those strategies used in organizing for an individualized elementary school classroom are examined, with students drawing upon psychology and those subject matter areas normally taught in the elementary school.

521, 522. Resident Internship — Four credits each
A full-time, year-long internship experience conducted in a cooperating school district. Interns are assigned as members of instructional teams with full responsibility for a portion of the cooperating school's instructional program. Prerequisites include participation in the summer program prior to the internship and elementary teacher certification.

531. Independent Research in Elementary Education — Two credits
An individual research experience which is designed around a chosen project and which culminates in an Independent Study Report, required of all Master of Education degree candidates (Ed. 777). The project and its accompanying research will focus upon a topic related to the elementary school.

543. Human Responses to Environment — Four credits
A continuation of the undergraduate sequence; designed to increase each student's awareness of those societal and cultural forces which influence the climate of education in North Dakota. Considered concomitantly are the special responsibilities of the schools and their teachers toward stimulating the minds of children to develop a vision of their own future.

551. Seminar in Elementary Education — Two credits
A continuing seminar for all resident interns spanning the entire period of internship. The seminar will concentrate upon the resolution of those problems unique to each intern's specific teaching situation. It will be conducted in the cooperating districts and be organized cooperatively by the interns and clinical professors. The resources of the faculty will be drawn upon (U.N.D. Graduate School Catalogue, 1971-1973, pp. 129-130).

In the four years the New School operated as the experimental college component of the University of North Dakota, 295 interns served

in 48 different school districts and 75 different elementary schools, public and parochial. The 48 school districts contained roughly half of the state's entire elementary school population.

The New School of Behavioral Studies in Education came to its culmination in July, 1972, when it joined with the Department of Education to form the Center for Teaching and Learning (CTL). The need for a full examination of the New School's programs has thus been made all the more imperative. It is necessary to determine what kinds of experiences and opportunities are crucial to students who wish to become teachers so that the Center can provide for alternative and innovative approaches to teacher training.

The Sample

Selection Procedures

This study was conducted in three phases with two samples and one subsample of subjects. For Phase I the sample consisted of all Graduates of the Master's Degree Internship Program who completed their internship year in the New School during the period 1968-1972 and for whom a current mailing address was available by January 1, 1973 (N=281). For Phase II, a second sample, comprised of school administrators who were presently supervising the Graduate Interns of Phase I was selected. Two necessary qualifiers for this sample were: (1) A Graduate Intern of Phase I was teaching in the administrator's school district, and (2) that Graduate Intern had returned a completed Phase I questionnaire. Of the 216 Graduate Interns who returned completed questionnaires in Phase I, a 25 per cent random sample of school administrators (N=54) was chosen using a table of random numbers. For Phase III a subsample of

the Phase I sample was chosen. The only qualification for this sample was that the school administrator who was presently supervising the Graduate Intern of Phase I had returned a completed questionnaire. Of the forty-seven Graduate Interns qualifying, a 25 per cent random sample (N=12) was chosen using a table of random numbers.

TABLE 1

SAMPLE AND SUBSAMPLE POPULATION ACCORDING TO PHASES

Phase	Number in Total Group	Percentage of Total Group	Number in Group	Membership Qualifications
I	281	100	281	(1) New School Master Degree Graduate 1968-1972 (2) Available mailing address by January 1, 1973
II	216	25	54	(1) School Administrator having Graduate Intern in school district (2) Phase I Graduate Intern returned completed Questionnaire
III	47	25	12	(1) Phase I Graduate Intern (2) Present School Administrator returned completed Questionnaire

Attrition and Retention

Phase I

Of the 281 identified for the Phase I Sample, four had moved and left no forwarding address. This resulted in a sample of 277 in Phase I of this study. Two subjects were lost when a duplication of

maiden names and married names was discovered. This resulted in a sample of 275 for Phase I of the study. Of the 275, a total of 255 returned a completed questionnaire by the cut off date of March 2, 1973. This was a 92.7 per cent return. There were two late arrivals which could not be used in the data analysis. A further breakdown of this sample is found in Table 2, page 51.

Phase II

Of the fifty-four in the Phase II Sample, three were returned because the Graduate Interns were identified with the wrong school district. This left fifty-one in the Phase II Sample. Two more were returned with the explanation that the Graduate Interns in these districts were both elementary principals who also taught part time but did not have a classroom of their own and thus the information requested did not appear appropriate to the administrator to whom the questionnaires were sent. One questionnaire was returned not completed with the explanation that the teacher declined to give the administrator permission to complete it. One other questionnaire was returned not completed. This left a total of forty-seven of the original fifty-four returned and usable.

Although the questionnaire for Phase II was sent directly to the Superintendents of the School District in which the Phase I Graduate Intern was teaching it was requested that if ~~he~~ The superintendent felt he could not give the information requested he might give it to some other administrator who could do so (Letter to Administrators, Appendix B). No superintendent was listed for a one-room school in which one Phase I Sample

TABLE 2

SAMPLE FOR PHASE I ACCORDING TO YEAR OF GRADUATION

Year	Total Number Original	No Address	Duplicate Names	Total Number Adjusted	Returned		Not Returned	
					Number	Percentage	Number	Percentage
1969	51	1	-	50	45	90.0	5	10.0
1970	97	1	1	95	90	94.7	5	5.2
1971	83	2	1	80	72	90.0	8	10.0
1972	53	-	-	53	50	94.3	3	5.6
Total	281	4	2	275	257	93.4	18	6.5

member was both principal and teacher, therefore the administrator's questionnaire was sent to the president of the school board. A breakdown of the administrative position held by the Phase II respondents can be seen in Table 3.

Table 3

ADMINISTRATIVE POSITION HELD BY THE PHASE II RESPONDENTS

Position	Number	Percentage
Superintendent	10	21.28
Assistant Superintendent	2	4.26
Principal	33	70.21
Special Program Coordinator	1	2.13
School Board President	1	2.13

Phase III

Of the twelve subjects in the Phase III Subsample who were contacted concerning their willingness to be observed by the investigator, twelve (100%) responded in the affirmative, twelve (100%) were actually visited and their classroom teaching observed. Positions held by the twelve members of the Phase III Subsample are listed in Table 4, page 53.

Instruments Used for Data Collection

Three instruments were used to gather data for this study; one for each phase. A questionnaire designed by the researcher to assess the present occupation, attitudes about education, instructional

TABLE 4

TEACHING POSITION OF PHASE III SUBSAMPLE

Position	Number	Percentage
Rural Elementary (2 room schoolhouse)	1	8.33
Town Elementary (1 or 2 classes of each grade 1 to 6 in an urban setting)	7	58.33
Special Teacher (Reading skills)	1	8.33
Basic Skills Coordinator	1	8.33
College Elementary Lab School	2	16.66

practices, mobility and permanency of the Graduate Interns was used in Phase I (for a copy of the instrument, see Appendix A). In Phase II a second questionnaire designed by the researcher was sent to school administrators to determine the degree to which the perceived attitudes about education and instructional practices of the Graduate Interns, as reported on the Graduate Intern questionnaire, agreed with the perceived attitudes about education and instructional practices of the administrators (Appendix B). The Phase II questionnaire and a third instrument consisting of a check list designed and utilized by the researcher in Phase III (Appendix C) were used to validate the responses reported by the Graduate Interns in Phase I.

The Student Questionnaire

The literature reviewed in Chapter II cited many attempts by researchers to develop suitable questionnaires for teacher education follow-up studies. Lists which described teacher competencies had been developed in many ways, including the combined efforts of research teams supported by funds from foundation grants. None seemed quite appropriate for the purpose of this study. However, there were individual items on a number of lists and questionnaires that did fit and several of these were used. There seemed to be considerable value in drawing together information from many sources and combining these into a list believed to be relevant to the New School goals and philosophy for the purposes of this follow-up study.

It has been noted throughout this study that the New School advocated open or informal education. Thus this research project required an instrument that would measure, to some degree, the teachers' attitudes in relation to the definition and philosophy of open education. No lists were found that were designed for this purpose. As a result the various lists on teacher evaluation located in the literature were used solely as suggestive of format and demographic background data.

As part of the TTT Evaluation Project carried out by the New School Evaluation Team during the 1971-1972 academic year, a mail questionnaire was developed to measure variations in the degree of openness of elementary school classrooms. A comparison between New School and non-New School classrooms along the structure and process dimensions of openness was made, utilizing the questionnaire. It is composed of twenty-four behavioral questions and twenty-seven attitudinal questions

about open education and general classroom activities. This mail questionnaire became the source from which the researcher drew items relating to measurements of open education. Although the format differed, the six point and four point rating was retained whenever possible. It was suggested that with the even numbered rating there is less chance of a respondent taking the safe way of marking the middle answer of the scale due to the fact that no definite middle exists in an even numbered scale.

After much thought and discussion with members of the Evaluation team which worked on the TTT project, it was decided to use the three divisions of open education presented by McCracken and McCracken (see review in Chapter II), Educational Openness, Environmental Openness, and Behavioral Openness, as the major topics to be examined through this questionnaire. Throughout the questionnaire the main purpose of the items concerning open education was to elicit from the Graduate Intern his or her perceived understanding and practical use of ideas and activities relating to each of these three divisions.

Realizing that other experiences during the past years may have had a major influence on what the Graduate Intern thinks and does, it was decided to design several questions that would attempt to elicit the Graduate Intern's opinion of how much influence his experiences in the New School programs had on his present attitudes and activities.

The questionnaire also attempted to acquire information about the mobility and permanency of the Graduate Interns as professional educators. Since it would be impossible to conduct a complete study on mobility and permanency it was decided to limit the questions in this

area to the following topics: (1) Teaching or not teaching, (2) Why they left teaching, (3) When they left teaching, (4) Number of teaching and non-teaching positions, and (5) What year, if any, the Graduate Intern did not teach after his intern year.

Believing that each experience either helps to strengthen or weaken the convictions held toward the philosophy and practice used in one's teaching, the questionnaire culminated with questions designed to acquire information as to whether convictions increased or decreased and what, in the opinion of the Graduate Intern, influenced the change.

After the questionnaire was completed it was given to twenty-four students who had been in the New School undergraduate program during the academic term 1971-1972, and to twelve faculty members who were associated with the New School during this same time. They were asked to complete the questionnaire and to comment on unclear instructions, irrelevant statements, better wording, and so on. After carefully reviewing each of these with the evaluation team referred to earlier, several changes were made in wording, sequence, and clarity of instructions. One major change was made: The last question concerning philosophy and methods was subdivided into two check lists instead of the one on the original questionnaire. This revised questionnaire was again given to five of the above-mentioned faculty members for review. The complete questionnaire contained nineteen items and two scales eliciting background data, one scale eliciting mobility and permanency information, four attitudinal scales and four behavioral scales concerning open education (Appendix A).

The Administrator Questionnaire

Since the main objective of the Administrator's Questionnaire was to validate the response of the Graduate Interns on the Graduate Intern Questionnaire, the main source for its construction was the Graduate Intern Questionnaire. After reviewing questionnaires used for administrators in the follow-up literature (see Chapter II), it was decided to use only demographic data suggestions and format for the demographic information. The remainder of the questionnaire is almost an exact duplicate of the Graduate Intern Questionnaire in items and scales related to open education. On the Amount of Perceived Influence the New School had on Regular Classroom Activities Scale, an extra point on the rating scale (had no way of knowing) was added to facilitate the instances when the administrator had never observed a particular activity. Check lists eliciting information concerning the three divisions of Open Education, the amount of influence (in the administrator's opinion) the New School experiences had on the activities of the Graduate Intern, and what everyday experiences the administrator felt had the most influence on how the teacher now conducted the classroom activities are taken directly from the Graduate Intern's Questionnaire. Feeling the amount of contact the administrator has had with the New School Program, faculty and students, could be a great influence on the way in which he viewed and reacted to the questionnaire, the last section was designed to elicit such information. Questions regarding how much actual contact and what kind of contact the administrator had with the New School Programs, faculty and students, as well as questions regarding how much information was obtained through other sources such as

parents, children, and popular literature, culminated the Administrator's Questionnaire.

The questionnaire was given to fifteen faculty members and students, six of whom were past administrators, with instructions to complete it, commenting on format, wording, and clarity or lack of clarity. After reviewing these, only two changes needed to be made, one in the sequence of the questions and one in the wording of the directions.

The completed questionnaire had nine items designed to gather background information, three attitudinal and three behavioral scales related to open education, six items and two scales related to the amount of involvement with and knowledge of the New School, and a request for further comments (Appendix B).

The Observation Checklist

The observation check list served as a two-way check of the validity and reliability of the Graduate Intern Questionnaire and the Administrator Questionnaire. Thus it was taken almost completely from the Graduate Intern Questionnaire. Only questions found in both the Graduate Intern Questionnaire and the Administrator Questionnaire were reviewed and considered for the check list. After much study it was decided to use only the three check lists dealing directly with the three divisions of open education (Educational Openness, Environmental Openness and Behavioral Openness) and the check list regarding the amount of influence the New School Programs had on the way the various content areas (i.e., Math, Science, and Reading) were handled in the actual classroom situation.

When the check list was completed the researcher visited the classrooms of two teachers who were doing their internship during the academic year 1972-1973. Finding that the check list presented no problem in actual use it was decided to schedule the twelve observations of Phase III.

A complete copy of the Observation Checklist can be found in Appendix C.

Validity

As has already been stated, the validity of the Graduate Intern Questionnaire was established by use of the Administrator Questionnaire and the Observation Checklist.

Because the items from the TTT study were used in this study there is some evidence of their validity. To further test the validity of the Graduate Intern Questionnaire the pilot study, done with the help of the students and faculty associated with the New School and presently in the Center for Teaching and Learning, was conducted. It was hoped that after corrections were made, all respondents would interpret the items in a similar manner.

As has been stated earlier, a two-way check on the validity of the responses was conducted. By computing the Correlation Coefficient or the Pearson r for the responses on the Graduate Intern Questionnaire, the Administrator Questionnaire and the Observation Checklist, it was possible to find the probability of the correlations happening by chance alone. Any correlations significant at the .05 level were assumed to give some evidence of validity to the responses on the questionnaire.

The results of these correlations and their significance level can be seen in the following tables.

Phase II Validity Check

Table 5 shows that in only 2.30 of 10 cases the correlation between the answers given by the Graduate Intern and the corresponding Administrators was significant at the .05 level or above. This does not support the validity of the items in the Amount of Perceived Influence the New School had on Regular Classroom Activities Scale.

TABLE 5

CORRELATION OF MEANS BETWEEN GRADUATE INTERNS AND ADMINISTRATORS FOR AMOUNT OF PERCEIVED INFLUENCE THE NEW SCHOOL HAD ON REGULAR CLASSROOM ACTIVITIES SCALE

Item	Graduate Means	Administrator Means	Correlation Coefficient
Reading	3.1064	2.1489	.2637[a]
Creative Writing	3.1064	2.3191	.1771
Spelling	2.4043	2.8511	.0054
Speech	2.0638	2.0213	.0632
Math	2.6809	2.4043	.0239
Science	2.5957	1.8085	.0823
Social Studies	2.2979	1.8936	-.1365
English	2.1702	2.4894	.0755
Music	1.9574	2.4043	.1489
Art	2.5106	2.1277	.0950
Drama	2.4043	2.6809	.0280
Dance and Movement	1.8723	2.5745	.2435[a]
Physical Education	1.6809	1.6809	.2954[b]

[a]Significant at .05 level.
[b]Significant at .025 level.

Several reasons for this lack of significant correlation might be as follows:

1. The researcher added an extra point on the rating scale for the administrator's questionnaire--"no way of knowing." As a result it was found that in approximately 35 per cent of the cases the administrators chose this for their response.

2. The directions may not have conveyed the same meaning for both the Graduate Interns and the Administrators.

3. The Administrators really didn't know enough about either the New School or its programs and philosophy to make a valid judgment.

Table 6, page 62, indicates that in only 2.22 of 10 cases the correlation between the answers given by the Graduate Intern and the corresponding administrator was significant at the .05 level or above. This does not support the validity of the items in the Attitudes Toward Open Education Scale.

Table 7, page 63, shows that in 8.0 of 10 cases the correlation between the answers given by the Graduate Interns and those given by the corresponding administrator was significant at the .05 level or above. This lends significance to the validity of the items in the Educational Openness Scale.

Table 8, page 64, indicates that in 9.28 of 10 cases the correlation between the answers given by the Graduate Intern and the corresponding administrator was significant at the .05 level or above. This lends significance to the validity of the items in the Environmental Openness Scale.

TABLE 6

CORRELATION BETWEEN MEANS OF GRADUATE INTERNS AND ADMINISTRATORS FOR ATTITUDES TOWARD OPEN EDUCATION SCALE

Item	Graduate Means	Administrator Means	Correlation Coefficient
Basic skills are not stressed enough	3.0000	2.9362	.2970[a]
Students and teachers are happier	3.7660	3.1915	.0681
Competition is stressed less	3.5957	3.2128	.1654
More financial expense is involved	2.8085	2.4894	.0958
Fewer children can be handled in a class	2.7021	2.8085	.2314[b]
More teacher planning is required	3.8085	3.6596	.2298
Discipline is more of a problem	3.1277	3.0213	.1789
All children are benefited regardless of ability	3.3617	3.1277	.0554
Children are more actively involved	3.8298	3.6383	.1860

[a]Significant at .025 level.
[b]Significant at .05 level.

TABLE 7

CORRELATION OF MEANS BETWEEN GRADUATE INTERNS AND ADMINISTRATORS FOR EDUCATIONAL OPENNESS SCALE

Item	Graduate Means	Administrator Means	Correlation Coefficient
Definitely defined time periods for each subject	3.4468	3.1702	.3823[a]
Specific texts and workbooks as instructional media	3.2340	3.2340	.6461[a]
Different activities within a subject area going on simultaneously	4.2128	4.4468	.3456[b]
All children doing same work at same time	4.4255	4.3830	.3892[a]
Learning activities starting with children's interests	3.6383	4.1064	.2593[c]
New concepts introduced to the entire class	3.4255	3.2340	.3296[b]
Children learning from each other	4.4681	4.3830	.2494[c]
Teachers or aides doing most of the class or group planning	3.4468	3.5957	.2574[c]
Children solving their own problems or answering their own questions in a number of ways	3.9787	3.8936	.0530
Children reading books and other materials	4.7234	4.6809	.0719

[a]Significant at .005 level.
[b]Significant at .01 level.
[c]Significant at .05 level.

TABLE 8

CORRELATION OF MEANS FOR GRADUATE INTERNS AND ADMINISTRATORS FOR ENVIRONMENTAL OPENNESS SCALE

Item	Graduate Means	Administrator Means	Correlation Coefficient
Children permitted to arrange the room as they want	3.9363	3.7447	.1843
Classroom extended to include people, places and things within the community	3.2553	3.8085	.2801[a]
Walls and bulletin boards showing children's work	4.8957	4.7234	.2521[b]
Walls and bulletin boards showing teacher's work	4.9574	4.6383	.3701[c]
Children's desks in rows facing the teacher's desk	5.1489	4.7234	.3957[c]
Large number of books and other reading materials easily accessible to children	5.2766	5.0213	.3143[d]
Live plants and animals found in room	3.8085	5.2553	.4929[c]
Desks replaced by tables	2.8298	3.0851	.5592[c]
Variety of manipulative materials	4.5745	4.5106	.4896[c]
Commercially made materials, games and equipment used	2.8511	3.0851	.3452[d]
Teacher and pupil made materials, games and equipment used	4.1915	4.0426	.5612[c]
Provision for Art, Drama, and Dance	3.6596	3.5319	.5133[c]
Learning centers utilized	3.9787	4.2128	.5408[c]
Quiet areas for individual and small groups available	4.2979	4.1064	.3835[c]

[a]Significant at .025 level.
[b]Significant at .05 level.
[c]Significant at .005 level.
[d]Significant at .01 level.

Table 9, page 66, indicates that in 8.88 of 10 cases the correlation between the answers given by the Graduate Intern and the corresponding Administrator was significant at the .05 level or above. This lends significance to the validity of the items in the Behavioral Openness Scale.

Table 10, page 67, indicates that in only 1.66 of 10 cases the correlation between the answers given by the Graduate Intern and the corresponding Administrator was significant at the .05 level or above. This does not support the validity of the amount of Influence of Post Intern Experiences on the Classroom Methodology Scale.

Table 10 indicates that the Graduate Interns and the Administrators perceive the influence affecting the way a classroom is organized as coming from different sources. The difference in the means of each item, in this table, also gives support to this assumption.

In summary, it was found that in 5.47 of 10 cases that the Graduate Interns' and Administrators' answers significantly correlated at the .05 level or above. In the behavioral scale items--those for Educational Openness, Environmental Openness, and Behavioral Openness--a correlation at the significant level of .05 or above was achieved approximately 8.72 of 10 cases. In the attitudinal scale items--those for Amount of Perceived New School Influence on Regular School Activities, Attitude Toward Open Education, and Influences Affecting Classroom Teaching Methods--a correlation at the significance level of .05 or above was achieved approximately 2.06 of 10 cases. The behavioral scale items have been demonstrated to have validity at the .05 level of

TABLE 9

CORRELATION OF MEANS BETWEEN GRADUATE INTERNS AND ADMINISTRATORS FOR BEHAVIORAL OPENNESS SCALE

Item	Graduate Means	Administrator Means	Correlation Coefficient
Children working at individual pace is encouraged	5.0638	4.8511	.5153[a]
Individual children have major responsibility for planning their own day	3.4681	3.5745	.4537[a]
Children as a group have the major responsibility for planning the day	2.8511	3.1915	.1944
Children participate individually in evaluating their own work and experiences	4.5745	3.7234	.4170[a]
Children participate as a group in evaluating the activities of the class	3.2553	3.3617	.2477[b]
Part of the day is reserved for children to do whatever they want in the classroom	4.3191	3.9362	.2746[b]
Work on basic skills is completed before beginning special projects, activities, or games	3.0213	3.2766	.2499[b]
Children move freely from one area to another without asking permission	4.9574	4.7660	.2761[b]
Spontaneous conversation is permitted among the children	4.9362	4.7021	.3242[c]

[a]Significant at .005 level.
[b]Significant at .05 level.
[c]Significant at .01 level.

