

**A FOLLOW-UP OF TEACHER
GRADUATES FROM AUSTIN PEAY
STATE COLLEGE**

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To the Committee on Graduate Study:

I am submitting to you a thesis written by Pauline Frazier entitled "A Follow-Up of Teacher Graduates from Austin Peay State College." I recommend that it be accepted for six quarter hours credit in partial fulfillment of the requirements for the degree of Master of Arts with a major in education.

Definitions of Terms Used

Assumed average

Median

F.G. Woodward

Director of Graduate School

Mean

Methods and Procedures

The Questionnaire

L. James S. Payne
Major Professor

Groups Used

Limitations of the Study

Charles M. Waters

Organization of Remainder of Thesis

THE QUESTIONNAIRE RESULTS

Percentages

George E. Ackley, Jr.

Summary

Conclusions and Recommendations

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FROM AUSTIN PEAR STATE COLLEGE

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A FOLLOW-UP OF TEACHER GRADUATES
FROM AUSTIN PEAY STATE COLLEGE

A thesis submitted to
The Graduate Faculty of Austin Peay State College
in partial fulfillment of the
requirements for the degree of

MASTER OF ARTS IN EDUCATION

1961

by

Pauline Frazier

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CHAPTER I

INTRODUCTION

The primary professional purpose of Austin Peay State College is the preparation, at both the undergraduate and graduate levels, of teachers and school service personnel for the public schools of Tennessee. The College is approved for teacher preparation and school service personnel by the National Council for Accreditation of Teacher Education. In 1953-55 the entire faculty and appropriate administrative officers engaged in a reconstruction of the teacher education programs for the purpose of seeking approval by the State Board of Education under a new plan for certification. In 1955 the teacher education programs of Austin Peay State College were submitted to and approved by the State Board of Education.¹

During the past five years some changes have been made on the basis of student and staff evaluation of certain courses. Some courses have been dropped from the General Education Core and the Professional Education Core.² Teaching majors in some departments have been revised as course offerings changed, but there has been no general evaluation of

1. F. G. Woodward, "Programs of Teacher Preparation," No. 1, Austin Peay State College, Clarksville, Tennessee, (1955).

2. "Austin Peay State College Bulletin," Vols. XX-XXX, Clarksville, Tennessee, (1950-1960).

the entire program of teacher education. In 1960 the Teacher Education Committee of the College requested the Director of the Graduate Division of the College to encourage a graduate student to make an evaluative study by means of a questionnaire sent to graduates in teacher education during the years 1950-60. This study is the result of the desire of the Committee on Teacher Education to know what recent graduates think of the professional preparation they have received at Austin Peay State College.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to reveal through a questionnaire survey (1) the factual information about the graduates of Austin Peay State College, during the period between the years 1950-60, who were teaching at the time of this study or who had taught, and (2) the attitudes these graduates had toward their Alma Mater.

Assumptions. In making this follow-up study of the graduates of Austin Peay State College, the following assumptions were made:

1. The graduates of Austin Peay State College, through first hand experience, were the best qualified to evaluate the teacher training program.

2. The anonymity of the questionnaires allowed free and honest responses to be made by the graduates.⁵

3. The questionnaire was a valid means of measuring reactions.

4. The alumni of Austin Peay State College were interested in the improvement of their Alma Mater.

II. DEFINITIONS OF TERMS USED

Assumed average. Throughout this report the "assumed average" shall be interpreted as meaning the middle of the line on which the alumni rated the questions with an X mark. The mathematical figure of fifty is the "assumed average."

Median. The graduates' answers were given points determined by the position in which the X was placed. The answer which fell exactly in the middle after all the scores were placed in numerical order shall be called the "median."³

Mean. The "mean" shall be used as another word for average. All the scores were totaled and divided by the number of answers received to obtain the "mean."⁴

Mode. In tabulating the results of the survey, the answers to some questions fell in certain areas or congregated

3. Carter V. Good, Dictionary of Education, (New York: McGraw-Hill Book Company, 1945), p. 256.

4. Ibid., p. 253.

at a particular point. This term "mode" shall indicate this area of concentration into a group of similar feeling.⁵

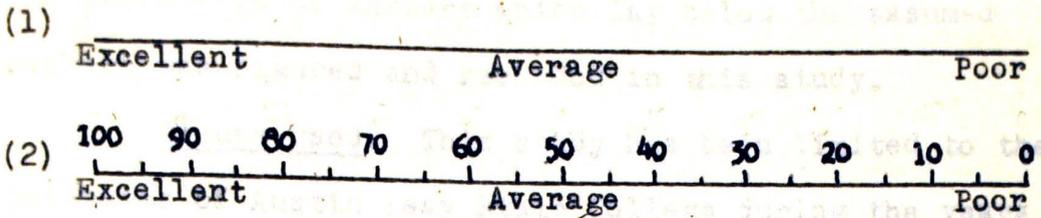
III. METHODS AND PROCEDURES

In evaluating the answers to each question, a total

The Questionnaire. The questionnaire was divided into two main sections. The first section contained certain factual information such as year of graduation, age, sex, additional college training and salary. This was a very brief section and most questions could be answered with one or two words. The opinion section contained eighteen questions, some of which had more than one part. These questions were answered with an X along a scaled line.

Each line in the opinion section of the questionnaire was five inches long. The directions said to "feel free to mark them [the lines] with an X anywhere along the scale that you feel would best represent your opinion." The example given showed a line with an X marked approximately midway between "Excellent" and "Average." The opposite end of the line from "Excellent" was "Poor." Therefore, an average was assumed or a mid-point was set.

The subject answering the questionnaire did not know the scale which was used to measure his answer. The following examples show the scales for the first question as seen by (1) the alumni member answering the question and (2) as seen by the interpreter of the questionnaire.



In evaluating the answers to each question, a total of 100 points was possible since each one inch was valued at twenty points. Every X was measured in relation to the position it held on the line. Then every question was handled individually and the scores recorded on adding machine tape.

In compiling the results of each question, the number of points was multiplied by the number of times it occurred on the questionnaires. Then, these points were totaled and divided by the number who responded to the particular question. This provided the average rating for each question given by the total group.

The tabulations were also divided into quartiles. This provided information concerning where the answers really lay. For example, if twenty-five per cent of the people answering question number one marked their answers between ninety-one and ninety-six, this indicated that one-fourth of the graduates felt strongly that their college preparation had been practical and useful in their teaching experiences. Since the median score was the middle score, this was shown between the low-middle and the upper-middle quartile.

The percentage of answers which lay below the assumed average was figured and recorded in this study.

Groups Used. This study has been limited to the graduates of Austin Peay State College during the years 1950-60, who were teaching, at the time of this study, or who had taught, at some time. Out of a total of 1225 questionnaires sent, 363 were returned which could be used in this study. There were 104 questionnaires returned which were not used because the subjects stated that they had never taught.

Since more than one-third of the questionnaires were returned, the information in this study is assumed to be valid.⁶

V. LIMITATIONS OF THE STUDY

1. This study was limited to the Austin Peay State College graduates during the years 1950-60 who were in the teacher education program.
2. Some of the records of the graduates in the alumni files were not dated; and, thus, were not included in the study.
3. The alumni records do not indicate area of training. Therefore, the percentage of returns of graduates in the teacher education program could not be determined.

6. Tyrus Hillway, Introduction to Research, (Boston: Houghton Mifflin Company, 1956), pp. 189-198.

4. Nostalgia may have influenced the opinion section of the questionnaire.

5. The fact that some graduates did not wish to remain anonymous may have affected the answers.

6. Some graduates had done no further study and had no college to use as a comparison while others had attended schools elsewhere.

7. Changes in the teacher education program have been made during the eleven-year period which have caused the graduates who answered the questionnaire to have varied preparation.

VI. ORGANIZATION OF REMAINDER OF THE THESIS

The remainder of this study will be divided into two chapters. One chapter contains the questionnaire results. These results will be divided into two sections. The first section will show the factual information given by the graduates regarding date of graduation, age, salary, etc. The second section will deal with each question individually in the opinion portion of the questionnaire, and will show the feelings expressed by the graduates of Austin Peay who returned the questionnaire.

The final chapter of this study will be the summary and conclusion. No attempt will be made in this section or in any section to offer suggestions for the use of the questionnaire results.

The bibliography, which contains the references used in the preparation of the study, and the appendix, which is composed of a copy of the questionnaire and the form letter used in the survey, follow the last chapter.

Factual Section. The first section of the questionnaire was devoted strictly to factual information about the school members. Some of the information obtained by the questionnaire was not used in this report. Such knowledge as "Additional College Preparation" was on such a highly individualized basis that use would be impractical and undesirable for a report of this type.

Of the 363 questionnaires tabulated, the totals of each section in Table I and Table II are as follows:

AGE	Under 25	68	
	25 or over	295	
SEX	Male	155	
	Female	208	
TEACHING NOW		295	
NOT TEACHING NOW, BUT HAVE TAUGHT		68	
ADDITIONAL COLLEGE PREPARATION		107	(12 did not answer)
ADDITIONAL COLLEGE PREPARATION		107	(12 did not answer)
ADDITIONAL COLLEGE PREPARATION		107	(12 did not answer)

CHAPTER II

THE QUESTIONNAIRE RESULTS

Factual Section: The first section of the questionnaire was devoted strictly to factual information about the alumni members. Some of the information obtained by the questionnaire was not used in this report. Such knowledge as "Additional College Preparation" was on such a highly individualized basis that use would be impractical and undesirable for a report of this type.

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AGE	Under 25	68	
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SEX	Male	155	
	Female	208	
TEACHING NOW		295	
NOT TEACHING NOW, BUT HAVE TAUGHT		68	
EXPERIENCE IN AREA OF PREPARATION		309	(12 did not answer)
EXPERIENCE NOT IN AREA OF PREPARATION		42	
SALARY	Below \$3,000	15	(13 did not answer)
	\$3,000-5,000	258	
	\$5,000-10,000	73	
	Over \$10,000	4	

Table I shows a breakdown by year of the following facts:

1. Age by two groups (Under 25 years of age and 25 years old or older).

2. Sex.

3. Number of graduates who were teaching at the time of this study; and the number who had taught, but were not in the teaching profession, at the time of the survey.

4. The number of graduates whose teaching experience was in the area of preparation and the number whose experience was out of field.

The age of the graduates when placed into two groups-- "Under 25" and "25 or Over"--fell about as would be expected. No person graduating before 1957 listed his age as "Under 25." The highest number "Under 25" was a total of 38 and was reported by the 1960 class. It was somewhat surprising to note that twenty of the fifty-eight 1960 graduates answering the questionnaires were "25 or Over." In the 1959 group, 19 of the 35 graduates who answered marked their age as "25 or Over."