TABLE 10

CORRELATION BETWEEN MEANS OF GRADUATE INTERNS AND ADMINISTRATORS FOR INFLUENCE OF POST INTERN EXPERIENCES ON THE CLASSROOM METHODOLOGY SCALE

Item	Graduate Means	Administrator Means	Correlation Coefficient Graduate-Administrator
Attitude of other faculty members	1.9149	2.1489	-.0592
Attitude of parents	2.0000	2.3191	.3710[a]
Amount of support from administration	2.5745	2.8511	.1470
Need for more training	1.8936	2.0213	.1167
Amount of follow-up support from the New School after his/her graduation	1.6596	1.8085	.0626
Expense of program	1.8298	1.8936	.0354
Access to sufficient material	2.4681	2.4894	.1218
Amount of extra help in the classroom	2.2766	2.4043	-.0780
Additional training after graduation	1.8723	2.1277	-.0619
Amount of success of attempted activities in the past	2.7021	2.6809	.0796
Time necessary for planning	2.7447	2.5745	.0891

[a]Significant at .005 level.
[b]Significant at .025 level.

significance from this information. The validity of the attitudinal scale items has not been established for this investigation.

Phase III

In Phase III of the study, correlations were conducted between Graduate Interns (N==12), corresponding Administrators (N=12), and Classroom Observation (N=12). However, it must be noted that only one observer made all twelve observations. This differs from the Graduate Interns and Administrators in this phase since each of these groups involves twelve different individuals.

Table 11, page 69, presents three sets of correlation coefficients: (1) In 8.0 of 10 cases the correlation between the answers given by the Graduate Intern and the corresponding Administrator was significant at the .05 level or above; (2) In 10.0 of 10 cases the correlation between the answers reported by the Graduate Intern and the corresponding Classroom Observer was significant at the .05 level or above; and (3) In 9.0 of 10 cases the correlation between the answers by the Classroom Observer and the corresponding Administrator was significant at the .05 level or above. This lends significance to the validity of the items in the Educational Openness Scale.

Table 12, page 71, presents three sets of correlation coefficients: (1) In 8.57 of 10 cases the correlation between the answers given by the Graduate Intern and the corresponding Administrator was significant at the .05 level or above; (2) In 10.0 of 10 cases the correlation between the answers given by the Graduate Intern and the corresponding classroom observer was significant at the .05 level or above; and (3) In 8.57 of 10 cases the correlation between the answers recorded

TABLE 11

CORRELATIONS BETWEEN MEANS FOR GRADUATE INTERNS, ADMINISTRATORS AND OBSERVERS FOR EDUCATIONAL OPENNESS SCALE

Item	Graduate Means	Administrator Means	Observer Means	Correlation Graduate-Administrator	Correlation Graduate-Observer	Correlation Administrator-Observer
Definitely defined time periods for each subject	3.7500	3.4167	3.9167	.7669[a]	.8395[a]	.6941[a]
Specific texts and workbooks as instructional media	4.0833	3.9167	4.2500	.9550[a]	.9069[a]	.9320[a]
Different activities within a subject area going on simultaneously	4.7500	4.9167	5.0833	.4774[a]	.7999[a]	.5850[c]
All children doing same work at same time	4.8333	4.6667	4.5833	.4764[b]	.7095[a]	.5436[b]
Learning activities starting with children's interests	4.0833	4.1667	4.833	.5679[c]	.9084[a]	.5679[c]
New concepts introduced to the entire class	3.4167	3.3333	3.4167	.6252[d]	.7771[a]	.8357[a]
Children learning from each other	4.4167	4.7500	4.7500	.3332	.8515[a]	.4791[b]

TABLE 11--Continued

Item	Graduate Means	Administrator Means	Observer Means	Correlation Graduate-Administrator	Correlation Graduate-Observer	Correlation Administrator-Observer
Teachers or aides doing most of the class or group planning	3.9167	4.2500	4.1667	.3655	.7027[a]	.2130
Children solving their own problems or answering their own questions in a number of ways	4.2500	4.1667	4.1667	.5094[b]	.8866[a]	.5850[c]
Children reading books and other materials	4.8333	5.0000	4.5833	.4762[b]	.6249[c]	.4791[b]

[a]Significant at .005 level.
[b]Significant at .05 level.
[c]Significant at .025 level.
[d]Significant at .01 level.

TABLE 12

CORRELATIONS OF MEANS BETWEEN GRADUATE INTERNS, ADMINISTRATORS AND OBSERVERS FOR ENVIRONMENTAL OPENNESS SCALE

Item	Graduate Means	Administrator Means	Observer Means	Correlation Graduate-Administrator	Correlation Graduate-Observer	Correlation Administrator-Observer
Children permitted to arrange the room as they want	4.3333	4.4107	4.3333	.4792[a]	.8846[c]	.2654
Classroom extended to include people, places and things within the community	3.8333	4.3333	4.3333	.6627[b]	.9246[c]	.7850[c]
Walls and bulletin boards showing children's work	5.3333	5.2500	5.8333	.4783[a]	.7939[c]	.4748[a]
Walls and bulletin boards showing teacher's work	5.0833	5.1667	5.0833	.5462[a]	.6765[b]	.8599[c]
Children's desks in rows facing the teacher's desk	5.5000	5.4167	5.5000	.7670[c]	.8819[c]	.6765[b]
Large number of books and other reading materials easily accessible to children	5.8333	5.5000	5.6500	.7007[c]	.5222[a]	.4472
Live plants and animals found in room	4.1667	4.7500	4.5833	.6557[b]	.7950[c]	.7719[c]

TABLE 12--Continued

Item	Graduate Means	Administrator Means	Observer Means	Correlation Graduate-Administrator	Correlation Graduate-Observer	Correlation Administrator-Observer
Desks replaced by tables	4.1667	4.1667	4.2500	.7322[c]	.8982[c]	.8254[c]
Variety of manipulative materials	5.0833	4.7500	4.8333	.4373	.8002[c]	.7046[c]
Commercially made materials, games and equipment used	2.4167	2.5833	2.0833	.7351[c]	.8284[c]	.7047[c]
Teacher and pupil made materials, games and equipment used	5.4167	4.8333	5.2500	.4460	.7327[c]	.6708[b]
Provision for Art, Drama, and Dance	4.0833	4.5333	4.1667	.7923[c]	.9133[c]	.7854[c]
Learning centers utilized	4.5833	4.8333	4.3333	.6928[c]	.9707[c]	.7324[c]
Quiet areas for individual and small groups available	5.0833	5.0833	5.3333	.5741[d]	.8564[c]	.6673[b]

[a]Significant at .05 level.
[b]Significant at .01 level.
[c]Significant at .005 level.
[d]Significant at .025 level.

by the corresponding administrator was significant at the .05 level or above. This lends significance to the validity of the items in the Environmental Openness Scale.

Table 13, page 74, presents three sets of correlation coefficients: (1) In 8.88 of 10 cases the correlation between the answers given by the Graduate Intern and the corresponding administrator was significant at the .05 level or above; (2) In 8.88 of 10 cases the correlation between the answers given by the Graduate Intern and the corresponding classroom observer was significant at the .05 level or above; (3) In 7.77 of 10 cases the correlation between the answers recorded by the corresponding administrator was significant at the .05 level or above. This lends significance to the validity of the items in the Behavioral Openness Scale.

Table 14, page 76, presents the three sets of correlation coefficients for the Amount of Perceived Influence the New School had on Regular Activities Scale: (1) In 5.38 of 10 cases the correlation between the answers given by the Graduate Intern and the corresponding administrator was significant at the .05 level or above; (2) In 9.23 of 10 cases the correlation between the answers reported by the Graduate Intern and the corresponding Classroom Observer was significant at the .05 level or above; and (3) In only 3.85 of 10 cases the correlation between the answers recorded by the classroom observation and the matching administrator was significant at the .05 level or above.

In summary, it was found that in 8.175 of 10 cases the Graduate Interns', Administrators' and Observers' answers significantly correlated at the .05 level or above. In 9.0 of 10 cases the Graduate

TABLE 13

CORRELATIONS OF MEANS BETWEEN GRADUATE INTERNS, ADMINISTRATORS AND OBSERVERS FOR BEHAVIORAL OPENNESS SCALE

Item	Graduate Means	Administrator Means	Observer Means	Correlation Graduate-Administrator	Correlation Graduate-Observer	Correlation Administrator-Observer
Children working at individual pace is encouraged	5.5833	5.3333	5.6667	.7149[a]	.9047[a]	.6814[a]
Individual children have major responsibility for planning their own day	4.0000	4.0000	4.2500	.5963[b]	.8186[a]	.6276[c]
Children as a group have the major responsibility for planning the day	3.5833	3.5833	3.5833	.5741[b]	.5825[b]	.6716[c]
Children participate individually in evaluating their own work and experiences	4.5833	3.9167	4.7500	.3105	.7870[a]	.3568
Children participate as a group in evaluating the activities of the class	3.6667	3.8333	3.3333	.8141[a]	.6424[c]	.6928[a]
Part of the day is reserved for children to do whatever they want in the classroom	4.7500	4.9167	4.6667	.6190[b]	.9473[a]	.6742[c]

TABLE 13--Continued

Item	Graduate Means	Administrator Means	Observer Means	Correlation Graduate-Administrator	Correlation Graduate-Observer	Correlation Administrator-Observer
Work on basic skills is completed before beginning special projects, activities or games	3.4167	3.5000	3.6667	.8088[a]	.9160[a]	.9087[a]
Children move freely from one area to another without asking permission	5.2500	5.0000	5.3333	.7028[a]	.9564[a]	.7655[a]
Spontaneous conversation is permitted among the children	5.4167	5.6667	5.837	.5553[b]	.3573	.0921

[a]Significant at .005 level.
[b]Significant at .025 level.
[c]Significant at .01 level.

TABLE 14

CORRELATIONS OF MEANS BETWEEN GRADUATE INTERNS, ADMINISTRATORS AND OBSERVERS FOR AMOUNT OF PERCEIVED INFLUENCE THE NEW SCHOOL HAD ON REGULAR SCHOOL ACTIVITIES SCALE

Item	Graduate Means	Administrator Means	Observer Means	Correlation Graduate-Administrator	Correlation Graduate-Observer	Correlation Administrator-Observer
Reading	3.1667	1.6667	3.2500	.7616[a]	.9544[a]	.6886[a]
Creative Writing	3.2500	1.8333	3.3333	.6597[b]	.8278[a]	.3147
Spelling	2.6667	1.4167	2.7500	.5212[c]	.7899[a]	.4763[c]
Speech	2.4167	1.1667	2.0000	.3411	.8561[a]	.0956
Math	3.0833	1.4167	3.1667	.6262[b]	.9514[a]	.6642[b]
Science	2.5000	1.6667	2.6667	.5078[c]	.8706[a]	.5263[c]
Social Studies	2.3333	1.6667	2.4167	.6045[d]	.7329[a]	.3395
English	2.3333	1.2500	2.5000	.4622	.8309[a]	.3594
Music	2.2500	0.5833	2.0000	.6432[b]	.8496[a]	.7160[a]
Art	2.4167	1.5000	2.9167	.3267	.8947[a]	.3125
Drama	2.7500	1.3333	2.6667	.2514	.8735[a]	.1743
Dance and Movement	2.0000	1.1667	1.6667	.1426	.8593[a]	.0511
Physical Education	1.7500	0.6667	1.4167	.1225	.2928	.2988

[a]Significant at .005 level.
[b]Significant at .01 level.
[c]Significant at .05 level.

Interns', Administrators' and Observers' answers significantly correlated at the .05 level or above. A correlation at the significance level of .05 or above was achieved between the answers of the Graduate Interns, Administrators and Observers for items in the Environmental Openness Scale in 9.04 of 10 cases. For the items in the Behavioral Openness Scale, answers between the Graduate Interns, Administrators and Observers correlated at the significance level of .05 or above in 8.51 of 10 cases. In 6.15 of 10 cases the answers of the Graduate Interns, Administrators and Observers correlated at the significance level of .05 or above for items in the New School Perceived Influence on Regular School Activities Scale. From this information the items of the four scales--Educational Openness, Environmental Openness, Behavioral Openness, and New School Perceived Influence on Regular School Activities--have been demonstrated to have validity at the .05 level of significance for this investigation.

Method of Collecting Data

The practices suggested in the publication by McKinney and Oglesby (1971) were the basis for the method used in the data collection of this study. The following suggestions regarding the instrument format are stated by McKinney and Oglesby:

> The mechanical presentation of the instrument is very important. You can almost guarantee poor response if it is mimeographed [or Xeroxed] on white paper. Remember that the instrument will most likely be arriving in the mail with various advertisements which have all the expertise of Madison Avenue behind them. You will certainly not be able to compete with such high-pressure salesmanship, but you can make definite efforts to prevent the follow-up instrument from being discarded along with the junk mail. Two general rules

> to follow: (1) Colored paper tends to result in a higher return; and (2) The instrument should be printed in booklet form in a size convenient for mailing (p. 15).

These two general rules were followed for the instrument format in the study. The Graduate Intern Questionnaires were color coded according to the year of graduation; i.e., 1969--Blue; 1970--Pink; 1971--Green; and 1972--Yellow. This was also found to facilitate in the quick categorizing of the returns. The Administrator Questionnaire was printed on orange. The check list was printed on white. Since only the researcher would be using them, the need for color as suggested above was not necessary.

Following a procedure recommended by similar survey research, subjects in this study were sent a letter prior to mailing the actual questionnaire. The purpose of this letter was to alert the subject that he would soon be receiving an important instrument, which he was urged to complete and return as soon as possible. This letter was also mailed using commemorative stamps as suggested by McKinney and Oglesby (1971) to assure that the subject would consider the letter a matter of importance. The response obtained in this study indicates that this procedure is effective.

The following pattern was used for mailing the Graduate Intern Questionnaire:

January 19, 1973:--First Mailing. "Alert" letter. Sent to entire sample (Appendix A).

January 26, 1973:--Second Mailing. Questionnaire, cover letter, and return envelop, stamped and addressed. Sent to entire sample (Appendix A).

February 2, 1973:--Third Mailing. First thank-you reminder letter. Sent to entire sample (Appendix A).

February 9, 1973:--Fourth Mailing. Second request follow-up instrument, second cover letter, and return envelope, stamped and addressed. Sent to only non-respondents (Appendix A).

February 16, 1973:--Fifth Mailing. Second thank-you reminder letter. Sent only to non-respondents (Appendix A).

A two-week period following the fifth mailing was allowed for responses. March 2, 1973 was set as the cut off date for responses to the Phase I survey. As has been stated earlier, 92.7 per cent or 255 questionnaires were returned by this date.

The schedule for mailing the Administrator's questionnaire was similar:

March 2, 1973:--First Mailing. "Alert" letter. Sent to entire sample (Appendix B).

March 9, 1973:--Second Mailing. Administrator Questionnaire, cover letter, and return envelope, stamped and addressed. Sent to entire sample (Appendix B).

March 16, 1973:--Third Mailing. First thank-you reminder letter. Sent to entire sample (Appendix B).

March 23, 1973:--Fourth Mailing. Second Request follow-up instrument, second cover letter, and return envelope, stamped and addressed. Sent only to non-respondents (Appendix B).

March 30, 1973:--Fifth Mailing. Second thank-you reminder letter. Sent only to non-respondents (Appendix B).

A two-week period after the fifth mailing was allowed for responses. The cut off date for the Administrators Questionnaire was April 13, 1973. Fifty-four of the total sample of fifty-four, or 100 per cent, returned the questionnaire.

As Powers (1956) points out, and further states

> Possibly one of the best methods of follow-up is visitation.
> . . . . . .
> Good visitation is a cooperative venture on the part of the college visitor, school administrator, and teacher. As such, unannounced visitation is unfair to two-thirds of the partnership. In planning his itinerary the college visitor should give ample notice of his impending visit. Alternative dates are not only a matter of courtesy, but a practical consideration as well. Both administrator and teacher may have sound reasons for desiring another date (pp. 106-107).

Using this as a guide, a letter requesting a date for visitation and observation of the teacher classrooms was mailed to each teacher comprising the sample for Phase III. All of the visitation request letters were mailed by April 3, 1973 (Appendix C).

Enclosed in the letter was a form to be returned consenting to the requested date or an alternate date, and providing such demographic data as school address, phone number, principals and names (Appendix C). All were returned and all accepted the proposed date for the observation visit. The day before each visit a phone call was made to the school office confirming the visitation for the following day. The visitations, due to the wide geographic area in which they were found and the fact that Easter vacation intervened in the middle, were spread over a six-week

period. Visitations were made in Pennsylvania, Wisconsin, Minnesota, North Dakota and South Dakota between March 30, 1973 and May 10, 1973.

The entire period of data collection covered the time between January 19, 1973 and May 10, 1973.

Treatment of the Data

The major purpose of this study was to conduct a follow-up survey of the Master Degree Graduates of the Internship program of the New School of Behavioral Studies in Education. Therefore, no special treatment of the subjects was required by this study. The subjects were asked to respond to a questionnaire and a small number of them were asked permission for an observation and visitation of their present classrooms.

Research Questions

The following research questions have guided this study:

1. To what degree is the specialized training which the Graduate Interns received observable in the attitudes, understanding, and use of various teaching skills as answered on the Graduate Intern Questionnaire?

2. On the basis of responses on the Graduate Intern Questionnaire is there any difference between Graduate Interns who remained in teaching and those who left teaching on such factors as: sex, age, number of years in the New School program, home state, marital status, previous teaching experience, reasons for coming to the New School and attitudes toward education?

3. What factors were perceived to be most critical in causing those Graduate Interns who left teaching to make that decision as answered on the Graduate Intern Questionnaire?

4. Are there any distinguishable patterns of attrition for the Graduate Interns who have left teaching as answered on the Graduate Intern Questionnaire?

5. What educational positions are held by the Graduate Interns presently teaching and who responded to the questionnaire?

6. Was the reported evidence of New School influence on the Graduate Interns uniform over the four years in which the New School functioned as the experimental college component at the University of North Dakota?

7. To what degree have post New School experiences influenced the Graduate Intern's perceived educational philosophy as answered on the Graduate Intern Questionnaire?

8. To what degree have post New School experiences influenced the Graduate Intern's perceived educational methodology as answered on the Graduate Intern's Questionnaire?

Statistical Treatment

The statistical procedures used in this study included a tally program to obtain item means and several one-way analyses of variance by group membership.

Tally

A tally program was employed to obtain item means for the Graduate Intern Questionnaire for each of the following: The entire Phase I

sample (N=255); In relation to the year the Graduate Intern graduated from the New School Master's Degree program; In relation to Non-teaching Graduate Interns and Teaching Graduate Interns.

One-Way Analysis of Variance

A one-way analysis of variance was employed to compare the mean values of the Perceived New School Influence on Regular Classroom Activities Scale, Educational Openness Scale, Environmental Openness Scale, and Behavioral Openness Scale in relation to the number of years in the New School program.

A one-way analysis of variance was employed to compare the mean values of the Perceived New School Influence on Regular Classroom Activities Scale, Statements Concerning New School Classrooms Compared to Typical Classrooms Scale, Educational Openness Scale, Environmental Openness Scale, and Behavioral Openness Scale in relation to the year of graduation from the New School Master's Degree Program.

A one-way analysis of variance was employed to compare the mean values of the Perceived New School Influence on Regular Classroom Activities Scale, Statements Concerning New School Classrooms Compared to Typical Classrooms Scale, Educational Openness Scale, Environmental Openness Scale, and Behavioral Openness Scale in relation to Non-teaching Graduate Interns and Teaching Graduate Interns.

Summary

This chapter has described the study in terms of the sample, the internship program from which members of the sample were graduates,

the instruments used, the validity tests of the instruments, the data collection procedures, the research procedures and the statistical treatment of the data. Chapter IV will present the findings of this study.

CHAPTER IV

ANALYSIS OF THE DATA

As outlined in Chapter I, the purpose of this study was to examine the perceived value of the Master's Degree Internship Program of the New School of Behavioral Studies in Education at the University of North Dakota, in relation to the present occupation, attitudes about education and instructional practices of the Master's Degree Graduates. Another purpose of this study was to determine the mobility and permanency of the Master's Degree Graduates as professional educators.

The study was designed to ascertain:

1. To what degree the specialized training which the Graduate Interns received is observable in the attitudes, understanding, and use of various teaching skills.

2. If there is any difference between Graduate Interns who remained in teaching and those who left teaching on such factors as: sex, age, number of years in the New School program, home state, marital status, previous teaching experience, reasons for coming to the New School and attitudes toward education.

3. What factors were perceived most critical in causing those Graduate Interns who left teaching to make that decision.

4. If there are any distinguishable patterns of attrition for the Graduate Interns who have left teaching.

5. What educational positions are held by the Graduate Interns presently teaching.

6. If the reported evidence of New School influence on the Graduate Interns is uniform over the four years in which the New School functioned as the experimental college component at the University of North Dakota.

7. To what degree post New School experiences influenced the Graduate Intern's perceived educational philosophy.

8. To what degree post New School experiences influenced the Graduate Intern's perceived educational methodology.

The literature related to this study was reviewed in Chapter II. The design of the study and procedures employed were described in Chapter III. This chapter presents the findings of the investigation. The eight research questions were examined for this study. The findings are presented in the order of the research questions as presented in Chapter III. To facilitate analysis of the data these research questions are restated throughout this chapter as the findings for each is presented. For any significant level testing, the .05 alpha was chosen a priori. Other significance levels were also reported when they occurred.

Research Question One

To what degree is the specialized training which the Graduate Interns received observable in the attitudes, understanding, and use of various teaching skills as answered on the Graduate Intern Questionnaire?

Figures 3 through 8 and Tables 15 through 19 present the data relative to research question one. Figures 3 through 8 include means for total group descriptive data regarding perceived New School influence on attitudes, understandings and use of various teaching skills. Tables 15 through 19 include means, standard deviations, F-ratios, and indication of any statistically significant differences in the mean scores on the behavioral scales of openness included in the Graduate Intern Questionnaire.