Two hundred eight of the questionnaires were returned by females as compared with 155 by males.

It was interesting to note that only 23% of the people who had taught were not, at the time of this study, in the teaching profession. Six was the average number of graduates for each year, during the eleven-year period, who were in other fields. Of the 363 people whose questionnaires were used, 295 were in the teaching profession.

Of the 363 graduates who had taught or were teaching, only forty-two stated that their teaching experience was out of the area of preparation as compared with 309 in the area of preparation.

Table I reveals that generally the graduates who had gone into the teaching profession had remained and that the majority of the teachers were working or had worked in the area of preparation.

TABLE I

FACTUAL INFORMATION
ABOUT ALUMNI MEMBERS

(AGE, SEX, AND EMPLOYMENT)

	1952	1953	1954	1955	1956	1957	1958
Male	0	0	0	0	0	4	10
Female	47	21	22	21	33	33	37
Age 20-29	12	13	12	4	10	16	17
Age 30-39	14	18	10	17	23	21	30
Age 40-49	23	24	16	16	27	22	40
Age 50-59	4	3	7	10	6	8	7
Age 60-69	21	22	21	19	28	30	39
Age 70-79	1	1	1	2	4	6	6
Age 80-89	0	0	0	0	0	0	0
Age 90-99	0	0	0	0	0	0	0
Employed	12	13	12	4	10	16	17
Unemployed	35	18	10	17	23	21	30

TABLE I
 FACTUAL INFORMATION
 ABOUT ALUMNI MEMBERS
 (AGE, SEX, AND EXPERIENCE)

Year of
 Graduation

	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	
<u>AGE</u>												
Under 25 Years	0	0	0	0	0	0	0	4	10	16	38	68
25 or Over	30	29	27	24	22	21	33	33	37	19	20	295

<u>SEX</u>												
Male	22	12	13	8	12	4	10	16	17	16	25	155
Female	8	17	14	16	10	17	23	21	30	19	33	208

<u>TEACHING</u>												
Now	22	23	21	18	15	16	27	29	40	32	52	295
Not Now	8	6	6	6	7	5	6	8	7	3	6	68

<u>AREA OF PREPARATION</u>												
Yes	22	22	23	22	21	19	28	30	39	32	51	309
No	6	4	3	1	1	2	4	6	6	2	7	

(12 did not answer)												

Table II shows a breakdown of the present salaries of the graduates of Austin Peay State College. The table reveals that only fifteen graduates were earning salaries below \$3,000 and thirteen of these were in teaching.

Two hundred fifty-eight of the graduates fell into the \$3,000 to \$5,000 bracket. Of this number, 231 were teaching at the writing of this study. Forty-eight of the seventy-three graduates who marked the area between \$5,000-\$10,000 were in the teaching profession. No teacher indicated a salary above \$10,000 but four people in other fields reported incomes at this level.

TABLE II

FACTUAL INFORMATION
ABOUT ALUMNI MEMBERS
(SALARY)

Year of Graduation	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	
<u>SALARY</u>												
Below \$3000 (Teaching)	0	1	1	1	0	0	0	1	1	3	5	13
(Not Teaching)	0	0	0	0	0	0	0	1	0	0	1	2

\$3000-\$5000 (Teaching)	12	15	14	12	10	15	25	24	36	24	44	231
(Not Teaching)	1	1	2	3	3	3	2	2	4	3	3	27

\$5000-\$10,000 (Teaching)	10	7	5	5	5	1	2	4	2	5	2	48
(Not Teaching)	5	4	2	1	3	1	4	3	2	0	0	25

Over \$10,000 (Not Teaching)	2	0	2	0	0	0	0	0	0	0	0	4

No one in teaching indicated that his salary was over \$10,000.
Thirteen did not answer.

Opinion Section. The following discussion will be considered on an individual question basis. Each question will be discussed and a graph also will be presented on a page following the discussion to illustrate the results.

Table III reveals the attitudes of the graduates toward the practicality and usefulness of their college preparation relating to their teaching experiences. Most of the graduates felt that Austin Peay State College was "Average" to "Excellent" in offering practical and useful training.

The mean for this question fell at 72.80--over twenty points higher than the assumed average. The median score of seventy-four was even higher than the mean.

Generally, almost all graduates felt that their college training was practical and useful. Only twenty-one per cent of the questionnaires used in this study had been marked below the assumed average on question one. No one rated the question as "Poor" since the lowest rating fell at a measured point along the scale twenty points above "Poor." From forty-six to ninety-six, the answers were evenly distributed. Three slight modes occurred in the distribution scores--one in the forty-six to fifty or near "Average" area, one in the seventy to seventy-two or above "Average" vicinity and one in the ninety-one to ninety-six or "Excellent" region.

The lower quartile for this question had answers ranging from twenty to fifty-seven.

The lower-middle quartile ranged from fifty-seven to seventy-four.

The upper-middle quartile had its answers ranging from seventy-four to ninety-one.

The upper quartile was in the concentrated region between ninety-one and ninety-six.

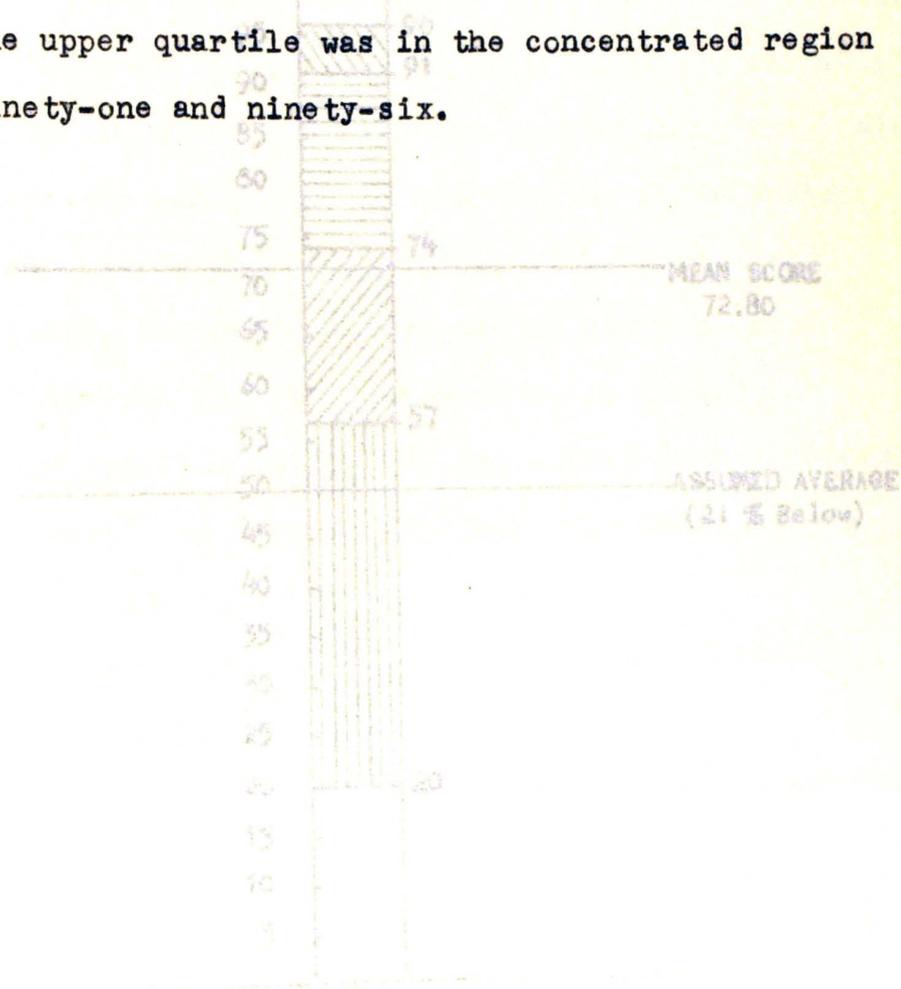
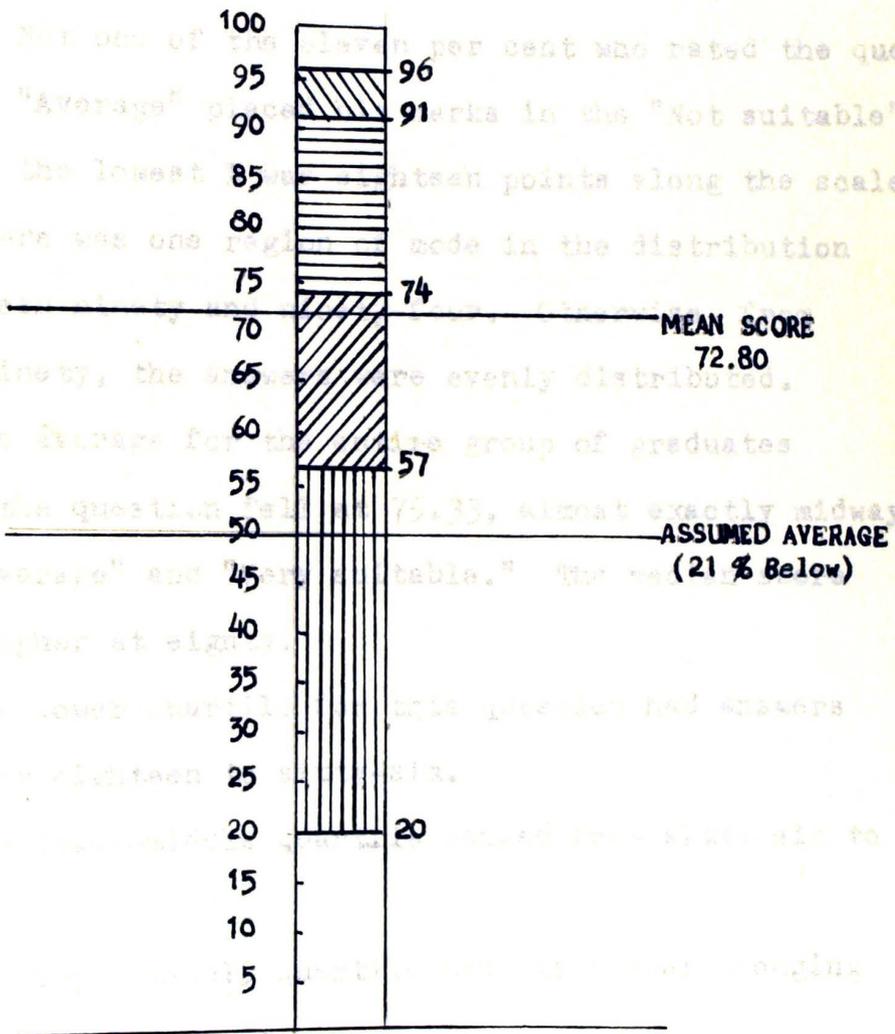


TABLE III

ATTITUDES OF GRADUATES

QUESTION ONE



Have you found your college preparation to be practical and useful in your teaching experiences?