Figure 3, page 88, presents the mean values for the total Phase I sample (N=255) for the perceived New School influence on various aspects of the Graduate Intern's present life. This figure reveals very similar mean values. No aspect is below the midpoint on the scale. The most influenced aspects, in descending order, were "ideas concerning education," "teaching methods," and "contacts with varied points of view." These all ranked above 6.0 on a seven point scale. The lowest influenced aspect was "teacher-teacher relations" with a rating of 5.035. No aspects drew ratings of "no influence" or "negative influence." The range in value ratings was very narrow.

Figure 4, page 89, presents the mean values for the total Phase I sample (N=255) for the Perceived New School Influence on Regular Activities Scale. The figure reveals a varied range of mean values. The most influenced classroom activities, in descending order, were

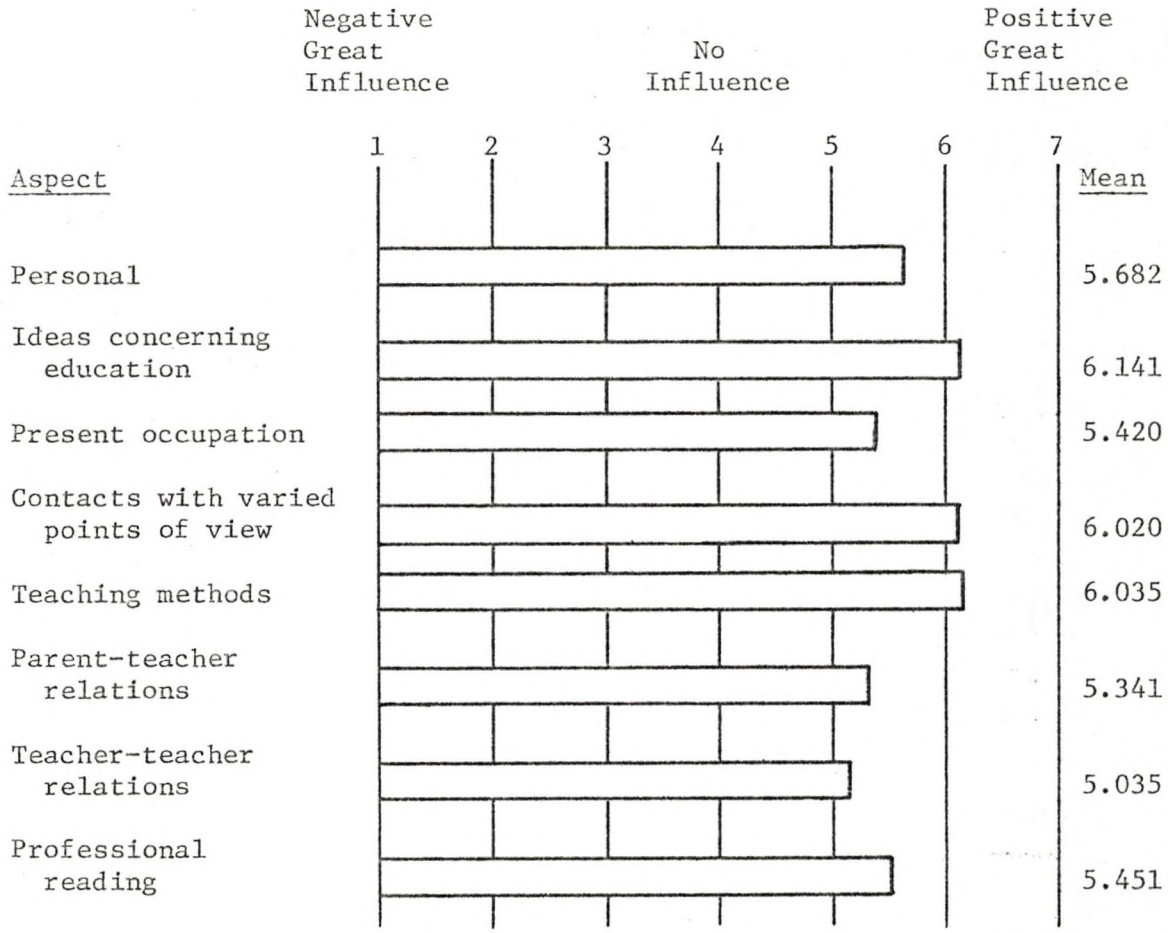

Fig. 3.--Mean value of tally for New School Influence on Various Aspects of Graduate Interns' Present Life (Total Graduate Interns). A seven-point check system ranging from negative great influence to positive great influence has been converted into a weighted scale from 1 to 7 with 7 designating a positive great influence and 1 a negative great influence; 4 serves as a midpoint of no influence.

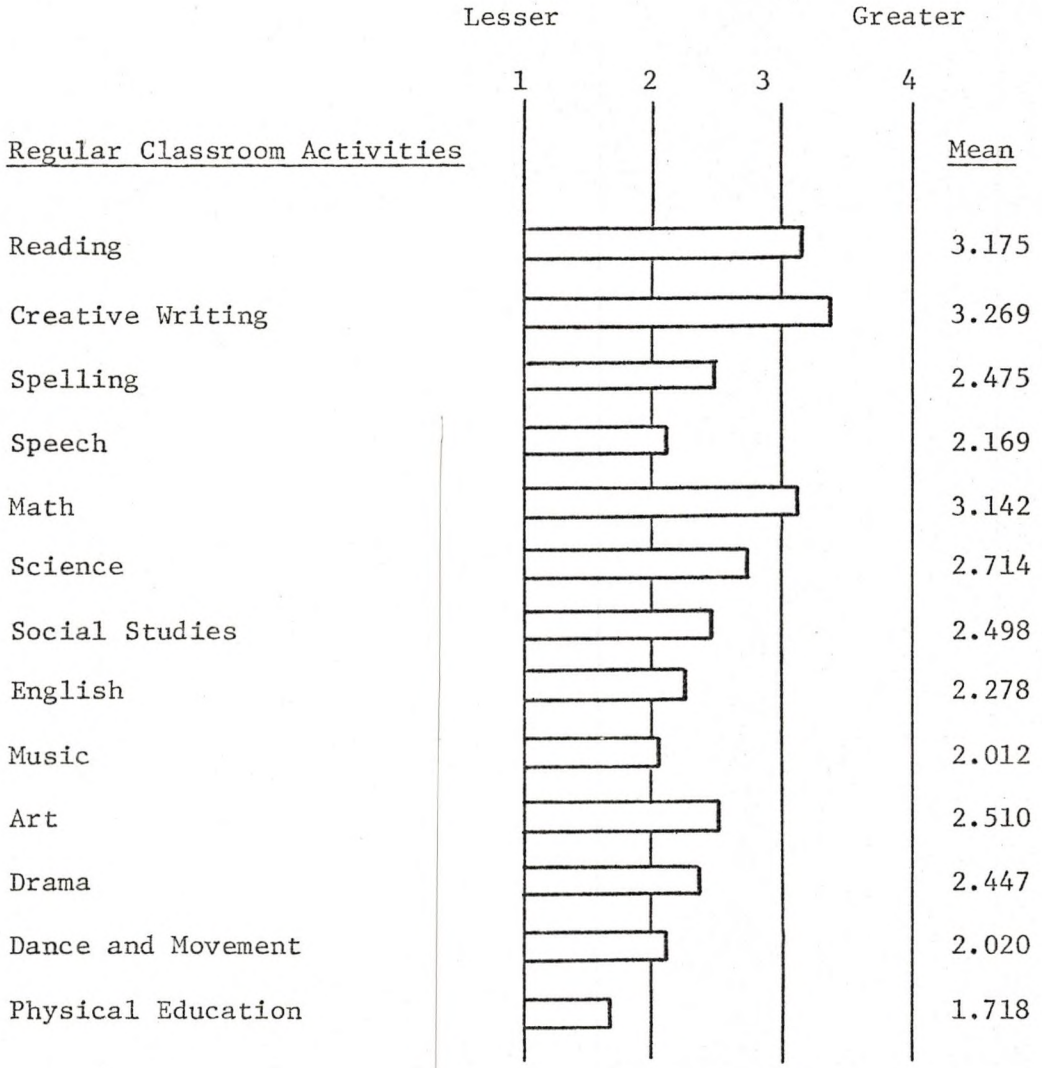

Fig. 4.--Mean value of tally for New School Influence on Regular Classroom Activities (Total Graduate Interns). A four-column check system ranging from no influence to great influence has been converted into a weighted scale from 1 to 4 with 4 designating a greater degree of influence and 1 a lesser degree of influence.

"Creative Writing," "Reading" and "Math." These are ranked above 3.0 on a four point scale. "Speech," "English," "Music," "Art," "Drama," "Dance and Movement" and "Physical Education" all drew ratings below the 2.5 value. The lowest influenced classroom activity was "Physical Education" with a rating of 1.718.

The mean values for the Statements Concerning New School Classrooms Compared to Typical Classrooms Scale are presented in Figure 5, page 91. This figure reveals high mean values for two-thirds of the statements with ratings over 3.0 on a four point scale. The other one-third of the statements have mean value ratings over 2.5 on a four point scale.

Figure 6, page 92, presents the mean values for the statements on the Educational Openness Scale. Mean value ratings over 4.0 on a six point scale are obtained by 50 per cent of the statements. The other 50 per cent have ratings over 3.0. The two lowest ratings were given to "definitely defined time period for each subject" and "specific texts and workbooks as instructional media."

Mean values for the statements on the Environmental Openness Scale are presented in Figure 7, page 93. The two statements receiving the highest ratings were "children's desks in rows facing the teacher's desk" and "large number of books and other reading materials easily accessible to children" with ratings above 5.0 on a six point scale. Eight other statements had ratings above 4.0 giving a five-sevenths of the items ratings over 4.0. "Commercially made materials, games, and equipment used" was the only statement with a rating below 3.0.

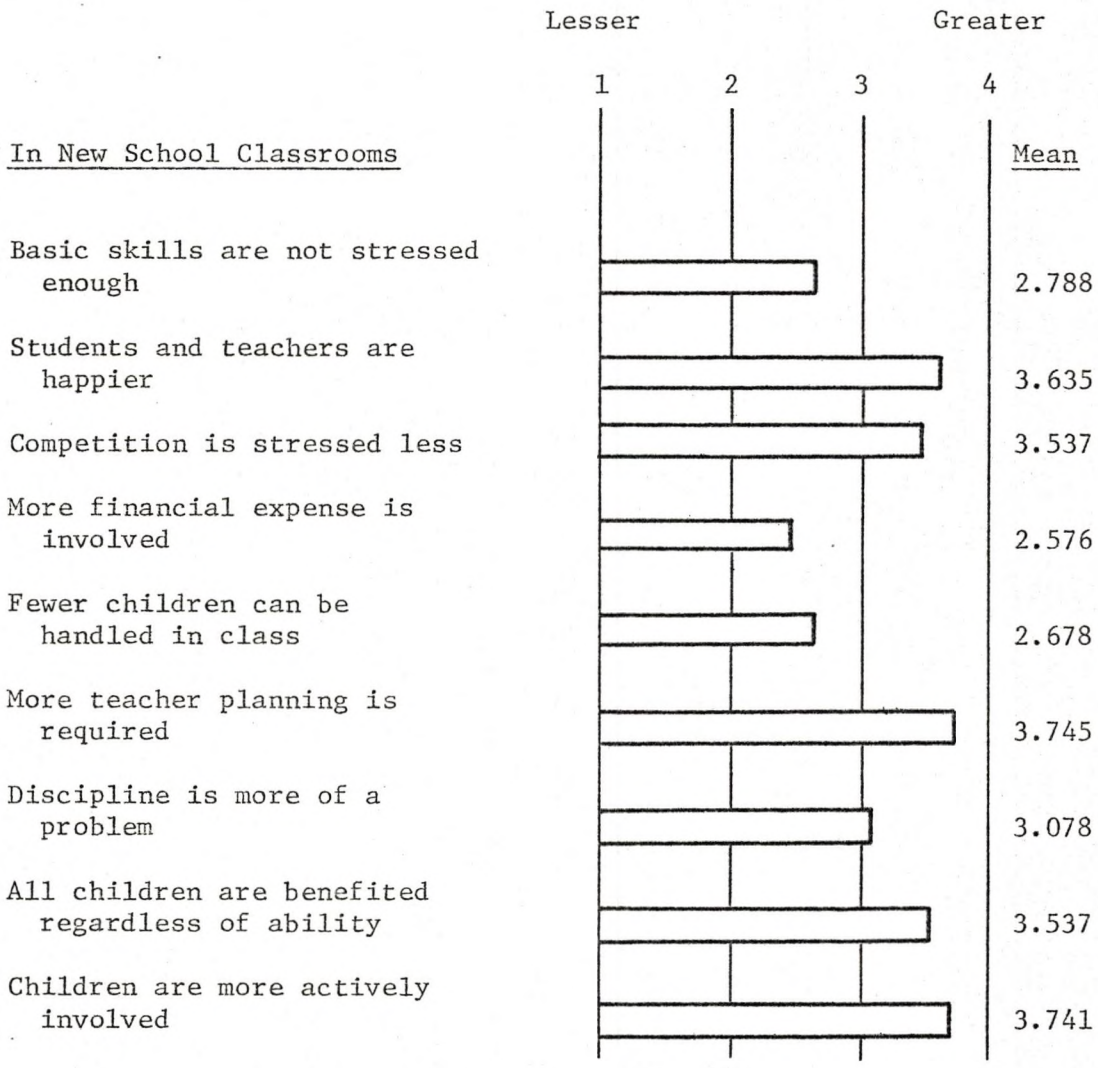

Fig. 5.--Mean value of tally for Statements Concerning New School Classrooms Compared to Typical Classrooms (Total Graduate Interns). A four-column check system ranging from agree to disagree has been converted into a weighted scale from 1 to 4 with 4 designating a greater degree of openness and 1 a lesser degree of openness.

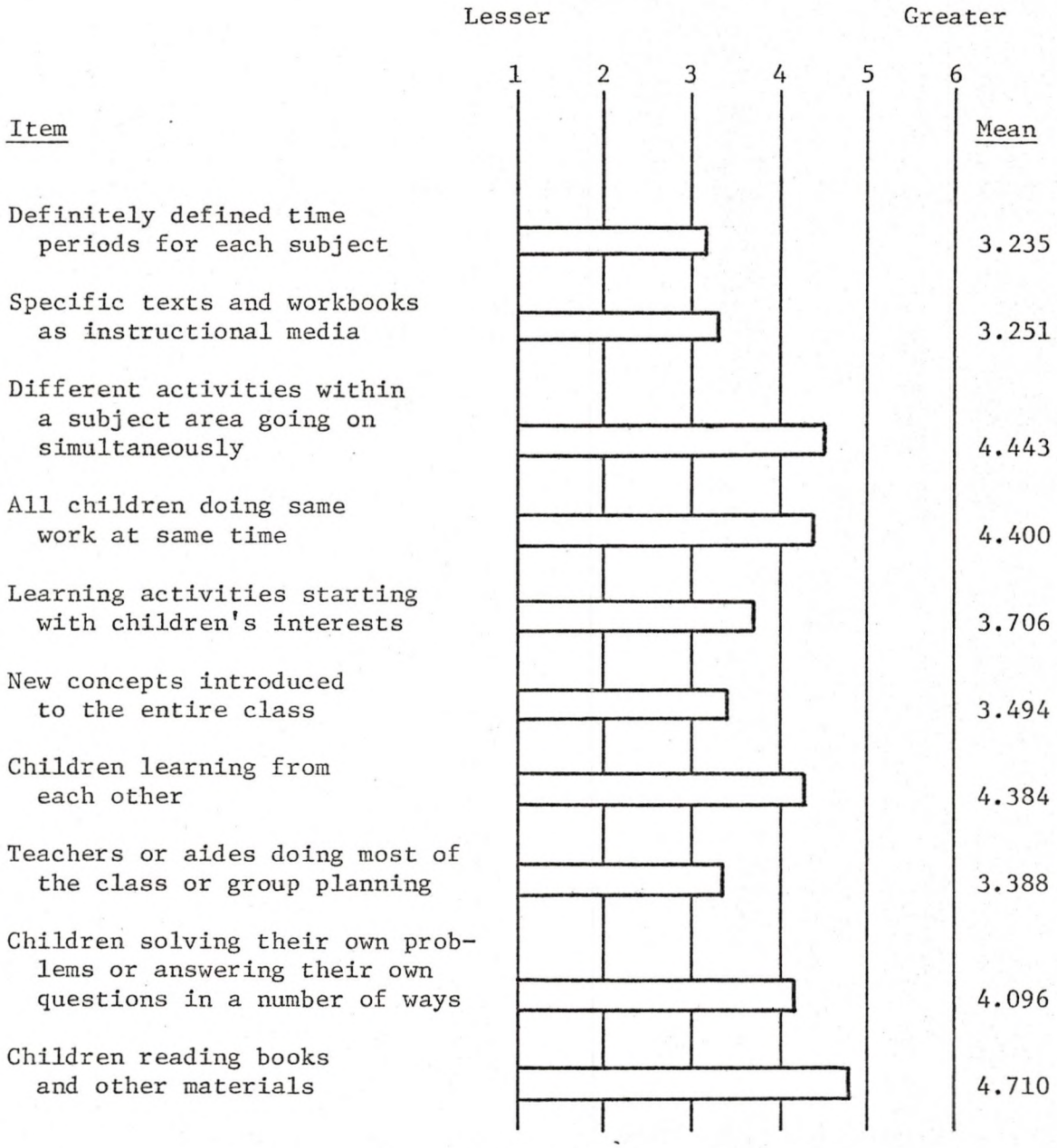

Fig. 6.--Mean value of tally for Educational Openness Scale (Total Graduate Interns). A six-column check system ranging from never to always has been converted into a weighted scale from 1 to 6 with 6 designating a greater degree of openness and 1 a lesser degree of openness.

Fig. 7.--Mean value of tally for Environmental Openness Scale (Total Graduate Interns). A six-column check system ranging from never to always has been converted into a weighted scale from 1 to 6 with 6 designating a greater degree of openness and 1 a lesser degree of openness.

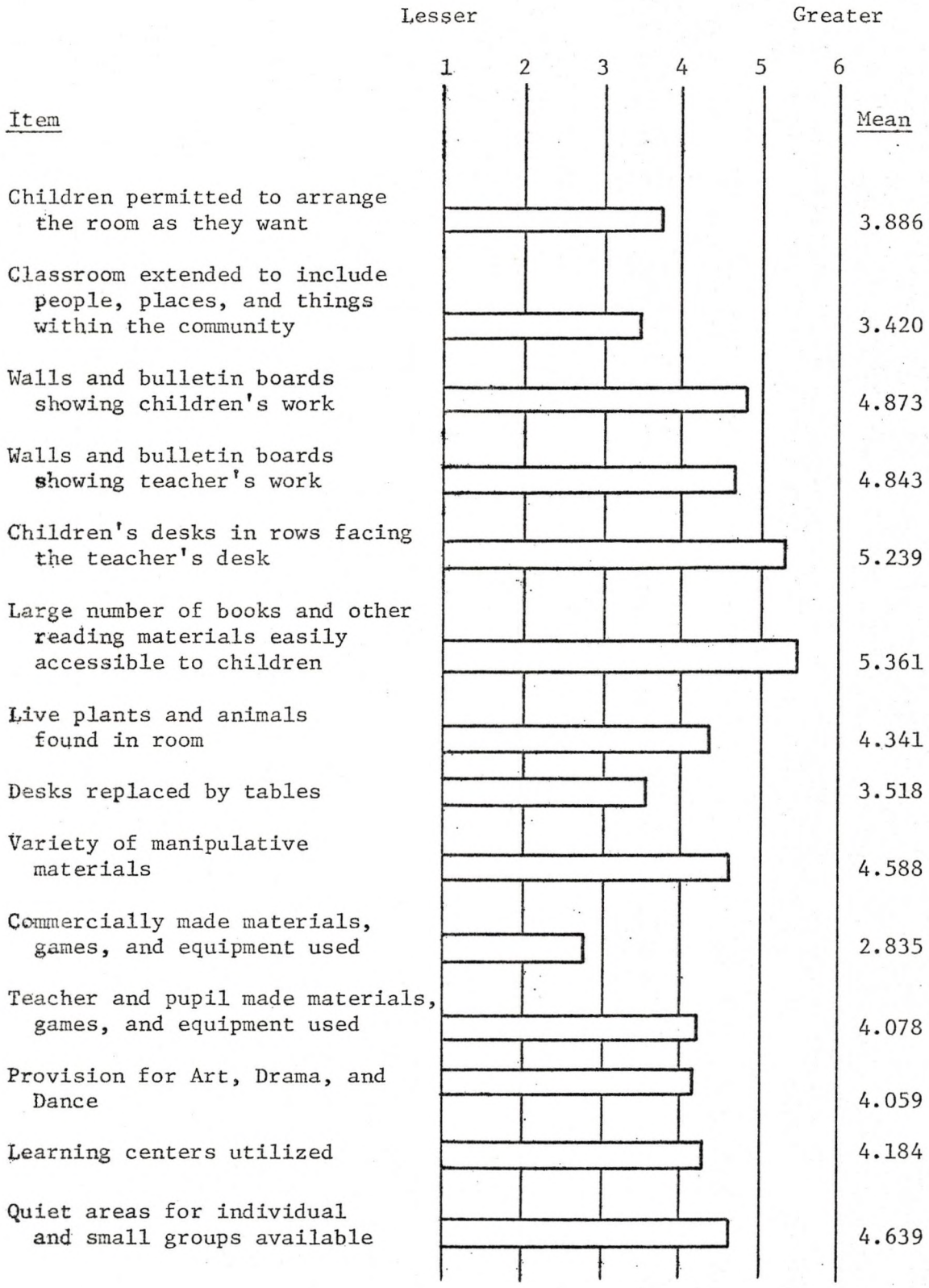
Lesser
Greater
1
2
3
4
5
6
Item
Mean
Children permitted to arrange the room as they want
3.886
Classroom extended to include people, places, and things within the community
3.420
Walls and bulletin boards showing children's work
4.873
Walls and bulletin boards showing teacher's work
4.843
Children's desks in rows facing the teacher's desk
5.239
Large number of books and other reading materials easily accessible to children
5.361
Live plants and animals found in room
4.341
Desks replaced by tables
3.518
Variety of manipulative materials
4.588
Commercially made materials, games, and equipment used
2.835
Teacher and pupil made materials, games, and equipment used
4.078
Provision for Art, Drama, and Dance
4.059
Learning centers utilized
4.184
Quiet areas for individual and small groups available
4.639

Figure 8, page 96, presents the mean values for the statements on the Behavioral Openness Scale. A rating over 5.0 on a six point scale was given the statement, "children working at individual pace is encouraged." Four other statements had ratings above 4.0 giving over half of the statements a rating above 4.0. Only the statement, "children as a group have the major responsibility for planning the day" had a rating below 3.0.