Table IV shows the graduates' feelings about the suitability of the course offerings at Austin Peay State College.

ATTITUDES OF GRADUATES
QUESTION TWO

Eighty-nine per cent of the graduates felt that the course offerings at the time they were on campus were "Average" or above. Not one of the eleven per cent who rated the question below "Average" placed his marks in the "Not suitable" area since the lowest X was eighteen points along the scale.

There was one region of mode in the distribution scale between ninety and ninety-four. Otherwise, from forty to ninety, the answers were evenly distributed.

The average for the entire group of graduates answering the question fell at 75.33, almost exactly midway between "Average" and "Very suitable." The median score was even higher at eighty.

The lower quartile for this question had answers ranging from eighteen to sixty-six.

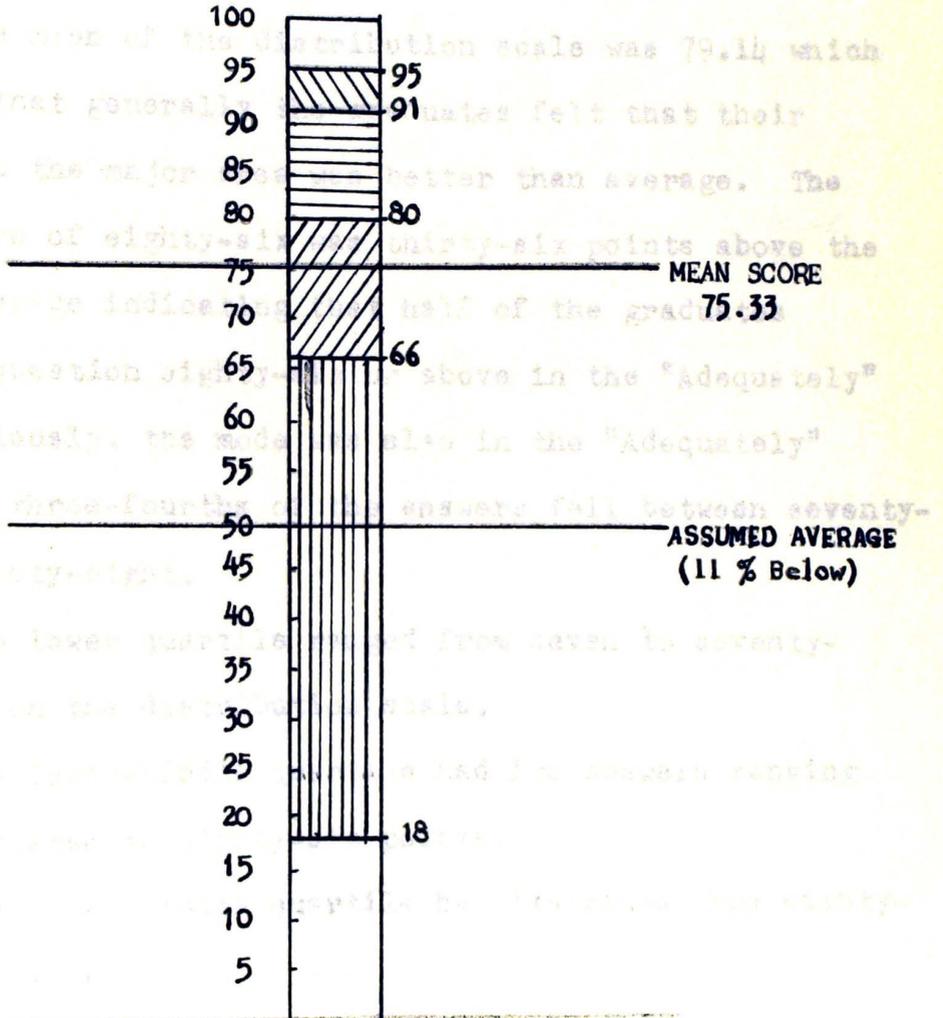
The lower-middle quartile ranged from sixty-six to eighty.

The upper-middle quartile had its answers ranging from eighty to ninety-one.

The upper quartile was in the concentrated region between ninety-one and ninety-five.

TABLE IV

ATTITUDES OF GRADUATES
QUESTION TWO



Were the courses offered at Austin Peay
suitable to your needs?

Table V reveals the attitudes of the graduates toward the training they received in their major area. Most of the graduates felt that they were adequately trained in their major area since ninety-two per cent rated this question "Average" or above.

The mean of the distribution scale was 79.14 which indicated that generally the graduates felt that their training in the major area was better than average. The median score of eighty-six was thirty-six points above the assumed average indicating that half of the graduates rated the question eighty-six or above in the "Adequately" area. Obviously, the mode was also in the "Adequately" area since three-fourths of the answers fell between seventy-two and ninety-eight. (88% Below)

The lower quartile ranged from seven to seventy-two points on the distribution scale.

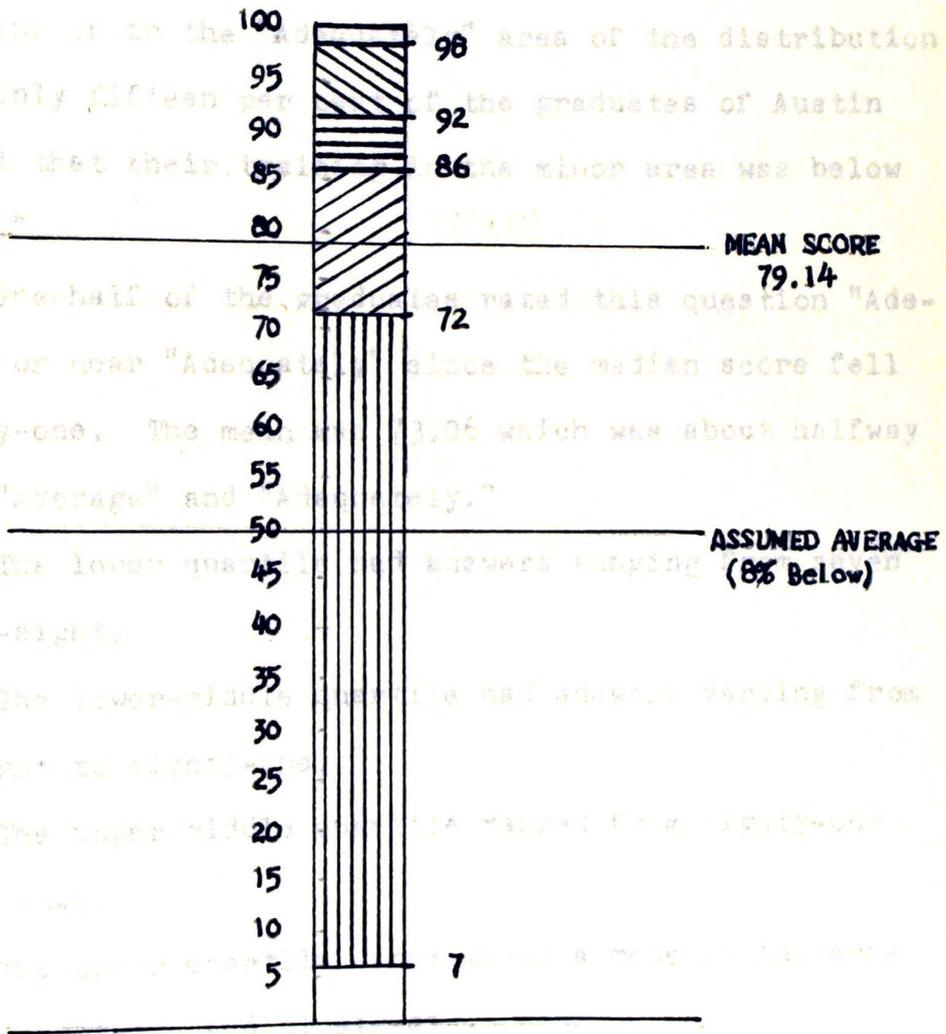
The lower-middle quartile had its answers ranging from seventy-two to eighty-six points.

The upper-middle quartile had its range from eighty-six to ninety-two.

The upper quartile ranged from ninety-two to ninety-eight.

TABLE V

ATTITUDES OF GRADUATES
QUESTION THREE—A



Do you feel adequately trained in your major area?

Table VI indicates the graduates' feelings toward their minor area training.

Generally, the graduates felt adequately trained in their minor areas. The answers were evenly distributed with one noticeable mode occurring between eighty-nine and ninety-four or in the "Adequately" area of the distribution scale. Only fifteen per cent of the graduates of Austin Peay felt that their training in the minor area was below "Average."

One-half of the graduates rated this question "Adequately" or near "Adequately" since the median score fell at eighty-one. The mean was 73.06 which was about halfway between "Average" and "Adequately."

The lower quartile had answers ranging from seven to fifty-eight.