In summarizing, evidence is given in Figures 3 through 8 that the specialized training which the Graduate Intern received is observable in their attitudes, understanding, and use of various teaching skills as answered on the Graduate Intern Questionnaire.

In order to statistically test the evidence revealed in Figures 3 through 8, a one-way analysis of variance was done, dividing the total Phase I sample in four groups according to the number of years each member of the sample spent in the New School programs on both the undergraduate and graduate levels. The F ratio was tested for significance at the .05 level or above.

Table 15, page 97, presents the means, standard deviations, F ratios and statistically significant differences in the mean scores of the analysis of variance of the Perceived New School Influence on Regular Classroom Activities Scale in relation to the number of years spent in the New School program. This table reveals that the perceived influence of the New School on Regular Classroom Activities is significantly different at the .05 level for items six and thirteen for Interns grouped according to years spent in the program.

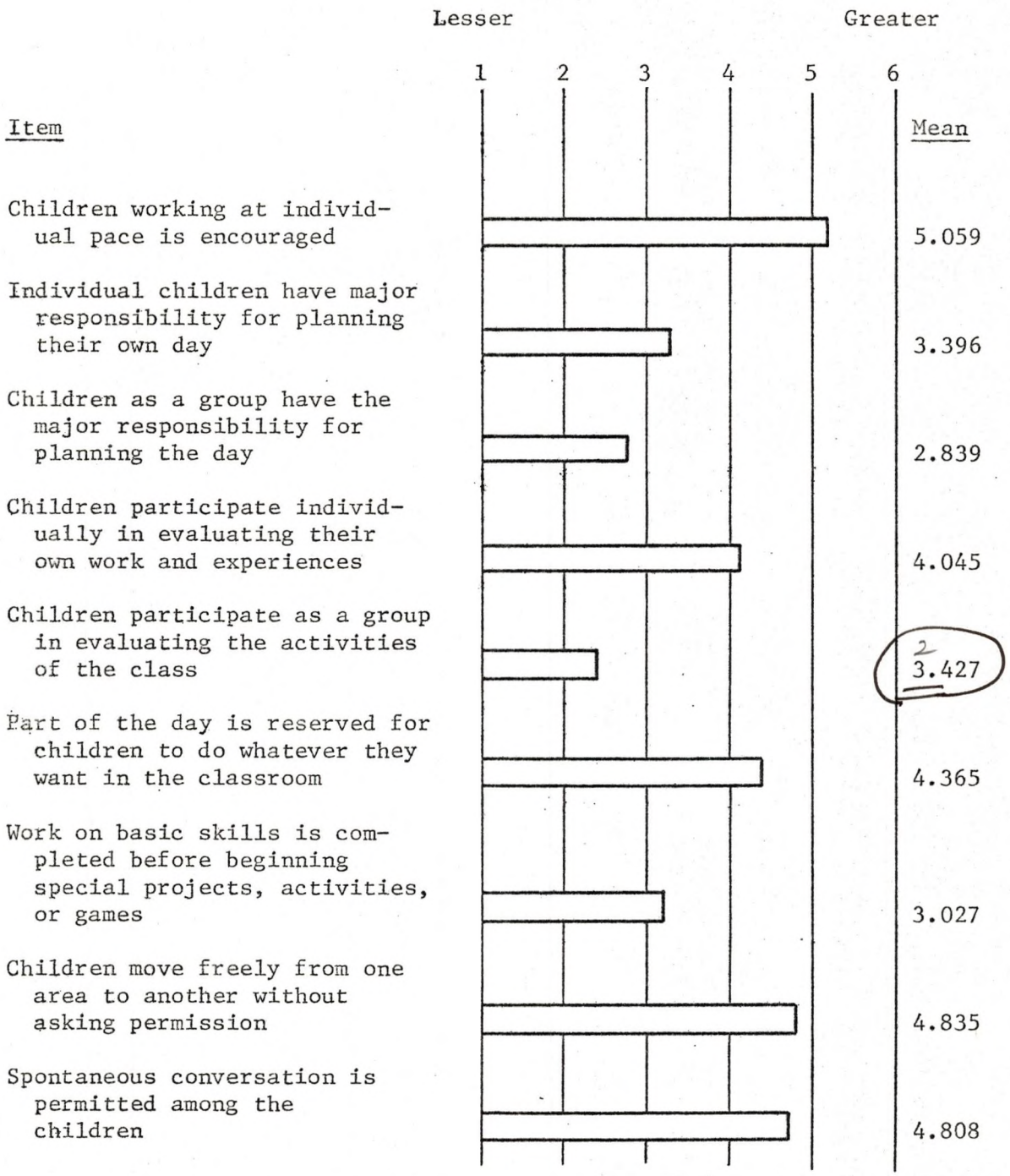

Fig. 8.--Mean value of tally for Behavioral Openness Scale (Total Graduate Interns). A six-column check system ranging from never to always has been converted into a weighted scale from 1 to 6 with 6 designating a greater degree of openness and 1 a lesser degree of openness.

TABLE 15

MEANS, STANDARD DEVIATIONS, AND F RATIOS FOR THE ANALYSIS OF VARIANCE OF PERCEIVED NEW SCHOOL INFLUENCE ON REGULAR CLASSROOM ACTIVITIES BY YEARS IN THE NEW SCHOOL

Activity	Years in Program	Number	Mean	Standard Deviation	F Ratio
1. Reading	1	173	3.023	.946	1.099
	2	38	3.158	1.000	
	3	40	3.300	.723	
	4	4	3.250	.957	
2. Creative Writing	1	173	3.081	.991	2.205
	2	38	3.342	.938	
	3	40	3.450	.815	
	4	4	3.500	.577	
3. Spelling	1	173	2.428	1.007	<1.0
	2	38	2.605	1.128	
	3	40	2.650	.834	
	4	4	2.500	1.291	
4. Speech	1	173	2.087	.945	2.054
	2	38	2.447	1.132	
	3	40	2.300	1.018	
	4	4	2.750	1.500	
5. Math	1	173	2.815	.940	2.232
	2	38	3.053	.837	
	3	40	3.025	.920	
	4	4	3.750	.500	
6. Science	1	173	2.561	.996	5.796[a]
	2	38	2.974	.944	
	3	40	3.175	.844	
	4	4	3.250	.957	
7. Social Studies	1	173	2.393	.913	4.053[b]
	2	38	2.684	1.016	
	3	40	2.775	.862	
	4	4	3.500	.577	
8. English	1	173	2.197	.998	3.898[b]
	2	38	2.368	1.025	
	3	40	2.550	.783	
	4	4	3.250	.500	

TABLE 15--Continued

Activity	Years in Program	Number	Mean	Standard Deviation	F Ratio
9. Music	1	173	1.902	.968	4.921[b]
	2	38	2.263	1.107	
	3	40	2.200	1.018	
	4	4	3.500	1.000	
10. Art	1	173	2.312	1.009	9.205[c]
	2	38	3.000	1.039	
	3	40	2.875	.911	
	4	4	3.750	.500	
11. Drama	1	173	2.301	1.007	5.372[a]
	2	38	2.658	1.169	
	3	40	2.875	1.017	
	4	4	3.500	.577	
12. Dance and Movement	1	173	1.902	1.049	3.870[b]
	2	38	2.342	1.146	
	3	40	2.220	1.181	
	4	4	3.250	.957	
13. Physical Education	1	173	1.711	.939	3.548[b]
	2	38	1.711	.867	
	3	40	1.700	.992	
	4	4	3.250	.957	

[a]Significant at .025 level.
[b]Significant at .05 level.
[c]Significant at .005 level.

Table 16, page 99, presents data relative to the Statements Concerning New School Classrooms Compared to Typical Classrooms Scale in relation to the number of years spent in the New School programs. The F ratios obtained for the statements are not significant at the .05 level.

The data for the Educational Openness Scale in relation to the number of years spent in the New School programs is presented in

TABLE 16

MEANS, STANDARD DEVIATIONS, AND F RATIOS FOR THE ANALYSIS OF VARIANCE OF STATEMENTS CONCERNING NEW SCHOOL CLASSROOMS COMPARED TO TYPICAL CLASSROOMS BY YEAR IN THE NEW SCHOOL

Statements	Years in Program	Number	Mean	Standard Deviation	F Ratio
1. Basic skills are not stressed enough	1	173	2.709	1.064	<1.0
	2	38	2.842	1.000	
	3	40	2.875	.966	
	4	4	3.250	.957	
2. Students and teachers are happier	1	173	3.630	.657	<1.0
	2	38	3.657	.708	
	3	40	3.750	.439	
	4	4	3.500	1.000	
3. Competition is stressed less	1	173	3.514	.782	<1.0
	2	38	3.605	.595	
	3	40	3.650	.699	
	4	4	3.750	.500	
4. More financial expense is involved	1	173	2.595	1.125	2.289
	2	38	2.789	.905	
	3	40	2.300	1.114	
	4	4	3.500	1.000	
5. Fewer children can be handled in a class	1	173	2.671	1.121	<1.0
	2	38	2.605	1.054	
	3	40	2.850	.834	
	4	4	3.000	1.155	
6. More teacher planning is required	1	173	3.745	.632	<1.0
	2	38	3.684	.775	
	3	40	3.850	.580	
	4	4	3.500	.577	
7. Discipline is more of a problem	1	173	3.075	1.011	<1.0
	2	38	3.184	.896	
	3	40	3.075	.917	
	4	4	3.250	.957	
8. All children are benefited regardless of ability	1	173	3.323	.920	<1.0
	2	38	3.447	.760	
	3	40	3.375	.897	
	4	4	3.500	1.000	

TABLE 16--Continued

Statements	Years in Program	Number	Mean	Standard Deviation	F Ratio
9. Children are more actively involved	1	173	3.723	.632	<1.0
	2	38	3.868	.414	
	3	40	3.800	.464	
	4	4	3.750	.500	

Table 17. This table reveals that the level of growth in educational openness is significantly different at the .05 level for the item "definitely defined time periods for each subject" for Graduate Interns grouped according to years spent in the program.

TABLE 17

MEANS, STANDARD DEVIATIONS, AND F RATIOS FOR THE ANALYSIS OF VARIANCE OF EDUCATIONAL OPENNESS BY YEARS IN THE NEW SCHOOL

Activity	Years in Program	Number	Mean	Standard Deviation	F Ratio
1. Definitely defined time periods for each subject	1	173	3.162	1.155	3.612[a]
	2	38	3.237	1.375	
	3	40	3.625	1.400	
	4	4	4.000	1.334	
2. Specific texts and workbooks as instructional media	1	173	3.225	1.825	<1.0
	2	38	3.474	1.272	
	3	40	3.224	1.267	
	4	4	4.000	1.329	
3. Different activities within a subject area going on simultaneously	1	173	4.491	1.003	<1.0
	2	38	4.368	1.101	
	3	40	4.425	1.217	
	4	4	4.780	.500	

TABLE 17--Continued

Activity	Years in Program	Number	Mean	Standard Deviation	F Ratio
4. All children doing same work at same time	1	173	4.358	.999	1.231
	2	38	4.421	1.222	
	3	40	4.675	.764	
	4	4	4.750	.500	
5. Learning activities starting with children's interests	1	173	3.728	1.053	<1.0
	2	38	3.579	1.154	
	3	40	3.800	1.091	
	4	4	4.500	1.290	
6. New concepts introduced to the entire class	1	173	3.479	1.213	1.114
	2	38	3.368	.970	
	3	40	3.774	1.209	
	4	4	4.000	1.414	
7. Children learning from each other	1	173	4.421	.953	<1.0
	2	38	4.211	.935	
	3	40	4.525	1.154	
	4	4	4.500	1.290	
8. Teachers or aides doing most of the class or group planning	1	173	3.312	1.198	1.400
	2	38	3.579	1.307	
	3	40	3.550	1.300	
	4	4	4.250	.957	
9. Children solving their own problems or answering their own questions in a number of ways	1	173	3.977	.952	1.0
	2	38	4.079	.941	
	3	40	4.175	1.009	
	4	4	3.750	1.500	
10. Children reading books and other materials	1	173	4.728	1.052	1.258
	2	38	4.763	.751	
	3	40	4.725	1.086	
	4	4	4.750	.957	

[a]Significant at .05 level.

Table 18 presents data relative to the Environmental Openness Scale in relation to the number of years spent in the New School programs. This table reveals that the level of growth in environmental openness is significantly different at the .05 level for items two and thirteen for Graduate Interns grouped according to years spent in the program.

TABLE 18

MEANS, STANDARD DEVIATIONS, AND F RATIOS FOR THE ANALYSIS OF VARIANCE OF ENVIRONMENTAL OPENNESS BY YEARS IN THE NEW SCHOOL

Activity	Years in Program	Number	Mean	Standard Deviation	F Ratio
1. Children permitted to arrange the room as they want	1	173	3.815	1.239	1.054
	2	38	3.974	1.241	
	3	40	4.025	1.241	
	4	4	4.750	.957	
2. Classroom extended to include people, places and things within the community	1	173	3.405	1.257	3.314[a]
	2	38	3.106	1.180	
	3	40	3.625	1.295	
	4	4	5.000	.816	
3. Walls and bulletin boards showing children's work	1	173	4.251	.998	1.067
	2	38	4.421	1.222	
	3	40	5.025	1.038	
	4	4	4.750	.950	
4. Walls and bulletin boards showing teacher's work	1	173	4.757	1.034	1.366
	2	38	5.053	.928	
	3	40	5.025	1.074	
	4	4	4.750	.957	
5. Children's desks in rows facing the teacher's desk	1	173	5.208	1.259	<1.0
	2	38	5.421	1.081	
	3	40	5.200	1.181	
	4	4	5.250	.957	

TABLE 18--Continued

Activity	Years in Program	Number	Mean	Standard Deviation	F Ratio
6. Large number of books and other reading materials easily accessible to children	1	173	5.330	1.142	<1.0
	2	38	5.553	1.032	
	3	40	5.275	1.132	
	4	4	5.750	.500	
7. Live plants and animals found in room	1	173	4.324	1.722	<1.0
	2	38	4.553	1.688	
	3	40	4.149	1.791	
	4	4	5.000	1.414	
8. Desks replaced by tables	1	173	3.422	1.994	<1.0
	2	38	3.658	1.849	
	3	40	3.775	2.094	
	4	4	3.750	2.630	
9. Variety of manipulative materials	1	173	4.560	1.382	1.011
	2	38	4.632	1.261	
	3	40	4.550	1.431	
	4	4	5.750	.500	
10. Commercially made materials, games and equipment used	1	173	2.861	1.264	<1.0
	2	38	2.947	1.230	
	3	40	2.650	1.406	
	4	4	2.500	1.732	
11. Teacher and pupil made materials, games and equipment used	1	173	4.029	1.357	1.571
	2	38	4.132	1.212	
	3	40	4.099	1.499	
	4	4	5.500	.577	
12. Provision for Art, Drama, and Dance	1	173	3.838	1.524	1.169
	2	38	3.842	1.386	
	3	40	3.825	1.517	
	4	4	5.250	.957	
13. Learning centers utilized	1	173	4.087	1.489	3.280[a]
	2	38	4.263	1.571	
	3	40	4.425	1.567	
	4	4	5.250	.957	

TABLE 18--Continued

Activity	Years in Program	Number	Mean	Standard Deviation	F Ratio
14. Quiet areas for individual and small groups available	1	173	4.549	1.484	1.504
	2	38	5.053	1.229	
	3	40	4.575	1.517	
	4	4	5.250	1.500	

[a]Significant at .05 level.

Table 19 presents data relative to the Behavioral Openness Scale in relation to the number of years spent in the New School program. This table reveals that the level of growth in educational openness is significantly different at the .05 level for items one, three, and six for Interns grouped according to years spent in the program.

TABLE 19

MEANS, STANDARD DEVIATIONS, AND F RATIOS FOR THE ANALYSIS OF VARIANCE OF BEHAVIORAL OPENNESS BY YEARS IN THE NEW SCHOOL

Activity	Years in Program	Number	Mean	Standard Deviation	F Ratio
1. Children working at individual pace is encouraged	1	173	4.965	1.072	3.509[a]
	2	38	5.316	.873	
	3	40	5.225	1.165	
	4	4	5.000	1.414	
2. Individual children have major responsibility for planning their own day	1	173	3.353	1.306	<1.0
	2	38	3.315	1.376	
	3	40	3.600	1.446	
	4	4	4.000	1.414	

TABLE 19--Continued

Activity	Years in Program	Number	Mean	Standard Deviation	F Ratio
3. Children as a group have the major responsibility for planning the day	1	173	2.832	1.100	4.731[b]
	2	38	2.816	1.182	
	3	40	2.875	1.265	
	4	4	3.000	.816	
4. Children participate individually in evaluating their work and experiences	1	173	3.873	1.194	<1.0
	2	38	3.974	1.219	
	3	40	4.200	1.137	
	4	4	4.250	2.061	
5. Children participate as a group in evaluating the activities of the class	1	173	3.445	1.123	<1.0
	2	38	3.342	1.192	
	3	40	3.425	1.357	
	4	4	3.500	.577	
6. Part of the day is reserved for children to do whatever they want in the classroom	1	173	4.272	1.479	3.739[a]
	2	38	4.421	1.328	
	3	40	4.575	1.517	
	4	4	5.750	.500	
7. Work on basic skills is completed before beginning special projects, activities, or games	1	173	2.972	1.314	1.266
	2	38	3.132	1.277	
	3	40	.050	1.600	
	4	4	4.250	.957	
8. Children move freely from one area to another without asking permission	1	173	4.803	1.246	<1.0
	2	38	4.763	1.125	
	3	40	5.025	1.291	
	4	4	5.000	.816	
9. Spontaneous conversation is permitted among the children	1	173	4.763	1.218	<1.0
	2	38	4.711	1.063	
	3	40	5.100	1.150	
	4	4	4.750	.957	

[a]Significant at .05 level.
[b]Significant at .025 level.

In summary, in 6.15 of 10 cases there is a significant level of growth in Perceived Influence of the New School on Regular Classroom Activities Scale for each year spent in the New School programs. This lends support to a positive answer to research question one. Having no significant levels of growth for the Statements Concerning New School Classrooms Compared to Typical Classrooms Scale no support is given to a positive answer to research question one by this scale. Very little support for a positive answer to research question one is given from the Educational Openness Scale with only 1.25 of 10 cases showing a significant level of growth. In only 1.43 of 10 cases is there a significant level of growth in Environmental Openness Scale, thus giving very little support to a positive answer to research question one. In 3.33 of 10 cases a significant level of growth in the Behavioral Openness Scale for each year spent in the New School programs was found. Overall, a significant difference was found in 24.32 per cent of the cases. This lends very little support to a positive answer to research question one.

Research Question Two

As answered on the Graduate Intern Questionnaire, is there any difference between Graduate Interns who remained in teaching and those who left teaching on such factors as: sex, age, number of years in the New School program, home state, marital status, previous teaching experience, reasons for coming to the New School and attitudes toward education.

Tables 20 through 30 present data relative to research question two. Tables 20 through 25 include means and per cent of group for sex,

age, number of years in the New School, home state, marital status, previous teaching experience, and reasons for coming to New School. Tables 26 through 30 include means, standard deviations, F ratios and statistical significance of difference in means for the Perceived Influence of New School on Regular Classroom Activities Scale, the Statements Concerning New School Classrooms Compared to Typical Classrooms Scale, the Educational Openness Scale, the Environmental Openness Scale, and the Behavioral Openness Scale.

Table 20, page 108, presents data regarding age, sex, number of years in the New School, home state, and marital status in relation to non-teaching Graduate Interns (N=216). This table reveals that the mean age group for both teaching and non-teaching Graduate Interns is the same; the mean number of years in the New School program is very nearly the same for both groups; the percentage of males is greater in the non-teaching group; the percentage of females is greater in the teaching group; the percentage with North Dakota as their home state is very similar for both groups; there is a greater percentage of the non-teaching Graduate Interns married; and there is a greater percentage of the teaching Graduate Interns who are single.