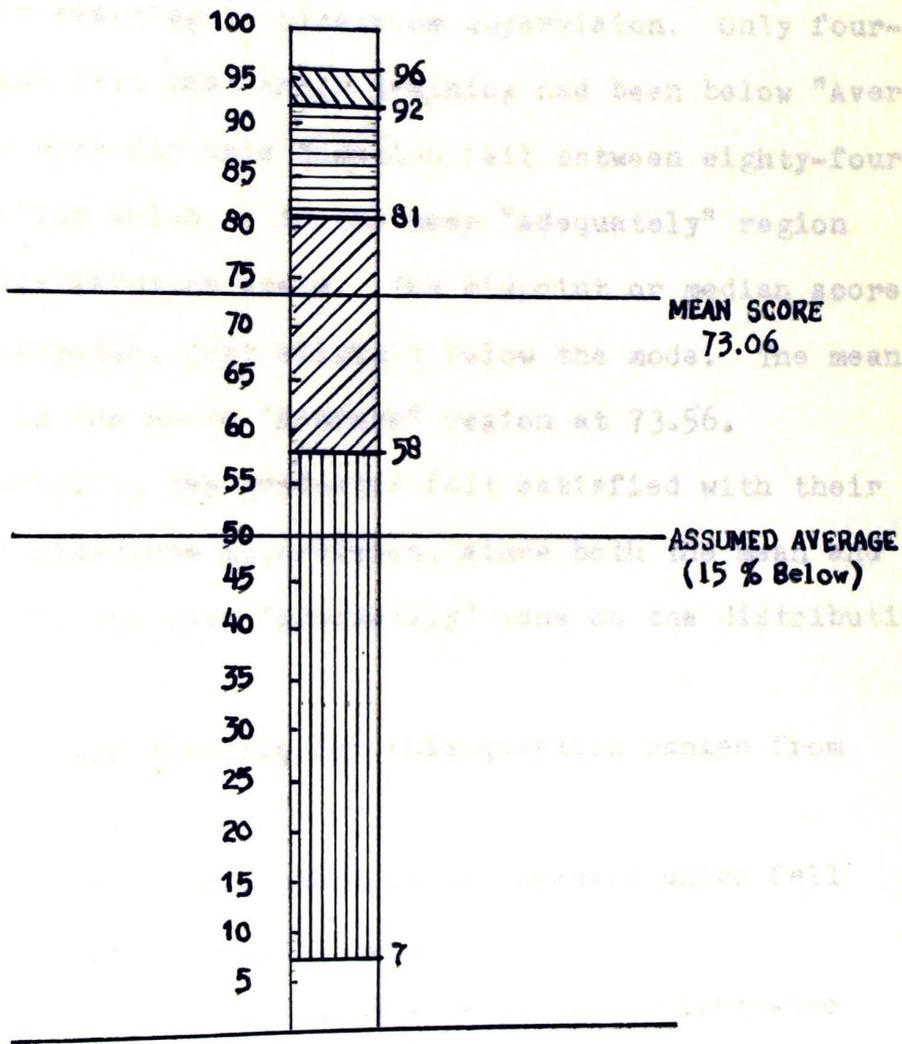
The lower-middle quartile had answers varying from fifty-eight to eighty-one.

The upper-middle quartile ranged from eighty-one to ninety-two.

The upper quartile constituted a mode in the area between ninety-two and ninety-six.

TABLE VI

ATTITUDES OF GRADUATES
QUESTION THREE—B



Do you feel adequately trained in your minor area?

Table VII illustrates the attitudes the graduates held, at the time of this study, toward their training in classroom supervision.

At least half of the graduates stated that near "Adequately" to "Adequately" best indicated their feelings toward their training in classroom supervision. Only fourteen per cent felt that their training had been below "Average."

The mode for this question fell between eighty-four and ninety-four which is in the near "Adequately" region along the distribution scale. The midpoint or median score fell at eighty-two, just slightly below the mode. The mean was placed in the above "Average" region at 73.56.

Generally, the graduates felt satisfied with their training in classroom supervision, since both the mean and median fell in the near "Adequately" zone on the distribution scale.

The lower quartile for this question ranged from six to sixty-one.

The lower-middle quartile had answers which fell between sixty-one and eighty-two.

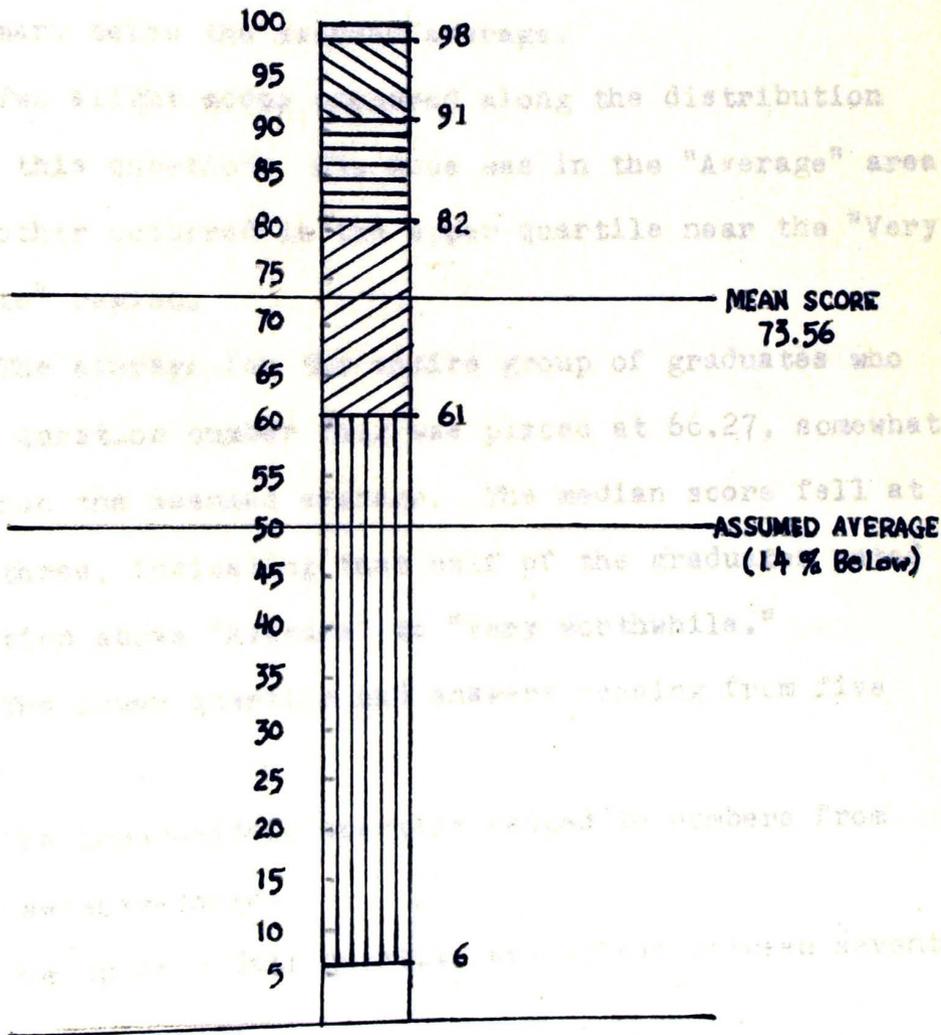
The upper-middle quartile ranged from eighty-two to ninety-one.