Table 21, page 109, presents data regarding differences in age, sex, number of years in the New School, total number of years teaching experience, marital status, and home state between non-teaching and teaching Graduate Interns in relation to the year they graduated from the New School Master's Degree Program. This table reveals that the mean years in the New School program is considerably higher for the non-teaching group in 1971 and for the teaching group in 1972. The

TABLE 20

AGE, SEX, NUMBER OF YEARS IN THE NEW SCHOOL, HOME STATE, AND MARITAL STATUS
NON-TEACHING GRADUATE INTERNS vs. TEACHING GRADUATE INTERNS

	Age			Years in New School				Home State			Sex			Marital Status		
Age Group	Number	Per-centage	Mean Age Group	Years	Number	Per-centage	Mean	State	Number	Per-centage	Group	Number	Per-centage	Status	Number	Per-centage
							Non-teaching:									
20-22				1	23	58.97	1.462	North Dakota	31	79.49	Male	12	30.77	Married	30	76.92
23-25	15	38.46		2	8	20.51										
26-28	8	20.51	26-28	3	6	15.38		Out-of-State	8	20.51	Female	27	69.23	Single	9	23.08
29-35	14	35.90		4 or more	2	5.13										
Above 35	2	5.13														
Total	39	100.00			39	98.99			39	100.00		39	100.00		39	100.00
							Teaching:									
20-22	5	2.46		1	149	70.28	1.439	North Dakota	174	80.56	Male	64	25.52	Married	158	73.32
23-25	42	19.44		2	27	12.74										
26-28	32	15.68	26-28	3	36	16.04		Out-of-State	42	19.44	Female	152	74.48	Single	58	26.68
29-35	54	25.47		4 or more	2	0.94										
Above 35	83	39.15														
Total	216	100.00			216	100.00			216	100.00		216	100.00			100.00

TABLE 21

BACKGROUND DIFFERENCES BETWEEN NON-TEACHING AND TEACHING GRADUATE INTERNS AS TO YEAR GRADUATED

Year Graduated	Years in New School Mean	Age Group Mean	Years Teaching Mean	Marital Status				Home State				Sex				
				Married		Single		North Dakota		Out-of-State		Male		Female		
				Number	Per-centage	Number	Per-centage	Number	Per-centage	Number	Per-centage	Number	Per-centage	Number	Per-centage	Number
Non-teaching:																
1969	1.000	29-35	10.167	5	83.33	1	16.67	3	50.00	3	50.00	2	33.33	4	66.67	6
1970	1.143	26-28	7.071	11	78.57	3	21.43	14	100.00			5	35.21	9	64.29	14
1971	2.167	23-25	3.250	8	66.67	4	33.33	10	83.33	2	16.67	4	33.33	8	66.67	12
1972	1.286	23-25	2.714	5	71.43	2	28.57	4	57.14	3	42.86	1	14.29	6	85.71	7
Teaching:																
1969	0.974	29-35	11.421	31	81.58	7	18.42	33	86.84	5	13.16	14	36.84	24	63.16	38
1970	1.237	26-28	11.368	53	69.74	23	30.26	52	86.67	8	13.33	22	28.95	54	71.05	76
1971	1.683	26-28	9.267	45	75.00	15	25.00	47	78.33	13	21.67	14	23.33	46	76.67	60
1972	1.905	26-28	5.452	29	69.05	13	30.95	31	73.81	11	26.19	13	30.95	29	69.05	42

mean age range for the non-teaching and the teaching groups are identical for 1969 and 1970 but are lower for the non-teaching groups in 1971 and 1972. The mean years teaching experience is higher for the teaching group for all four years. The percentage of those married is higher for the non-teaching group except for the year 1971. The percentage of Graduate Interns with North Dakota as their home state is higher for the non-teaching group in 1970 and 1972, and for the teaching group in 1969 and 1971. The percentage of females is greater for the non-teaching groups in 1970 and 1971.

Data regarding the amount of teaching experience before entrance into the New School program for the non-teaching Graduate Interns and the teaching Graduate Interns is presented in Table 22. This table reveals that mean number of years teaching experience before entrance into the New School is considerably higher for the teaching Graduate Interns. The percentage of the group with no previous teaching experience is almost twice as much for the non-teaching Graduate Interns.

TABLE 22

TEACHING EXPERIENCE BEFORE ENTRANCE INTO NEW SCHOOL PROGRAM. NON-TEACHING GRADUATE INTERNS vs. TEACHING GRADUATE INTERNS

Number of Years	Non-teaching			Teaching		
	Number	Percentage	Mean	Number	Percentage	Mean
0	17	43.59	3.744	60	27.78	5.777
1	3	7.69		11	5.09	
2	4	10.26		9	4.17	
3	4	10.26		17	7.87	

TABLE 22--Continued

Number of Years	Non-teaching			Teaching		
	Number	Percentage	Mean	Number	Percentage	Mean
4	1	2.56		19	8.80	
5	1	2.56		15	6.95	
6	1	2.56		12	5.56	
7	2	5.13		7	3.24	
8	2	5.13		8	3.70	
9	1	2.56		8	3.70	
10	1	2.56		4	1.85	
11				6	2.78	
12				2	0.93	
13				5	2.31	
14				2	0.93	
15				1	2.78	
17				6	2.78	
18				2	0.93	
19				2	0.93	
20				1	0.46	
21				2	0.93	
22				2	0.93	
24				1	0.46	
25				3	1.39	
27	1	1.56		1	0.46	
32	1	1.56				
39				1	0.46	
Total	39	97.98		216	97.56	

Table 23, page 112, presents data regarding the Reasons Influencing Entrance Into the New School Master's Degree Programs for the non-teaching and the teaching Graduate Interns. The mean values for the non-teaching and the teaching Graduate Interns are very similar. The greatest difference was for "financial assistance" with a 1.62 difference in the means values for the two groups. All other differences were less than 1.0.

TABLE 23

REASONS INFLUENCING ENTRANCE INTO NEW SCHOOL MASTER'S DEGREE PROGRAM
NON-TEACHING GRADUATE INTERNS vs. TEACHING GRADUATE INTERNS

Reasons	No Influence		Little Influence		Moderate Influence		Great Influence		Mean	Standard Deviation
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage		
				Non-teaching:						
Financial assistance	10	25.64	5	12.82	15	38.46	9	23.08	2.590	1.117
Opportunity to complete college work	10	25.64	2	5.13	10	25.64	17	43.59	2.872	1.239
Type of program offered			3	7.69	7	17.95	29	74.36	3.667	0.021
Influence of New School publicity	7	17.95	18	46.15	8	20.51	6	15.38	2.333	0.955
Ease with which requirements could be met	15	38.46	14	35.90	6	15.38	4	10.26	1.974	0.986
Inability to gain entrance at institution of first choice	37	94.87	2	5.13					1.051	0.223
Personal convictions about informal education	3	7.69	5	12.82	11	28.21	20	51.28	3.231	0.959
Personal need for time off to reflect and study	14	35.90	10	25.64	11	28.21	4	10.26	2.128	1.031
Other (Specify)[a]	34	87.18					5	12.82	0.513	1.355
				Teaching:						
Financial assistance	40	18.52	27	12.50	77	35.65	72	33.34	2.844	1.093
Opportunity to complete college work	35	16.20	20	9.26	55	25.46	106	48.76	3.094	1.110
Type of program offered	4	1.85	7	3.24	59	27.31	146	67.16	3.627	0.629
Influence of New School publicity	42	19.45	64	29.63	71	32.87	39	17.59	2.495	1.009
Ease with which requirements could be met	77	35.65	81	37.50	48	22.22	10	4.63	1.948	0.877
Inability to gain entrance at institution of first choice	206	95.37	10	4.63					1.042	0.202
Personal convictions about informal education	11	5.09	31	14.35	80	36.04	94	43.52	3.203	0.866
Personal need for time off to reflect and study	90	41.67	51	23.61	46	21.30	29	13.43	2.057	1.087
Other (Specify)[a]					4	1.85	30	13.89	0.594	1.416

[a]For the specified other, see Appendix D.

Table 24, page 114, presents data regarding the Reasons Perceived as Most Influential in Causing Entrance into the New School Master's Degree Program for non-teaching and teaching Graduate Interns. This table reveals that the most influential reasons are very dissimilar. The most influential reason for the non-teaching group was the "type of program offered" while the most influential for the teaching group was "opportunity to complete college work." However, it must be pointed out here that there were a large number of Graduate Interns giving no response to this question: 58.97 per cent of the non-teaching Graduate Interns and 68.09 of the teaching Graduate Interns.

Table 25, page 115, presents data regarding the Reasons Perceived as Least Influential in Causing Entrance in the New School Master's Degree Program for the non-teaching and the teaching Graduate Interns. The least influential reasons are very similar for the two groups. "Inability to gain entrance at institution of first choice" was the least influential for both the non-teaching and the teaching Graduate Interns. However, it must be pointed out here that there were a large number of Graduate Interns giving no response to this question: 58.97 per cent of the non-teaching Graduate Interns and 68.09 of the teaching Graduate Interns.

In summary, evidence is given in Tables 20 through 25 that there are differences between Graduate Interns who remained in teaching and those who left teaching on such factors as age, sex, marital status, number of years in the new school programs, number of years teaching experience, and home state.

TABLE 24

REASONS PERCEIVED AS MOST INFLUENTIAL IN CAUSING ENTRANCE INTO NEW SCHOOL PROGRAMS
NON-TEACHING GRADUATE INTERNS vs. TEACHING GRADUATE INTERNS

Reason	Non-teaching		Teaching	
	Number	Percentage	Number	Percentage
Financial assistance			10	4.63
Opportunity to complete college work	2	5.13	22	10.19
Type of program offered	9	23.08	20	9.26
Influence of New School publicity				
Ease with which requirements could be met	1	2.56		
Inability to gain entrance at institution of first choice				
Personal convictions about informal education	2	5.13	7	3.24
Personal need for time off to reflect and study	2	5.13	3	1.39
Other (Specify)			6	2.78
No Response	23	58.97	148	68.09

TABLE 25

REASONS PERCEIVED AS LEAST INFLUENTIAL IN CAUSING ENTRANCE INTO NEW SCHOOL PROGRAMS
NON-TEACHING GRADUATE INTERNS vs. TEACHING GRADUATE INTERNS

Reasons	Non-teaching		Teaching	
	Number	Percentage	Number	Percentage
Financial assistance	2	5.13	11	5.09
Opportunity to complete college work	2	5.13	5	2.31
Type of program offered				
Influence of New School publicity	1	2.56	6	2.78
Ease with which requirements could be met	3	7.69	9	4.17
Inability to gain entrance at institution of first choice	8	20.51	33	15.27
Personal convictions about informal education			1	0.46
Personal need for time off to reflect and study			3	1.39
Other (Specify)				
No Response	23	58.97	148	68.09

In order to statistically test the differences between the non-teaching and the teaching Graduate Interns on their attitudes toward education, a one-way analysis of variance was employed. The F ratio was tested for significance at the .05 level.

Table 26 presents the means, standard deviations, F ratios and statistically significant differences in the mean scores of the analysis of variance of the Perceived New School Influence on Regular Classroom Activities Scale in relation to non-teaching and teaching Graduate Interns. This table reveals that when comparing teaching and non-teaching Graduate Interns the perceived influence of the New School on Math, Science, Social Studies, Music, Dance and Movement, and Physical Education is significant at the .05 level.

TABLE 26

MEANS, STANDARD DEVIATIONS, AND F RATIOS FOR THE ANALYSIS OF VARIANCE OF PERCEIVED NEW SCHOOL INFLUENCE ON REGULAR CLASSROOM ACTIVITIES BY TEACHING vs. NOT TEACHING

Activities	Groups: Teaching / Not Teaching	Number	Mean	Standard Deviation	F Ratio
1. Reading	Teaching	216	3.051	.911	2.565
	Not Teaching	39	3.308	.977	
2. Creative Writing	Teaching	216	3.162	.953	<1.0
	Not Teaching	39	3.308	1.004	
3. Spelling	Teaching	216	2.467	.983	<1.0
	Not Teaching	39	2.615	1.114	
4. Speech	Teaching	216	2.190	.972	<1.0
	Not Teaching	39	2.154	1.159	

TABLE 26--Continued

Activities	Groups: Teaching / Not Teaching	Number	Mean	Standard Deviation	F Ratio
5. Math	Teaching	216	2.828	.917	8.157[a]
	Not Teaching	39	3.282	.887	
6. Science	Teaching	216	2.676	.982	4.149[b]
	Not Teaching	39	3.025	1.013	
7. Social Studies	Teaching	216	2.449	.914	6.920[c]
	Not Teaching	39	2.872	.978	
8. English	Teaching	216	2.259	.954	1.799
	Not Teaching	39	2.247	1.097	
9. Music	Teaching	216	1.968	.971	4.928[b]
	Not Teaching	39	2.359	1.224	
10. Art	Teaching	216	2.500	1.029	<1.0
	Not Teaching	39	2.667	1.108	
11. Drama	Teaching	216	2.430	1.036	1.313
	Not Teaching	39	2.641	1.158	
12. Dance and Movement	Teaching	216	1.977	1.049	4.016[b]
	Not Teaching	39	2.359	1.328	
13. Physical Education	Teaching	216	1.676	.877	5.228[d]
	Not Teaching	39	2.051	1.255	

[a]Significant at .005 level.
[b]Significant at .05 level.
[c]Significant at .01 level.
[d]Significant at .025 level.

Means, standard deviations, F ratios and statistically significant differences in the mean scores of the analysis of variance of the Statements Concerning New School Classrooms Compared to Typical

Classrooms Scale for non-teaching and teaching Graduate Interns are presented in Table 27, page 119. This table reveals no significant differences for the mean scores obtained.

Table 28, page 121, presents the means, standard deviations, F ratios and statistically significant differences in the mean scores of the analysis of variance of the Educational Openness Scale for the teaching and non-teaching Graduate Interns. The F ratio for children reading books and other materials was significant at the .05 level.

Table 29, page 123, presents the means, standard deviations, F ratios and statistically significant differences in the mean scores of the analysis of variance of the Environmental Openness Scale for the teaching and non-teaching Graduate Interns. The F ratio for "quiet areas for individual and small groups available" was significant at the .05 level.

Table 30, page 125, presents the means, standard deviations, F ratios and statistically significant differences in the mean scores of the Behavioral Openness Scale for non-teaching and teaching Graduate Interns. The F ratios obtained were not significant at the .05 level.

In summary, in 4.61 of 10 cases there was a significant difference in the mean scores of the non-teaching and the teaching Graduate Interns for the Perceived New School Influence on Regular Classroom Activities Scale. No significant difference was found on the Statements Concerning New School Classrooms Compared to Typical Classrooms Scale. In 1.0 of 10 cases there was a significant difference in the mean scores of the non-teaching and the teaching Graduate Interns for the Educational Openness Scale. In 1.0 of 14 cases there was a

TABLE 27

MEANS, STANDARD DEVIATIONS, AND F RATIOS FOR THE ANALYSIS OF VARIANCE OF STATEMENTS CONCERNING NEW SCHOOL CLASSROOMS COMPARED TO TYPICAL CLASSROOMS BY TEACHING vs. NOT TEACHING

Statements	Groups Teaching Not Teaching	Number	Mean	Standard Deviation	F Ratio
1. Basic skills are not stressed enough	Teaching	216	2.792	1.059	<1.0
	Not Teaching	39	2.872	1.167	
2. Students and teachers are happier	Teaching	216	3.644	.652	<1.0
	Not Teaching	39	3.692	.569	
3. Competition is stressed less	Teaching	216	3.537	.765	<1.0
	Not Teaching	39	3.641	.584	
4. More financial expense is involved	Teaching	216	2.579	1.114	<1.0
	Not Teaching	39	2.667	1.034	
5. Fewer children can be handled	Teaching	216	2.694	1.091	<1.0
	Not Teaching	39	2.692	.950	
6. More teacher planning is required	Teaching	216	3.750	.663	<1.0
	Not Teaching	39	3.743	.549	
7. Discipline is more of a problem	Teaching	216	3.130	.946	1.877
	Not Teaching	39	2.897	1.119	

TABLE 27--Continued

Statements	Groups: Teaching / Not Teaching	Number	Mean	Standard Deviation	F Ratio
8. All children are benefited regardless of ability	Teaching	216	3.343	.906	1.0
	Not Teaching	39	3.410	.818	
9. Children are more actively involved	Teaching	216	3.759	.568	<1.0
	Not Teaching	39	3.743	.637	

TABLE 28

MEANS, STANDARD DEVIATIONS, AND F RATIOS FOR THE ANALYSIS OF VARIANCE OF EDUCATIONAL OPENNESS BY TEACHING vs. NOT TEACHING

Statements	Groups: Teaching / Not Teaching	Number	Mean	Standard Deviation	F Ratio
1. Definitely defined time periods for each subject	Teaching	216	3.245	1.384	<1.0
	Not Teaching	39	3.333	1.402	
2. Specific texts and workbooks as instructional media	Teaching	216	3.255	1.296	<1.0
	Not Teaching	39	3.385	1.248	
3. Different activities within a subject area going on simultaneously	Teaching	216	4.449	1.055	<1.0
	Not Teaching	39	4.564	.995	
4. All children doing same work at same time	Teaching	216	4.380	.981	2.738
	Not Teaching	39	4.667	1.084	
5. Learning activities starting with children's interests	Teaching	216	3.722	1.081	<1.0
	Not Teaching	39	3.769	1.063	
6. New concepts introduced to the entire class	Teaching	216	3.514	1.220	<1.0
	Not Teaching	39	3.538	.969	
7. Children learning from each other	Teaching	216	4.407	.965	<1.0
	Not Teaching	39	4.410	1.117	
8. Teachers or aides doing most of the class or group planning	Teaching	216	3.356	1.215	2.103
	Not Teaching	39	3.667	1.305	

TABLE 28--Continued

Statements	Groups: Teaching / Not Teaching	Number	Mean	Standard Deviation	F Ratio
9. Children solving their own problems or answering their own questions in a number of ways	Teaching	216	4.028	.978	<1.0
	Not Teaching	39	3.974	.903	
10. Children reading books and other materials	Teaching	216	4.671	1.020	5.402[a]
	Not Teaching	39	5.077	.819	

[a]Significant at .025 level.

TABLE 29

MEANS, STANDARD DEVIATIONS, AND F RATIOS FOR THE ANALYSIS OF VARIANCE OF ENVIRONMENTAL OPENNESS BY TEACHING vs. NOT TEACHING

Statements	Groups: Teaching / Not Teaching	Number	Mean	Standard Deviation	F Ratio
1. Children permitted to arrange the room as they want	Teaching	216	3.884	1.239	<1.0
	Not Teaching	39	3.897	1.314	
2. Classroom extended to include people, places, and things within the community	Teaching	216	3.426	1.270	<1.0
	Not Teaching	39	3.385	1.248	
3. Walls and bulletin boards showing children's work	Teaching	216	5.076	.849	<1.0
	Not Teaching	39	5.023	1.101	
4. Walls and bulletin boards showing teacher's work	Teaching	216	4.829	.995	<1.0
	Not Teaching	39	4.923	1.201	
5. Children's desks in rows facing the teacher's desk	Teaching	216	5.199	1.224	1.545
	Not Teaching	39	5.462	1.144	
6. Large number of books and other reading materials easily accessible to children	Teaching	216	5.352	1.123	<1.0
	Not Teaching	39	5.410	1.093	
7. Live plants and animals found in room	Teaching	216	4.314	1.753	<1.0
	Not Teaching	39	4.487	1.537	
8. Desks replaced by tables	Teaching	216	3.440	1.999	2.166
	Not Teaching	39	3.949	1.919	

TABLE 29--Continued

Statements	Groups: Teaching / Not Teaching	Number	Mean	Standard Deviation	F Ratio
9. Variety of manipulative materials	Teaching	216	4.583	1.412	<1.0
	Not Teaching	39	4.615	1.091	
10. Commercially made materials, games and equipment used	Teaching	216	2.796	1.292	1.303
	Not Teaching	39	3.051	1.234	
11. Teacher and pupil made materials, games, and equipment used	Teaching	216	4.903	1.388	
	Not Teaching	39	4.000	1.192	
12. Provision for Art, Drama, and Dance	Teaching	216	3.810	1.515	1.481
	Not Teaching	39	4.128	1.399	
13. Learning centers utilized	Teaching	216	4.153	1.525	<1.0
	Not Teaching	39	4.359	1.442	
14. Quiet areas for individual and small groups available	Teaching	216	4.569	1.474	3.256[a]
	Not Teaching	39	5.026	1.328	

[a]Significant at .05 level.

TABLE 30

MEANS, STANDARD DEVIATIONS, AND F RATIOS FOR THE ANALYSIS OF VARIANCE OF BEHAVIORAL OPENNESS BY TEACHING vs. NOT TEACHING

Statements	Groups	Number	Mean	Standard Deviation	F Ratio
1. Children working at individual pace is encouraged	Teaching	216	5.023	1.102	1.577
	Not Teaching	39	5.256	.853	
2. Individual children have major responsibility for planning their own day	Teaching	216	3.347	1.338	1.888
	Not Teaching	39	3.667	1.325	
3. Children as a group have the major responsibility for planning the day	Teaching	216	2.819	1.137	<1.0
	Not Teaching	39	2.949	1.099	
4. Children participate individually in evaluating their own work and experiences	Teaching	216	3.912	1.211	1.068
	Not Teaching	39	4.128	1.151	
5. Children participate as a group in evaluating the activities of the class	Teaching	216	3.417	1.162	<1.0
	Not Teaching	39	3.487	1.167	
6. Part of the day is reserved for children to do whatever they want in the classroom	Teaching	216	4.338	1.473	<1.0
	Not Teaching	39	4.513	1.412	

TABLE 30--Continued

Statements	Groups: Teaching / Not Teaching	Number	Mean	Standard Deviation	F Ratio
7. Work on basic skills is completed before beginning special projects, activities, or games	Teaching	216	2.986	1.338	1.315
	Not Teaching	39	3.256	1.446	
8. Children move freely from one area to another without asking permission	Teaching	216	4.870	1.217	1.153
	Not Teaching	39	4.641	1.287	
9. Spontaneous conversation is permitted among the children	Teaching	216	4.787	1.197	<1.0
	Not Teaching	39	4.923	1.109	

significant difference in the mean scores of the non-teaching and teaching Graduate Interns for the Environmental Openness Scale. No significant differences were found in the mean scores of the Behavioral Openness Scale. Overall, a significant difference in attitudes toward education was found in 12.64 per cent of the cases for Graduate Interns grouped according to non-teaching and teaching. This lends very little support to a positive answer to research question two.

Research Question Three

What factors were perceived most critical in causing those Graduate Interns who left teaching to make that decision as answered on the Graduate Intern Questionnaire?

Tables 31 through 33 present data relative to research question three. These tables include percentage of groups, mean and standard deviation for factors influencing the non-teaching Graduate Intern to make the decision not to teach.

Table 31, page 128, presents data relative to factors influencing Graduate Interns not presently teaching to make that decision. The mean scores for the factors are very similar. The most influential factors were "other" (Appendix E) and "couldn't find a position," both with means above 1.8. The least influential was poor health with a mean below 1.0.

Table 32, page 130, presents data regarding the factors perceived as most influential in causing the non-teaching Graduate Intern to leave the teaching profession. With 46.15 per cent of the groups

TABLE 31

FACTORS INFLUENCING GRADUATE INTERNS NOT PRESENTLY TEACHING TO MAKE THAT DECISION

Factors	No Influence		Little Influence		Moderate Influence		Great Influence			
	Number	Per-centage	Number	Per-centage	Number	Per-centage	Number	Per-centage	Mean	Standard Deviation
Difficulty of combining marriage and teaching	26	66.67	3	7.69	7	17.95	3	7.69	1.462	0.942
Continuing school	34	87.18	1	2.56	2	5.13	2	5.13	1.128	0.732
Dislike teaching	29	74.36	6	15.38	2	5.13	2	5.13	1.256	0.785
Other work paid more	32	82.05	3	7.69	1	2.56	3	7.69	1.308	0.922
Socially too restricting	30	76.92	4	10.26	4	10.26	1	2.56	1.333	0.838
Presently pregnant	33	84.62	1	2.56	1	2.56	4	10.26	1.333	1.009
Unpromising future of teaching	36	92.31	1	2.56	1	2.56	1	2.56	1.103	0.641
Responsibility of teaching too great	31	79.49	5	12.82	3	7.69			1.231	0.667

TABLE 31--Continued

Factors	No Influence		Little Influence		Moderate Influence		Great Influence			
	Number	Per-centage	Number	Per-centage	Number	Per-centage	Number	Per-centage	Mean	Standard Deviation
Felt inadequate to teach	35	89.75	1	2.56	3	7.69			1.128	0.615
Poor health	38	97.44	1	2.56					0.974	0.280
Couldn't find a position	25	64.10	3	7.69	1	2.56	10	25.64	1.846	1.368
Other (Specify)[a]	17	43.59	1	2.56	2	5.13	19	48.72	2.205	1.908

[a]For specified other see Appendix E.

TABLE 32

FACTORS PERCEIVED AS MOST CRITICAL IN CAUSING GRADUATE INTERNS TO LEAVE TEACHING

Factors	Number	Percentage	Rank
Difficulty of combining marriage and teaching	3	7.69	4
Continuing school	1	2.56	8
Dislike teaching	1	2.56	8
Other work paid more	3	7.69	4
Socially too restricting	1	2.56	8
Presently pregnant	4	10.26	2
Unpromising future of teaching			
Responsibility of teaching too great			
Felt inadequate to teach	2	5.13	6
Poor health	2	5.13	6
Couldn't find a position	4	10.26	2
Other (Specify)[a]	18	46.15	1

[a]For specified other see Appendix E.

ranking "other" (Appendix E) as the most influential; "couldn't find a position" and "presently pregnant" were ranked second with a 10.26 percentage.

Table 33, page 131, presents data regarding the factors perceived as least influential in causing the non-teaching Graduate Interns to leave the teaching profession. "Dislike of teaching" was chosen by

TABLE 33

FACTORS PERCEIVED AS LEAST CRITICAL IN CAUSING GRADUATE INTERNS TO LEAVE TEACHING

Factors	Number	Percentage	Rank
Difficulty of combining marriage and teaching	7	17.95	2
Continuing school	3	7.69	4
Dislike teaching	11	28.21	1
Other work paid more	2	5.13	7
Socially too restricting			
Presently pregnant	6	15.38	3
Unpromising future of teaching	2	5.13	7
Responsibility of teaching too great	2	5.13	7
Felt inadequate to teach	3	7.69	4
Poor health	3	7.69	4
Couldn't find a position			
Other (Specify)			

28.21 per cent of the group as the least influential. "Difficulty of combining marriage and teaching" was ranked second by 17.95 per cent of the group.

In summary, the factors which most influenced the non-teaching Graduate Interns to leave the teaching profession were "other" (Appendix E), "presently pregnant," and"couldn't find a position." The factors which least influenced the non-teaching Graduate Intern to

leave the teaching profession were "disliked teaching" and "difficulty" of combining marriage and teaching."

Research Question Four

Are there any distinguishable patterns of attrition for the Graduate Interns who have left teaching as answered on the Graduate Intern Questionnaire?

Tables 34 through 38 and Figure 9 present data relative to research question four. Tables 34 through 38 include means and percentage of group for age, sex, year graduated, years teaching experience after New School internship, years teaching experience before entrance into New School program, total years teaching experience--excluding internship; and number of teaching positions held in relation to the Graduate Interns not presently teaching. Figure 9 includes the percentage of interns no longer teaching for each year or group of years after the internship in relation to non-teaching Graduate Interns.

Table 34, page 133, presents data regarding age, sex, and year graduated for Graduate Interns not teaching (N=39). This table reveals that the greatest percentage of non-teaching Graduate Interns are between the ages of twenty-three to twenty-five; a larger percentage of the non-teaching Graduate Interns are females; and the greatest percentage of non-teaching Graduate Interns graduated in 1970.

Table 35, page 134, presents data regarding the years of teaching experience after the internship year for the non-teaching Graduate Interns. This table reveals that over half of the non-teaching Graduate Interns have not taught since their internship year. The mean years of

TABLE 34

AGE, SEX, AND YEAR GRADUATED FOR GRADUATE INTERNS NOT TEACHING

Age				Sex			Year Graduated		
	Number	Percentage	Mean Age Group		Number	Percentage		Number	Percentage
20-22				Male	12	30.77	1969	6	15.38
23-25	15	38.46					1970	14	35.90
26-28	8	20.51	26-28	Female	27	59.23	1971	12	30.72
29-35	14	35.90					1972	7	17.95
Above 35	2	5.13							
Total	39	100.00			39	100.00		39	99.95

TABLE 35

YEARS OF TEACHING EXPERIENCE AFTER NEW SCHOOL INTERNSHIP--GRADUATE INTERNS NOT TEACHING

Number of Years	Number	Percentage	Mean	Standard Deviation
0	21	53.84	0.846	1.159
1	9	23.08		
2	5	12.82		
3	2	5.13		
4	2	5.13		
Total	39	100.00		

teaching experience for the Graduate Interns after the internship year is 0.846.

Data regarding the years of teaching experience before entrance into the New School program for the non-teaching Graduate Interns is presented in Table 36, page 135. This table reveals that 43.59 per cent of the non-teaching Graduate Interns had no teaching experience before entrance into the New School program. The mean number of years teaching experience prior to entrance into the New School programs is 3.744.

Table 37, page 136, presents data regarding the total years of teaching experience, excluding the internship year for the non-teaching Graduate Interns. This table reveals that 25.64 per cent of the

TABLE 36

YEARS OF TEACHING EXPERIENCE BEFORE ENTRANCE INTO NEW SCHOOL PROGRAM--GRADUATE INTERNS NOT TEACHING

Number of Years	Number	Percentage	Mean	Standard Deviation
0	17	43.59	3.744	6.777
1	3	7.69		
2	4	10.26		
3	4	10.26		
4	1	2.56		
5	1	2.56		
6	1	2.56		
7	2	5.13		
8	2	5.13		
9	1	2.56		
10	1	2.56		
27	1	2.56		
32	1	2.56		
Total	39	99.98		

non-teaching Graduate Interns have had a total of one year of teaching experience other than these internships years. The mean for the group is 5.590.

TABLE 37

TOTAL YEARS OF TEACHING EXPERIENCE EXCLUDING INTERNSHIP--GRADUATE INTERNS NOT TEACHING

Number of Years	Number	Percentage	Mean	Standard Deviation
0	1	2.56	5.590	7.444
1	10	25.64		
2	5	12.82		
3	6	15.38		
4	3	7.69		
5	1	2.56		
6	1	2.56		
7	2	5.13		
8	3	7.69		
10	4	10.26		
11	1	2.56		
32	1	2.56		
36	1	2.56		
Total	38	99.97		

In Table 38, page 137, data related to the number of teaching positions held by the non-teaching Graduate Interns is presented. This table reveals that 48.72 per cent of the non-teaching Graduate Interns had one teaching position other than their intern year. The mean for the group is 0.590 positions.

TABLE 38

NUMBER OF TEACHING POSITIONS HELD BY GRADUATE INTERNS NOT TEACHING

Number of Positions	Number	Percentage	Mean	Standard Deviation
0	18	46.15	0.590	0.595
1	19	48.72		
2	2	5.13		
3				
Total	39	100.00		

Figure 9, page 138, presents data regarding the mobility from teaching by the non-teaching Graduate Interns. This figure shows that the percentage of each group who left teaching is very similar for the first two years. However, in the third year there is a directly opposite trend in the curves for the two groups (1969, 1970) who have been out of the internship program for three or more years.

In summary, the Graduate Interns no longer teaching are generally females between ages twenty-three and twenty-five who have had no teaching experience before entering the New School internship program and have not taught since their internship year.

Research Question Five

What educational positions are held by the Graduate Interns presently teaching who responded to the questionnaire?

Tables 39 through 41 and Figure 10 present data relative to research question five. Tables 34 through 38 include the percentage of

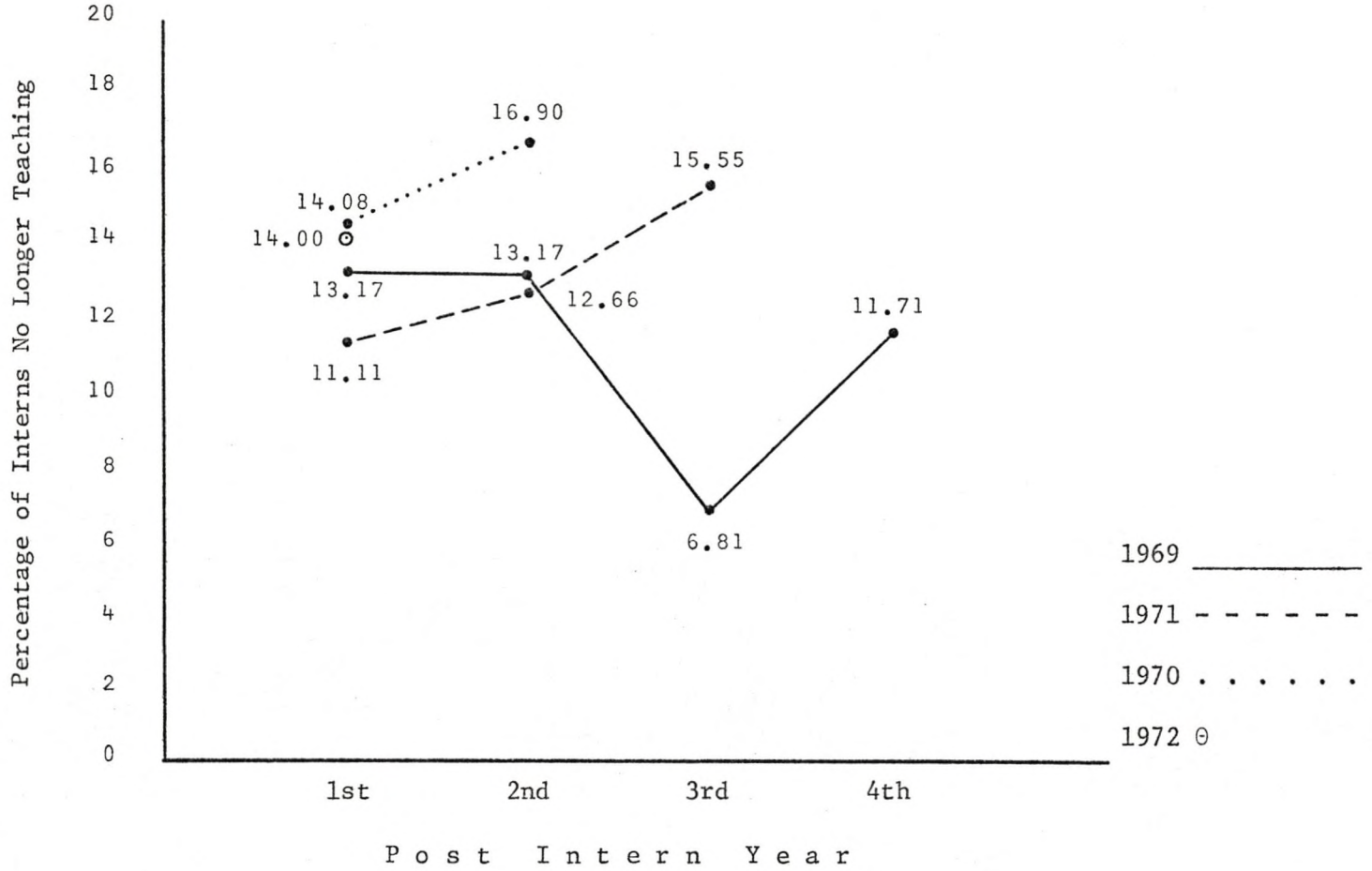

Fig. 9.--Mobility of Graduate Interns no longer teaching by year graduated.

the groups for educational positions held, states in which Graduate Interns are presently teaching, and descriptive characteristics of present teaching positions of Graduate Interns Presently Teaching. Figure 10 includes percentage of Graduate Interns surviving in the teaching profession by the year graduated.

Table 39 presents data regarding the educational position held by the Graduate Intern presently teaching. This table reveals 70.37 per cent of the Graduate Interns presently are town elementary teachers.

TABLE 39

EDUCATIONAL POSITION HELD BY GRADUATE INTERNS PRESENTLY TEACHING

Position	Number	Percentage	Rank
Rural Elementary Teacher	6	2.78	7
Town Elementary Teacher	152	70.37	1
Junior High Teacher	10	4.63	3
High School Teacher	2	0.93	9
Principal	10	4.63	3
Superintendent			
College Teacher	7	3.24	6
Special Teacher (Specify)[a]	16	7.41	2
Special Program Coordinator (Specify)[a]	4	1.84	8
Other (Specify)[a]	9	4.17	5

[a]For (Specify), see Appendix F.

Table 40 presents data regarding the states in which Graduate Interns are presently teaching. This table shows that 73.60 per cent of the Graduate Interns presently teaching are associated with school districts in the state of North Dakota. The second largest number of Graduate Interns who are presently teaching are found in the state of Minnesota.

TABLE 40

STATE IN WHICH GRADUATE INTERNS ARE PRESENTLY TEACHING

State	Number	Percentage
Alaska	2	0.93
Arizona	4	1.84
California	2	0.93
Montana	1	0.46
Wyoming	1	0.46
Colorado	3	1.39
North Dakota	160	73.60
South Dakota	4	1.84
Texas	2	0.93
Minnesota	16	7.41
Iowa	5	2.31
Wisconsin	5	2.31
Illinois	1	0.46
Tennessee	1	0.46
Florida	2	0.93

TABLE 40--Continued

State	Number	Percentage
New Jersey	1	0.46
Pennsylvania	1	0.46
New York	1	0.46
Massachusetts	1	0.46
New Hampshire	1	0.46
Nebraska	1	0.46
Spain	1	0.46
Total	216	99.48

Table 41, page 142, presents data regarding descriptive characteristics of the present teaching positions of Graduate Interns presently teaching. This table reveals that 77.78 per cent of the teaching Graduate Interns are teaching in the same school district where they were originally employed after their intern year. It also shows that 50.93 per cent of the groups are teaching in the same school district in which they spent their internship year.

Figure 10, page 143, presents data regarding survival of Graduate Interns in the teaching profession in relation to the year they graduated. This figure reveals that the percentage of each group remaining in teaching the first two years are very similar. The percentage of Graduate Interns teaching has a tendency to move in the same direction from the first post internship year to the second post internship year for the groups in 1970 and 1971. The only group with percentage

TABLE 41

DESCRIPTIVE CHARACTERISTICS OF PRESENT TEACHING POSITIONS OF GRADUATE INTERNS PRESENTLY TEACHING

Position	Yes		No	
	Number	Percentage	Number	Percentage
Same School District where originally employed after Intern Year	168	77.78	48	22.22
Same School District as Intern Year	110	50.93	106	49.07

ratings for four years (1969), shows an unusual direction. The curve remains constant for the first and second post internship years, then the percentage takes a sharp upward surge for the third post intern year and moves in a downward direction for the fourth post internship year.

In summary, it was found that educational positions held by the teaching Graduate Interns tend to have the following general characteristics: The positions are in a town at an elementary level, in the state of North Dakota, in the same school district in which the Graduate Interns spent their Internship year or in which they were originally employed after their internship year.

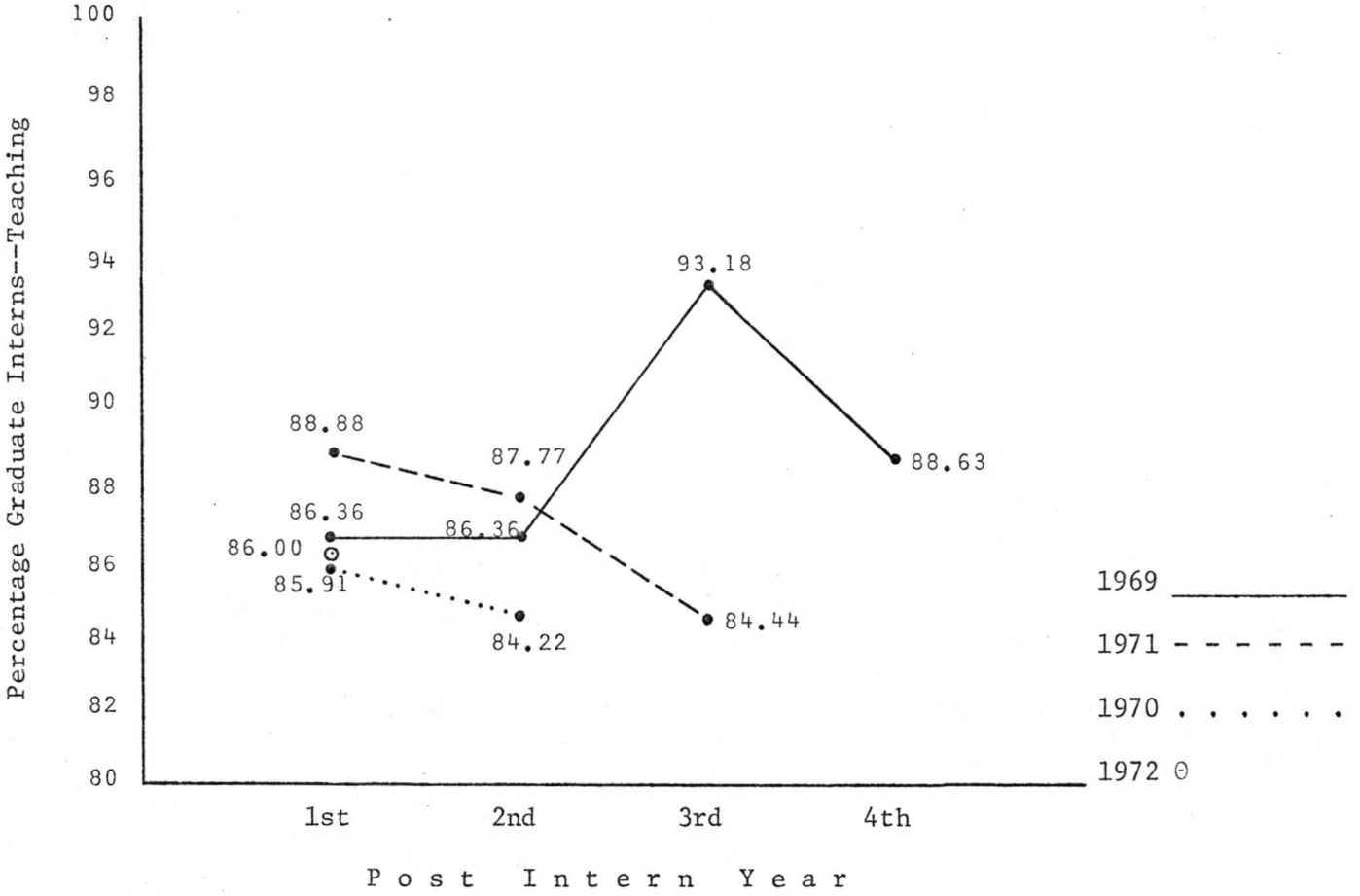

Fig. 10.--Survival of Graduate Interns presently teaching by year graduated.

Research Question Six

Was the reported incidence of New School influence on the Graduate Interns uniform over the four years in which the New School functioned as the experimental college component at the University of North Dakota?

Tables 42 through 46 present data relative to research question six. Means, standard deviations, F ratios and statistically significant differences in the mean scores for one way analysis of variance are included in Tables 42 through 46.

Table 42 presents the means, standard deviation, F ratios and statistically significant differences in the mean scores for the one-way analysis of variance of the Perceived New School Influence on Regular Classroom Activities Scale in relation to the year the Graduate Interns graduated. This table reveals no significant difference in the mean scores obtained.

TABLE 42

MEANS, STANDARD DEVIATIONS, AND F RATIOS FOR THE ANALYSIS OF VARIANCE OF PERCEIVED NEW SCHOOL INFLUENCE ON REGULAR CLASSROOM ACTIVITIES BY YEAR GRADUATED

Activities	Graduate Group	Number	Mean	Standard Deviation	F Ratio
1. Reading	1969	44	3.023	.999	1.01
	1970	90	3.089	.979	
	1971	71	3.000	.894	
	1972	50	3.280	.784	
2. Creative Writing	1969	44	3.250	.967	
	1970	90	3.890	1.035	<1.0
	1971	71	3.170	.910	
	1972	50	3.320	.891	

TABLE 42--Continued

Activities	Graduate Group	Number	Mean	Standard Deviation	F Ratio
3. Spelling	1969	44	2.272	1.020	
	1970	90	2.570	1.060	<1.0
	1971	71	2.479	.924	
	1972	50	2.560	.993	
4. Speech	1969	44	2.090	1.117	
	1970	90	2.156	.959	<1.0
	1971	71	2.309	.980	
	1972	50	2.140	1.010	
5. Math	1969	44	2.977	1.000	1.098
	1970	90	2.977	.947	
	1971	71	2.890	.821	
	1972	50	2.700	.954	
6. Science	1969	44	2.980	.999	1.098
	1970	90	2.980	.948	
	1971	71	2.890	.820	
	1972	50	2.709	.953	
7. Social Studies	1969	44	2.432	1.087	2.135
	1970	90	2.890	.953	
	1971	71	2.732	.970	
	1972	50	2.710	.974	
8. English	1969	44	2.310	.929	1.122
	1970	90	2.522	.974	
	1971	71	2.621	.900	
	1972	50	2.540	.908	
9. Music	1969	44	2.386	1.083	1.269
	1970	90	2.133	.997	
	1971	71	2.366	.882	
	1972	50	2.410	.969	
10. Art	1969	44	1.864	.955	
	1970	90	2.00	1.061	<1.0
	1971	71	2.127	.999	
	1972	50	2.081	1.047	
11. Drama	1969	44	2.227	1.097	1.578
	1970	90	2.578	1.038	
	1971	71	2.550	1.011	
	1972	50	2.661	1.022	

TABLE 42--Continued

Activities	Graduate Group	Number	Mean	Standard Deviation	F Ratio
12. Dance and Movement	1969	44	2.318	1.095	1.218
	1970	90	2.367	1.054	
	1971	71	2.535	1.067	
	1972	50	2.661	1.002	
13. Physical Education	1969	44	1.932	1.128	
	1970	90	2.011	1.096	<1.0
	1971	71	2.112	1.128	
	1972	50	2.061	1.077	

Table 43 presents the means, standard deviation, F ratios and statistically significant differences in the mean scores for the one-way analysis of variance of the Statements Concerning New School Classrooms Compared to Typical Classrooms Scale in relation to the year graduated. None of the F ratios were significant at the .05 level.

TABLE 43

MEANS, STANDARD DEVIATIONS, AND F RATIOS FOR THE ANALYSIS OF VARIANCE OF STATEMENTS CONCERNING NEW SCHOOL CLASSROOMS COMPARED TO TYPICAL CLASSROOMS BY YEAR GRADUATED

Statements	Graduate Group	Number	Mean	Standard Deviation	F Ratio
1. Basic skills are not stressed enough	1969	44	2.727	1.107	
	1970	90	2.889	1.043	<1.0
	1971	71	2.775	1.017	
	1972	50	2.761	1.001	
2. Students and teachers are happier	1969	44	3.705	.553	
	1970	90	3.689	.574	<1.0
	1971	71	3.592	.709	
	1972	50	3.621	.725	

TABLE 43--Continued

Statements	Graduate Group	Number	Mean	Standard Deviation	F Ratio
3. Competition is stressed less	1969	44	3.409	.787	
	1970	90	3.633	.678	<1.0
	1971	71	3.521	.790	
	1972	50	3.581	.731	
4. More financial expense is involved	1969	44	2.545	1.109	2.648
	1970	90	2.778	1.079	
	1971	71	2.311	1.050	
	1972	50	2.700	1.147	
5. Fewer children can be handled in a class	1969	44	2.910	1.053	2.244
	1970	90	2.811	1.090	
	1971	71	2.606	1.035	
	1972	50	2.421	1.051	
6. More teacher planning is required	1969	44	3.910	.291	1.650
	1970	90	3.700	.694	
	1971	71	3.790	.470	
	1972	50	3.641	.921	
7. Discipline is more of a problem	1969	44	3.182	.971	
	1970	90	3.200	.927	<1.0
	1971	71	2.972	.999	
	1972	50	3.000	1.030	
8. All children are benefited regardless of ability	1969	44	3.431	.873	2.444
	1970	90	3.466	.782	
	1971	71	3.366	.797	
	1972	50	3.060	1.150	
9. Children are more actively involved	1969	44	3.863	.347	
	1970	90	3.744	.646	<1.0
	1971	71	3.761	.492	
	1972	50	3.680	.713	

Table 44, page 148, presents the means, standard deviation, F ratios and statistically significant differences in the mean scores for the one-way analysis of variance of the Educational Openness Scale in relation to the year graduated. The F ratios for "definitely defined

time periods for each subject" and "specific texts and workbooks as instructional media" are statistically significant at the .05 level.

TABLE 44

MEANS, STANDARD DEVIATIONS, AND F RATIOS FOR THE ANALYSIS OF VARIANCE OF EDUCATIONAL OPENNESS BY YEAR GRADUATED

Statements	Graduate Group	Number	Mean	Standard Deviation	F Ratio
1. Definitely defined time periods for each subject	1969	44	3.727	1.420	3.615[a]
	1970	90	3.067	1.296	
	1971	71	3.028	1.276	
	1972	50	3.520	1.542	
2. Specific texts and workbooks as instructional media	1969	44	3.409	1.352	6.301[a]
	1970	90	3.278	1.227	
	1971	71	2.817	1.187	
	1972	50	3.800	1.278	
3. Different activities within a subject area going on simultaneously	1969	44	4.364	1.080	1.855
	1970	90	4.533	1.019	
	1971	71	4.282	1.071	
	1972	50	4.700	.995	
4. All children doing same work at same time	1969	44	4.341	1.140	
	1970	90	4.460	.973	<1.0
	1971	71	4.324	.968	
	1972	50	4.580	.971	
5. Learning activities starting with children's interests	1969	44	3.773	1.198	<1.0
	1970	90	3.760	.998	
	1971	71	3.676	1.093	
	1972	50	3.720	1.107	
6. New concepts introduced to the entire class	1969	44	3.386	1.243	2.468
	1970	90	3.411	1.198	
	1971	71	3.451	1.131	
	1972	50	3.920	1.122	
7. Children learning from each other	1969	44	4.432	1.087	
	1970	90	1.467	.837	<1.0
	1971	71	4.296	1.047	
	1972	50	4.440	1.072	

TABLE 44--Continued

Statements	Graduate Group	Number	Mean	Standard Deviation	F Ratio
8. Teachers or aides doing most of the class or group planning	1969	44	3.250	1.383	
	1970	90	3.456	1.210	<1.0
	1971	71	3.451	1.230	
	1972	50	3.380	1.159	
9. Children solving their own problems or answering their own questions in a number of ways	1969	44	4.068	.974	
	1970	90	4.033	.942	<1.0
	1971	71	3.972	.941	
	1972	50	4.020	1.060	
10. Children reading books and other materials	1969	44	4.500	1.303	1.339
	1970	90	4.833	.864	
	1971	71	4.676	.968	
	1972	50	4.840	1.017	

[a]Significant at .05 level.

Table 45 presents data relative to the one-way analysis of variance of the Environmental Openness Scale. The F ratios obtained for the statements are not significant at the .05 level.

TABLE 45

MEANS, STANDARD DEVIATIONS, AND F RATIOS FOR THE ANALYSIS OF VARIANCE OF ENVIRONMENTAL OPENNESS BY YEAR GRADUATED

Statements	Graduate Group	Number	Mean	Standard Deviation	F Ratio
1. Children permitted to arrange the room as they want	1969	44	3.659	1.275	
	1970	90	3.922	1.220	<1.0
	1971	71	3.901	1.244	
	1972	50	4.000	1.294	

TABLE 45--Continued

Statements	Graduate Group	Number	Mean	Standard Deviation	F Ratio
2. Classroom extended to include people, places, and things within the community	1969	44	3.250	1.222	
	1970	90	3.566	1.307	<1.0
	1971	71	3.324	1.180	
	1972	50	3.440	1.343	
3. Walls and bulletin boards showing children's work	1969	44	5.070	.946	
	1970	90	5.079	1.122	<1.0
	1971	71	5.111	1.054	
	1972	50	5.000	1.235	
4. Walls and bulletin boards showing teacher's work	1969	44	4.909	1.117	2.009
	1970	90	4.689	.850	
	1971	71	4.803	1.226	
	1972	50	4.120	.872	
5. Children's desks in rows facing the teacher's desk	1969	44	5.114	1.528	1.183
	1970	90	5.400	1.036	
	1971	71	5.070	1.257	
	1972	50	5.300	1.129	
6. Large number of books and other reading materials easily accessible to children	1969	44	5.341	1.160	<1.0
	1970	90	5.322	1.169	
	1971	71	5.394	1.075	
	1972	50	5.400	1.069	
7. Live plants and animals found in room	1969	44	3.932	1.822	1.098
	1970	90	4.356	1.691	
	1971	71	4.465	1.646	
	1972	50	4.500	1.776	
8. Desks replaced by tables	1969	44	3.477	1.982	
	1970	90	3.567	1.966	<1.0
	1971	71	3.282	1.980	
	1972	50	3.800	2.080	
9. Variety of manipulative materials	1969	44	4.636	1.366	
	1970	90	4.522	1.351	<1.0
	1971	71	4.606	1.357	
	1972	50	4.640	1.439	
10. Commercially made materials, games, and equipment used	1969	44	2.727	1.168	
	1970	90	2.956	1.179	<1.0
	1971	71	2.817	1.387	
	1972	50	2.740	1.426	

TABLE 45--Continued

Statements	Graduate Group	Number	Mean	Standard Deviation	F Ratio
11. Teacher and pupil made materials, games, and equipment used	1969	44	3.841	1.380	1.417
	1970	90	3.967	1.258	
	1971	71	4.183	1.366	
	1972	50	4.340	1.479	
12. Provision for Art, Drama, and Dance	1969	44	3.636	1.601	
	1970	90	3.990	1.362	<1.0
	1971	71	3.958	1.544	
	1972	50	3.368	1.584	
13. Learning centers utilized	1969	44	4.114	1.573	
	1970	90	4.100	1.500	<1.0
	1971	71	4.380	1.428	
	1972	50	4.120	1.612	
14. Quiet areas for individual and small groups available	1969	44	4.523	1.635	
	1970	90	4.633	1.336	<1.0
	1971	71	4.648	1.522	
	1972	50	4.740	1.454	

Table 46, page 152, presents the means, standard deviation, F ratios, and statistically significant differences in the mean scores for the one-way analysis of variance of the Behavioral Openness Scale. "Work on basic skills is completed before beginning special projects, activities, or games" was the only item with an F ratio statistically significant at the .05 level.

In summary, no significant difference was found between the mean scores of the graduates of the four different years for the Perceived New School Influence on the Regular Classroom Activities Scale, and the Statements Concerning New School Classrooms Compared to Typical Classrooms Scale. In 2.0 of 10 cases there was a significant difference in

TABLE 46

MEANS, STANDARD DEVIATIONS, AND F RATIOS FOR THE ANALYSIS OF VARIANCE OF BEHAVIORAL OPENNESS BY YEAR GRADUATED

Statements	Graduate Group	Number	Mean	Standard Deviation	F Ratio
1. Children working at individual pace is encouraged	1969	44	4.909	1.235	<1.0
	1970	90	5.111	1.054	
	1971	71	5.070	.946	
	1972	50	5.080	1.122	
2. Individual children have major responsibility for planning their own day	1969	44	3.568	1.546	<1.0
	1970	90	3.389	1.278	
	1971	71	3.211	1.241	
	1972	50	3.520	1.390	
3. Children as a group have the major responsibility for planning the day	1969	44	2.909	1.309	1.216
	1970	90	2.300	1.137	
	1971	71	2.732	1.082	
	1972	50	2.266	1.002	
4. Children participate individually in evaluating their own work and experiences	1969	44	4.045	1.311	<1.0
	1970	90	4.022	1.236	
	1971	71	3.887	1.103	
	1972	50	3.800	1.195	
5. Children participate as a group in evaluating the activities of the class	1969	44	3.500	1.131	<1.0
	1970	90	3.522	1.154	
	1971	71	3.338	1.095	
	1972	50	3.320	1.301	
6. Part of the day is reserved for children to do whatever they want in the classroom	1969	44	4.091	1.411	1.169
	1970	90	4.431	1.458	
	1971	71	4.408	1.450	
	1972	50	4.640	1.522	
7. Work on basic skills is completed before beginning special projects, activities, or games	1969	44	3.023	1.303	5.311[a]
	1970	90	2.811	1.297	
	1971	71	2.845	1.294	
	1972	50	3.680	1.421	
8. Children move freely from one area to another without asking permission	1969	44	4.773	1.291	1.032
	1970	90	4.844	1.271	
	1971	71	4.690	1.190	
	1972	50	5.080	1.140	

TABLE 46--Continued

Statements	Graduate Group	Number	Mean	Standard Deviation	F Ratio
9. Spontaneous conversation is permitted among the children	1969	44	4.750	1.314	2.420
	1970	90	4.790	1.185	
	1971	71	4.606	1.177	
	1972	50	5.180	1.004	

[a]Significant at .025 level.

the mean scores of the graduates of the four different years for the Educational Openness Scale. No significant difference for the mean scores of the Behavioral Openness Scale was found. Except for the Educational Openness Scale no significant difference was found on the various scales in relation to the year the Graduate Intern graduated. On the Educational Openness Scale a .05 level of significance was obtained only 20 per cent of the time. This lends support to the uniformity of the New School influence on the Graduate Interns over the four years in which the New School functioned as the experimental college component at the University of North Dakota.

Research Question Seven

To what degree have post New School experiences influenced the Graduate Intern's perceived educational philosophy as answered on the Graduate Intern Questionnaire?

Figure 11 and Table 47 present data relative to research question seven for ratings of change in strength of conviction about the

perceived educational philosophy evolved at the New School for non-teaching Graduate Interns and teaching Graduate Interns.

Figure 11, page 155, presents the group percentage on ratings of change in strength of convictions about the perceived educational philosophy evolved at the New School by non-teaching Graduate Interns and teaching Graduate Interns. This figure reveals that there was no great decrease in conviction and only a very small percentage of both non-teaching and teaching Graduate Interns rated the change in conviction as "somewhat decreased." Both groups were very similar in ratings for "greatly decreased," "somewhat decreased," and "remained about the same." Differences between non-teaching and teaching Graduate Interns were greatest for "somewhat increased" and "greatly increased." The non-teaching Graduate Interns had a larger percentage rating for "somewhat increased" and the teaching Graduate Interns had a larger percentage rating for "greatly increased."

Table 47, page 156, presents data regarding the degree that post New School experiences influenced the perceived educational philosophy of the non-teaching and teaching Graduate Interns. This table reveals very similar means for both non-teaching and teaching Graduate Interns. Both groups rated "amount of success of attempted activities in the past" as having the greatest influence and "expense of the program" as having the least amount of influence. All but three means were above 2.0 for both groups indicating some influence was exerted by each post New School experience. The three means which fell below 2.0 were also the same for both groups. "Amount of follow-up support from New School

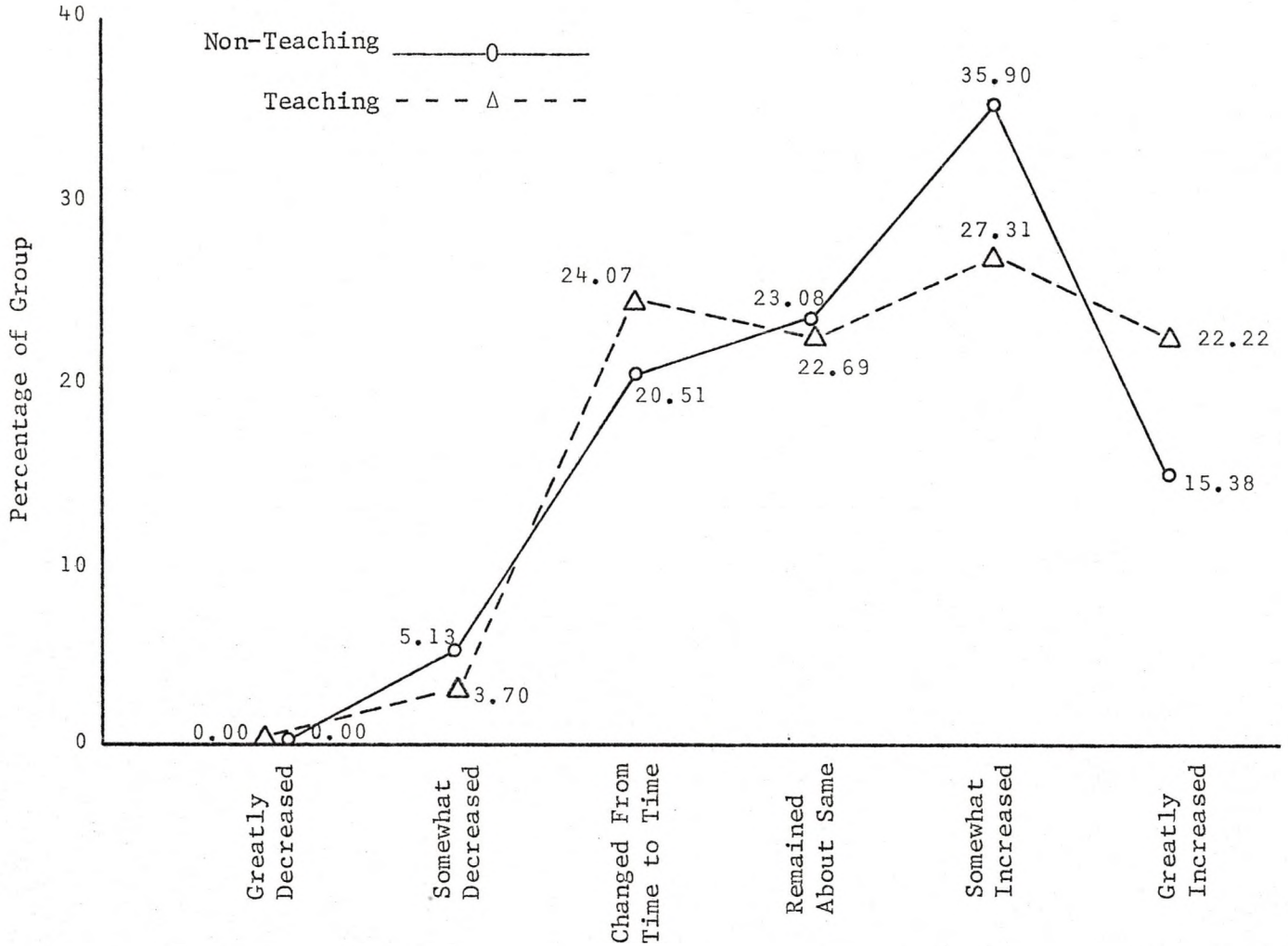

Fig. 11.--Change in strength of conviction about the perceived educational philosophy evolved at the New School (Non-teaching vs. Teaching Graduate Interns).

TABLE 47

DEGREE POST NEW SCHOOL EXPERIENCES INFLUENCED PERCEIVED EDUCATIONAL PHILOSOPHY
NON-TEACHING GRADUATE INTERNS vs. TEACHING GRADUATE INTERNS

Experience	No Influence		Little Influence		Moderate Influence		Great Influence		
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Mean
				Non-teaching:					
Attitude of other faculty members	12	30.77	18	46.15	6	15.38	3	7.69	2.000
Attitude of parents	9	23.08	19	48.72	10	25.64	1	2.56	2.077
Amount of support from administration	7	17.95	16	41.03	10	25.64	6	15.38	2.385
Need for more training	7	17.95	24	61.54	6	15.38	2	5.13	2.077
Number of students in class	11	28.21	16	41.03	11	28.21	1	2.56	2.051
Amount of follow-up support from the New School after graduation	15	38.46	16	41.03	6	15.38	2	5.13	1.872
Expense of the program	18	46.15	20	51.28			1	2.56	1.590
Access to sufficient materials	4	10.26	21	53.85	11	28.21	3	7.69	2.333
Amount of extra help in the classroom	6	15.38	17	43.59	10	25.64	6	15.38	2.410
Additional training after graduation	16	41.03	16	41.03	3	7.69	4	10.26	1.872
Amount of success of attempted activities in the past	2	5.13	13	33.33	16	41.03	8	20.51	2.769
Time necessary for planning	4	10.26	4.16	41.03	13	33.33	6	15.38	2.487
				Teaching:					
Attitude of other faculty members	35	16.20	140	64.81	31	14.35	9	4.17	2.056
Attitude of parents	28	12.96	137	63.43	39	18.06	12	5.56	2.157
Amount of support from administration	26	12.04	80	37.04	79	26.57	31	14.35	2.532
Need for more training	62	28.70	99	45.83	45	20.83	10	4.63	2.009
Number of students in class	60	27.77	66	30.56	61	28.24	29	13.43	2.269
Amount of follow-up support from the New School after graduation	85	39.35	101	46.76	24	11.11	6	2.78	1.769
Expense of the program	106	49.07	77	35.65	24	11.11	9	4.17	1.699
Access to sufficient materials	34	15.74	89	41.20	65	30.09	28	12.96	2.398
Amount of extra help in the classroom	47	21.76	71	32.87	61	28.24	37	17.13	2.403
Additional training after graduation	79	36.57	89	41.20	38	17.59	10	4.63	1.898
Amount of success of attempted activities in the past	19	8.79	71	32.87	85	39.35	41	18.98	2.681
Time necessary for planning	29	13.42	69	31.94	79	36.57	39	18.06	2.588

after graduation," "expense of program" and "additional training after graduation" all had means between 1.5 and 2.0.

In summary, the non-teaching Graduate Interns and the teaching Graduate Interns are very similar in their ratings of amount of change and source of influence on this change concerning their perceived educational philosophy. Each post New School experience was rated as having some influence on the Graduate Intern's perceived educational philosophy.

Research Question Eight

To what degree have post New School experiences influenced the Graduate Interns' perceived educational methodology as answered on the Graduate Intern Questionnaire?

Figure 12 and Table 48 present data relative to research question eight for ratings of change in strength of conviction about the perceived educational methodology evolved at the New School for non-teaching Graduate Interns and teaching Graduate Interns.

Figure 12, page 158, presents the group percentage on ratings of change in strength of conviction about the perceived educational methodology evolved at the New School by non-teaching and teaching Graduate Interns. This figure reveals that the non-teaching and the teaching Graduate Interns have very similar curves except at the "somewhat increased" point. Here the percentage of non-teaching Graduate Interns is considerably greater than the percentage of teaching Graduate Interns.

Table 48, page 159, present data regarding the degree that post New School experiences influenced the perceived educational methodology

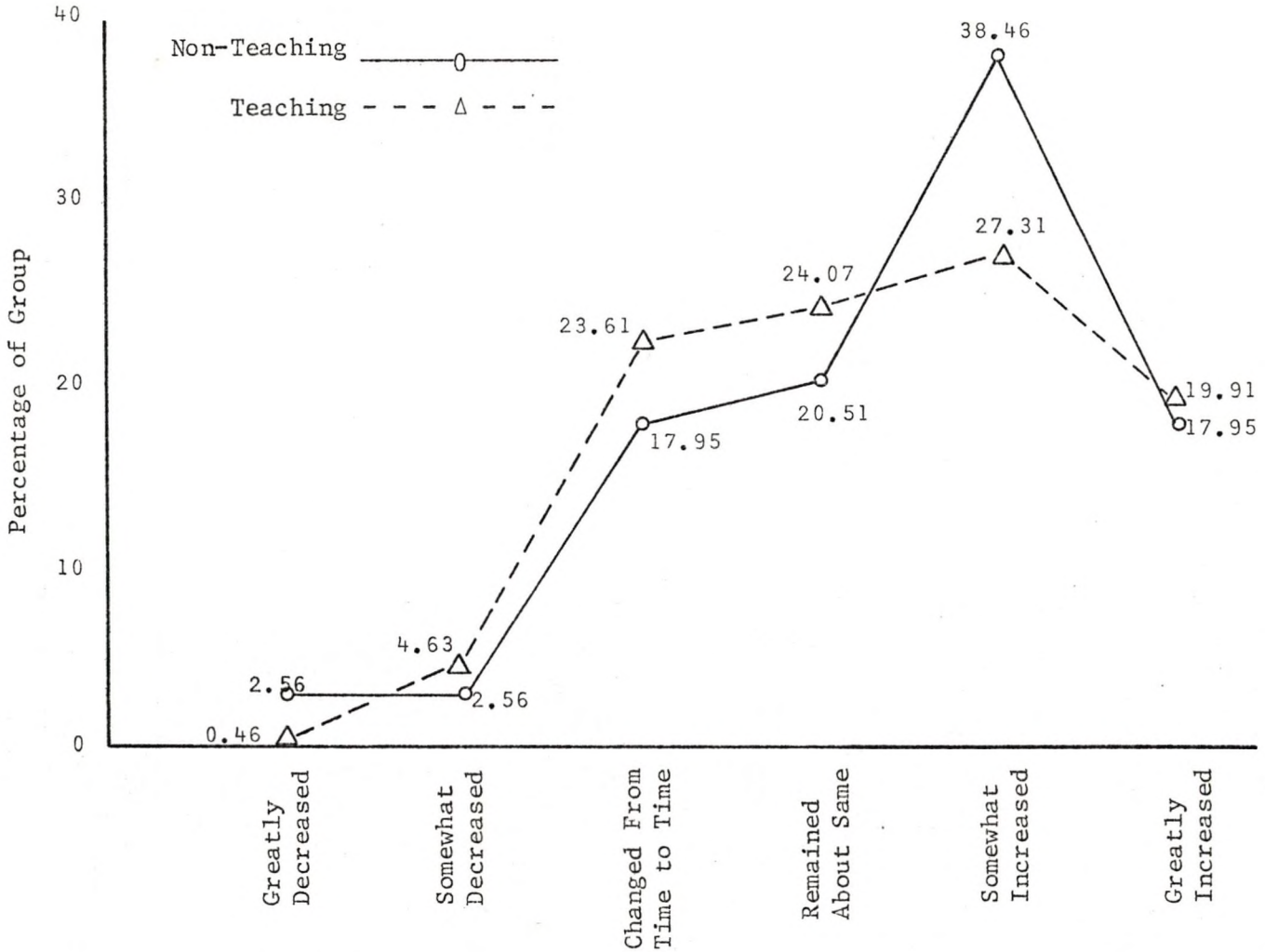

Fig. 12.--Change in strength of conviction about the perceived educational methodology evolved at the New School (Non-teaching vs. Teaching Graduate Interns).

TABLE 48

DEGREE POST NEW SCHOOL EXPERIENCES INFLUENCED PERCEIVED EDUCATIONAL METHODOLOGY
NON-TEACHING GRADUATE INTERNS vs. TEACHING GRADUATE INTERNS

Experience	No Influence		Little Influence		Moderate Influence		Great Influence		
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Mean
			Non-teaching:						
Attitude of other faculty members	11	28.20	20	51.28	6	15.38	2	5.13	1.949
Attitude of parents	10	25.64	16	41.03	12	30.77	1	2.56	2.103
Amount of support from administration	4	10.26	18	46.15	12	30.77	5	12.82	2.462
Need for more training	8	20.51	21	53.85	8	20.51	2	5.13	2.103
Number of students in class	9	23.08	18	46.15	8	20.51	4	10.26	2.179
Amount of follow-up support from the New School after graduation	15	38.46	14	35.90	7	17.95	3	7.69	1.949
Expense of the program	15	38.46	15	38.46	8	20.51	1	2.56	1.872
Access to sufficient materials	1	2.56	17	43.59	16	41.03	5	12.82	2.641
Amount of extra help in the classroom	5	12.82	13	33.33	15	38.40	6	15.38	2.564
Additional training after graduation	17	43.59	16	41.03	2	5.13	4	10.26	1.821
Amount of success of attempted activities in the past	2	5.13	12	30.77	15	38.46	10	25.64	2.846
Time necessary for planning	5	12.82	11	28.21	17	43.59	6	15.38	2.615
			Teaching:						
Attitude of other faculty members	49	22.69	142	65.74	16	7.41	9	4.17	1.921
Attitude of parents	41	18.99	120	55.56	48	22.22	7	3.29	2.088
Amount of support from administration	24	11.12	80	37.04	74	34.26	38	17.59	2.574
Need for more training	67	31.02	100	46.30	43	19.91	6	2.78	1.935
Number of students in class	46	21.30	81	37.50	52	24.07	37	17.13	2.361
Amount of follow-up support from the New School after graduation	95	43.99	90	41.67	24	11.11	7	3.24	1.727
Expense of the program	92	42.60	83	38.43	25	11.57	16	7.41	1.829
Access to sufficient materials	26	12.04	88	40.74	66	30.56	36	16.67	2.509
Amount of extra help in the classroom	48	22.22	62	28.70	63	29.17	43	19.91	2.458
Additional training after graduation	69	31.94	102	47.22	35	16.20	10	4.63	1.926
Amount of success of attempted activities in the past	17	7.87	65	30.09	93	43.06	41	18.98	2.722
Time necessary for planning	23	10.65	69	31.94	77	35.65	47	21.76	2.681

of the non-teaching and teaching Graduate Interns. This table reveals very similar means for both non-teaching and teaching Graduate Interns. The difference between the means of the two groups is less than 1.0 in all cases. The non-teaching Graduate Interns rated "amount of success of attempted activities in the past" as having the greatest influence and "additional training after graduation" as having the least influence. The teaching Graduate Interns rated "time necessary for planning" as having the greatest influence and "amount of follow-up support from the New School after graduation" as having the least amount of influence. Both groups have means above 1.7 for each post New School experience. This indicates that some influence was exerted by each post New School experience.

In summary, the non-teaching Graduate Interns and the teaching Graduate Interns are very similar in their ratings of amount of change and source of influence on this change concerning their perceived educational methodology. Each post New School experience was rated as having some influence on the Graduate Intern's perceived educational methodology.

Summary of Findings

The findings of this study are summarized by the following statements:

1. The responses on the Graduate Intern Questionnaire (GIQ) gave evidence suggesting that the specialized training which the Graduate Interns received is observable in their attitudes, understanding, and use of various teaching skills.

2. The responses on the GIQ gave evidence of a significant level of growth in Perceived Influence of the New School on Regular Classroom Activities for each year spent in the New School.

3. The responses on the GIQ gave evidence of differences existing between non-teaching and teaching Graduate Interns on such factors as age, sex, marital status, number of years in the New School programs, number of years teaching experience, and home state.

4. The responses on the GIQ gave no evidence of any significant differences existing between the non-teaching Graduate Intern and the teaching Graduate Interns for attitudes toward education.

5. The responses on the GIQ revealed that a variety of factors were perceived to have been "most influential" in causing non-teaching Graduate Interns to leave teaching. Those items most frequently checked were "other" (Appendix E), "presently pregnant" and "couldn't find a position."

6. The responses on the GIQ revealed that the factors which the non-teaching Graduate Interns perceived as least influential in causing them to leave teaching were "disliked teaching" and "difficulty of combining marriage and teaching."

7. The responses on the GIQ gave evidence to suggest that non-teaching Graduate Interns are most likely to be females between the ages of twenty-three and twenty-five, who had no teaching experience before entering the New School internship program and who have not taught since their internship year.

8. The demographic data from the GIQ revealed that the school positions held by the teaching Graduate Interns tend to have the following general characteristics: they are in a non-rural (town or city) elementary school in the state of North Dakota, in the same school district in which the Graduate Intern spent either the internship year or in which the Graduate was employed during the first post internship year.

9. The responses on the GIQ gave evidence that uniformity existed in the New School influence on the Graduate Interns over the four years in which the New School functioned as the experimental college component at the University of North Dakota.

10. The responses on the GIQ gave evidence that there was great similarity between the non-teaching Graduate Interns and the teaching Graduate Interns in their ratings of amount and source of change concerning their perceived educational philosophy.

11. The responses on the GIQ gave evidence that there was great similarity between the non-teaching Graduate Interns and the teaching Graduate Interns in their ratings of amount and source of change concerning their perceived educational methodology.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the perceived value of the Master's Degree Internship Program of the New School of Behavioral Studies in Education at the University of North Dakota, in relation to the present occupation, attitudes about education, and instructional practices of the Master's Degree Graduates. Another purpose of this study was to determine the mobility and permanency of the Master's Degree Graduates as professional educators.

Answers to the following research questions were sought in this study:

1. To what degree is the specialized training which the Graduate Interns received observable in the attitudes, understanding, and use of various teaching skills as answered on the Graduate Intern Questionnaire (GIQ)?

2. Is there any difference between Graduate Interns who remained in teaching and those who left teaching on such factors as: sex, age, number of years in the New School program, home state, marital status, previous teaching experience, reasons for coming to the New School and attitudes toward education as answered on the GIQ?

3. What factors were perceived most critical in causing those Graduate Interns who left teaching to make that decision as answered on the GIQ?

4. Are there any distinguishable patterns of attrition for the Graduate Interns who have left teaching as answered on the GIQ?

5. What educational positions are held by the Graduate Interns presently teaching and who responded to the questionnaire?

6. Was the reported evidence of New School influence on the Graduate Interns uniform over the four years in which the New School functioned as the experimental college component at the University of North Dakota?

7. To what degree have post New School experiences influenced the Graduate Intern's perceived educational philosophy as answered on the Graduate Intern Questionnaire?

8. To what degree have post New School experiences influenced the Graduate Intern's perceived educational methodology as answered on the Graduate Intern Questionnaire?

Summary of the Procedure

This study was conducted in three phases with two samples and one subsample. The sample for Phase I consisted of those Graduates of the Master Degree Internship Program who completed their internship year in the New School during the period 1968-1972 and who were able to be contacted by mail (N=275). The sample for Phase II was comprised of a 25 per cent random sample of Administrators who had Graduate Interns presently teaching in their school districts who had returned

Phase I questionnaires (N=54). The subsample for Phase III was comprised of a 25 per cent random sample of the Phase I sample whose present Administrators had returned completed Phase II Questionnaires (N=12).

The instruments used in this study were: The Graduate Intern Questionnaire--designed by the researcher; the Administrator's Questionnaire--designed by the researcher; and the Observation Checklist--designed and implemented by the researcher. The Phase II and Phase III instruments and results were used to validate the Phase I instrument and results.

The analysis of the data for the Phase I Sample involved use of a tally program and a one-way analysis of variance. The tally was used to obtain item means for the entire Phase I Sample, in relation to year of graduation, and in relation to non-teaching and teaching Graduate Interns. The one-way analysis of variance was employed to compare the mean values of the various rating scales on the Graduate Intern Questionnaire in relation to year of graduation, number of years in the New School, and non-teaching and teaching Graduate Interns.

Summary of the Limitations

This study was conducted under the following limitations:

1. The direct contribution of the Internship program could not be isolated from the contribution of other experiences. (An individual is a result of all his experiences; therefore, it was virtually impossible to isolate the contribution of the educational program alone.)

2. The personal opinions, judgements, and beliefs asked for on the questionnaires were presumed to be objective.

3. The investigation was based on the opinion of only those graduates who completed the Master's Degree Internship Program and returned a completed questionnaire.

4. Because of the various lengths of time which had elapsed since the graduation of the various Graduate Interns it is unlikely that the members of each group recalled the Internship activities with equal clarity.

5. It was not possible to validate the questionnaires with any standard instrument; therefore, the validity relied on the intercorrelations done in this study.

Summary of Findings

Subject to the limitations identified above, the findings of the study are as follows:

1. The responses on the Graduate Intern Questionnaire (GIQ) gave evidence to suggest that the specialized training which the Graduate Interns received is observable in their attitudes, understanding and use of various teaching skills.

2. The responses on the GIQ gave evidence of a significant level of growth in Perceived Influence of the New School on Regular Classroom Activities for each year spent in the New School.

3. The response on the GIQ gave evidence of differences existing between non-teaching Graduate Interns and teaching Graduate Interns

on such factors as age, sex, marital status, number of years in the New School programs, number of years teaching experience, and home state.

4. The responses on the GIQ gave no evidence of any significant differences existing between the non-teaching Graduate Interns and the teaching Graduate Interns for attitudes toward education.

5. The responses on the GIQ revealed that a variety of factors were perceived to have been "most influential" in causing non-teaching Graduate Interns to leave teaching. Those items most frequently checked were "other" (Appendix E), "presently pregnant," and "couldn't find a position."

6. The responses on the GIQ revealed that the factors which the non-teaching Graduate Interns perceived as "least influential" in causing them to leave teaching were "disliked teaching" and "difficulty of combining marriage and teaching."

7. The responseson the GIQ gave evidence to suggest that non-teaching Graduate Interns are most likely to be females between the ages of twenty-three and twenty-five, who had no teaching experience before entering the New School internship program and who have not taught since their internship year.

8. The demographic data from the GIQ revealed that the school positions held by the teaching Graduate Interns tend to have the following general characteristics: they are in a non-rural (town or city) elementary school in the state of North Dakota, in the same school district in which the Graduate Intern spent either the internship year or in which the Graduate was employed during the first post internship year.

9. The responses on the GIQ gave evidence that uniformity existed in the New School influence on the Graduate Interns over the four years in which the New School functioned as the experimental college component at the University of North Dakota.

10. The responses on the GIQ gave evidence that there was great similarity between the non-teaching Graduate Interns and the teaching Graduate Interns in their ratings of amount and source of change concerning their perceived educational philosophy.

11. The responses on the GIQ gave evidence that there was great similarity between the non-teaching Graduate Interns and the teaching Graduate Interns in their ratings of amount and source of change concerning their perceived educational methodology.

Discussion

In large measure, the effectiveness of any program is determined by whether the participants are able to maintain at a reasonable level teaching attitudes and practices which are consonant with the training program's philosophic directions, especially when they are no longer under the direct influence and direction of the program. The data clearly demonstrates that the attitudes and practices of Graduate Interns tend to be consonant. This is especially true in such subject areas as Reading, Creative Writing, Math and Science. In the area of Educational Openness, consonance was most evident in the following instances: "different activities within a subject area going on simultaneously," "children learning from each other," and "children solving their own problems or answering their own questions in a number of

ways." The greatest consistency was seen for Environmental Openness in items such as "the walls and bulletin boards showing children's work," "live plants and animals are found in classrooms," "a variety of manipulation materials are supplied," and "quiet areas for individual and small groups are available." In the area of Behavioral Openness such items as "children working at individual pace," "part of the day reserved for children to do whatever they want in the classroom," "children moving freely from one area to another without asking permission," and "spontaneous conversation is permitted among the children" give the greatest evidence of consonance.

In the observations which the researcher made, there was also clear evidence that the attitudes and practices of the Graduate Interns were consistent with the New School objectives. This was also ~~collabo-~~ corroborated confirmed ?
~~rated~~ by school administrators responsible for the schools in which Graduate Interns are presently teaching. The administrator's responses on the questionnaire described the Graduate Interns' practices and attitudes in terms similar to that of Graduate Interns themselves.

In as much as the attitudes and practices are those which the New School hoped to foster, it can be stated that the program reached a measure of success.

There were areas where the practices of the Graduate Interns tended to be less open than the New School philosophy seemed to encourage. The Graduate Intern responses on the Educational Openness Scale gave indication that specific time periods tend to be scheduled, specific texts and workbooks are used as instructional media, and there is more teacher direction than the New School tended to support. On the

Environmental Openness Scale there is evidence that more use of commercially made materials, games, and equipment and less use of the community exists than the New School tended to encourage. On the Behavioral Openness Scale the responses indicate that children have less responsibility for planning the day than the New School tended to support.

The lower rating for the extension of the classroom to include people, places, and things within the community agrees with the findings of the Evaluation Project Research conducted by the New School Evaluation Team during the 1971-1972 academic year. In this study it was found that the use of community resources was limited and was the only exception to the high degree of consonance between the New School's objectives and the Intern's practices.

The foregoing might suggest that the New School program did not provide sufficient assistance in these areas. It might also suggest that achieving such goals at a higher level takes a longer period of time.

While the GIQ did not ask for written comments, several of the respondents wrote quite freely. Their comments tended to cluster around the following areas: "Perceived New School Influence on Parent-teacher Relations and Teacher-teacher Relations," the "Behavioral Openness Scale items," and "the amount of follow-up support from the New School after graduation."

In regard to "parent-teacher relations" and "teacher-teacher relations" the comments supported the need for additional assistance. For example, comments such as "more help here would have been appreciated" were common. On the Behavioral Openness items, a large number

of respondents commented that they felt some limitations because of "too many children." This may well be a problem for teachers who are attempting to maintain more open classrooms in schools where large numbers of teachers are maintaining traditional classrooms. In the "Plowden Report" the number of children in a class did not hinder the use of informal methods. But it should be noted that in the schools described as most informal by the "Plowden Report" the entire school was committed to such practices and children were free to use the entire building and its environment.

Almost all of the respondents commented on the desirability of increased support beyond the Intern year. This is an area where teacher education, in general, has been very unsuccessful. It seems clear to the researcher, on the basis of the literature, personal experience as a teacher and supervisor and the responses of the Graduate Interns that a major teacher support system is critical. This is one of the major arguments supporting Teacher Centers. The New School discussed in its literature the need for Teacher Centers as a means of providing continued support but was not able to implement such an effort on a formal basis.

There is considerable evidence to suggest that the attitudes of school administrators tend to influence the philosophy and practices of teachers. In comparing the responses of the school Administrators and the Graduate Interns on the items concerning educational attitudes it was found that the responses of the Graduate Interns differed greatly from those held by the school Administrators. This suggests that Graduate Interns might find it difficult to maintain the attitudes and

practices presently held. A longitudinal follow-up in this area might be useful in determining whether Graduate Intern attitudes and practices remain consistent after a longer period of time.

Another purpose of the study was to determine the mobility and permanency of the Graduate Interns as professional educators. A great deal of energy and financial resources went into the preparation of the Graduate Interns. If large numbers did not make use of the training there would be serious questions to raise about the program. The data relative to this purpose reveals that the average percentage of Graduate Interns not teaching the first post intern year is 13.09 per cent; for the second post intern year, 14.24 per cent; and for the third post intern year, 11.23 per cent. Since only the first group of Graduate Interns is in their fourth post intern year, no average is available. For this group 11.71 per cent are no longer teaching. These figures are considerably lower than those found by Pedersen (1970) in his Michigan study where 16 per cent did not return to teaching the second year. The data also are much lower than that found by Charters (1967) in the Oregon study where approximately 80 per cent are no longer teaching at the end of the fifth year. However, it must be noted that a large percentage of the Graduate Interns were not beginning teachers and therefore these figures cannot be legitimately compared to these other studies. The permanency or survival of the Graduate Interns in the teaching profession is impressive. After four years nearly 90 per cent of the 1969 groups are still teaching. Almost 85 per cent of the 1970 and 1971 groups are still teaching after three and four years, respectively. For the 1972 group 86 per cent are still teaching. These

exceed, with the exception of the last group, the results found by Stone (1965) in his follow-up studies of the Graduate Internship Program in Teacher Education for the University of California.

One other finding which should be noted in this section is the distribution of the Graduate Interns throughout the country. The New School, in accord with one of the goals set by the Statewide Study, has placed 160 teachers with Master's Degrees in the schools of North Dakota. However, it is interesting to note that the other Graduate Interns are located in twenty other states and one foreign country. A possible follow-up of these other Graduate Interns, done over a period of years, could possibly reveal whether these interns serve as catalysts in these states promoting New School beliefs and practices.

Conclusions

This study has provided evidence which supports the following conclusions, subject to the limitations of the study:

1. The Master's Degree Internship Program of the New School of Behavioral Studies in Education at the University of North Dakota, provided the Graduate Interns with a specialized training that has been of considerable ~~value and~~ influence to them in relation to their present occupation, attitudes about education, and instructional practices.

2. There were no significant differences between the four intern groups thus indicating the uniformity of the New School influence over the four years it functioned as the experimental college component of the University of North Dakota.

3. The mobility of the Graduate Interns from the teaching profession is less than those reported in studies cited in the review of literature; and the permanency of the Graduate Interns in the teaching profession is high in comparison with the results of other internship programs reported in the review of literature.

Recommendations for Further Study

Several recommendations offered for further research concerning the findings of this study are:

1. The review of literature pointed out the need for continuous follow-up of Graduates by teacher training units. It is thus suggested that an annual follow-up be conducted of the graduates from the various divisions of the Center for Teaching and Learning.

2. It was also pointed out in the review of literature the values derived by the faculty involved in the follow-up studies. It is thus recommended that these annual follow-up surveys be conducted under various faculty and student committees.

3. Both the literature and the data in this study strongly suggest the need for the establishment of teacher support systems to assist teachers beyond their first year of teaching or internship year. It is thus recommended that a study of ways other teacher-training units fulfill this need be conducted and that a program of follow-up support during the first post graduate years be initiated in the near future.

4. The data suggested that the Center for Teaching and Learning, if it is to maintain a Graduate Intern program similar to that organized within the New School, more attention might be given to integration

of subject areas, use of community resources and teacher relationships with parents and other teachers.

5. This study gave evidence of New School Graduate Interns holding positions in twenty-one different states. Since one goal of the New School was to serve as a catalyst of open education, it is suggested that a longitudinal study be conducted of the people in states other than North Dakota to determine whether this goal is being met.

6. The data suggests a need for a longitudinal follow-up to determine whether Graduate Intern's attitudes and practices remain consistent after a longer period of time.