The upper quartile fell into the concentrated area between ninety-one and ninety-eight.

TABLE VII

ATTITUDES OF GRADUATES

QUESTION THREE - C "Average" or above in being worthwhile.



Do you feel adequately trained in classroom supervision?

Table VIII reveals the attitudes toward the question "Were the methods courses at Austin Peay worthwhile?"

Seventy-five per cent of the graduates felt that the methods courses at Austin Peay were "Average" or above in being worthwhile. The remaining twenty-five per cent placed their X mark below the assumed average.

Two slight modes occurred along the distribution scale on this question. One mode was in the "Average" area and the other occurred in the upper quartile near the "Very worthwhile" region.

The average for the entire group of graduates who answered question number four was placed at 66.27, somewhat higher than the assumed average. The median score fell at seventy-three, indicating that half of the graduates rated the question above "Average" to "Very worthwhile."

The lower quartile had answers ranging from five to fifty.

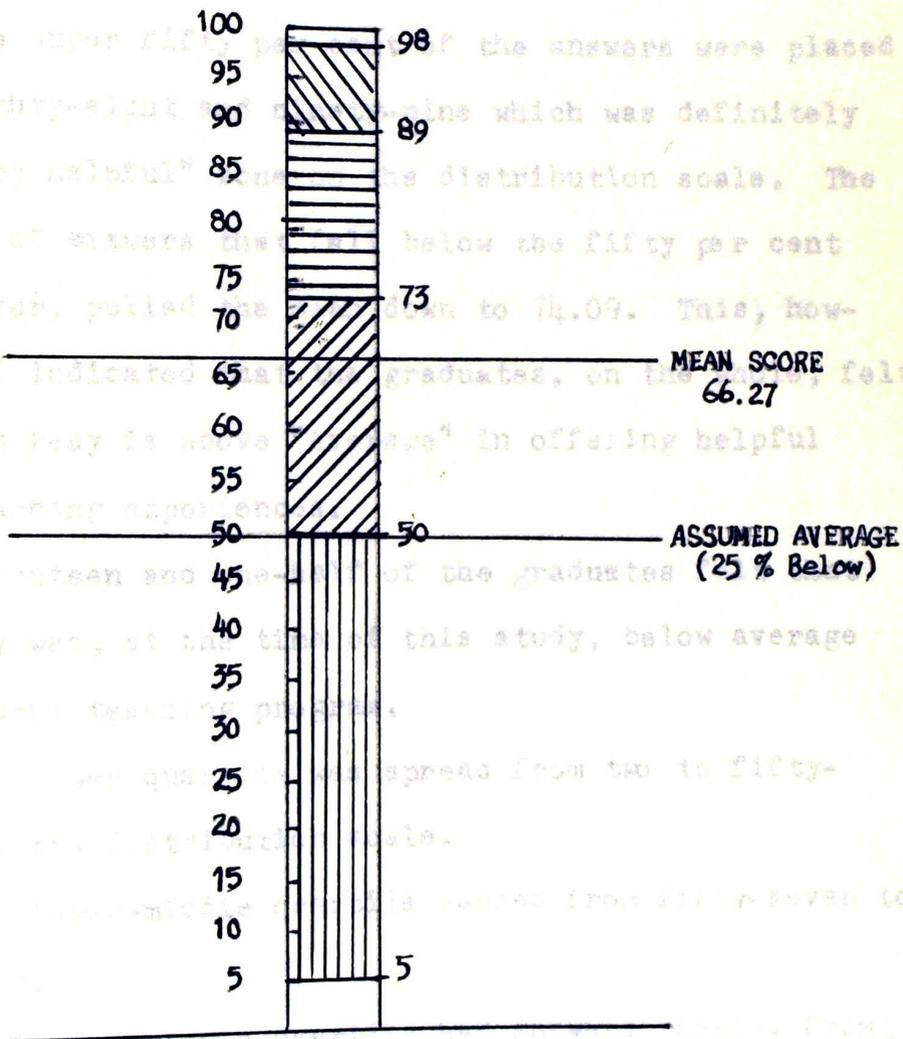
The lower-middle quartile ranged in numbers from fifty to seventy-three.

The upper-middle quartile was spread between seventy-three and eighty-nine.

The upper quartile in the "Very worthwhile" zone of the scale ranged from eighty-nine to ninety-eight.

TABLE VIII

ATTITUDES OF GRADUATES
QUESTION FOUR



Were your methods courses at Austin Peay worthwhile?

Table IX relates the findings of the survey in regard to the helpfulness of the student teaching experience. Generally, the graduates of Austin Peay State College indicated that they felt they were greatly helped by their student teaching.

The upper fifty per cent of the answers were placed between eighty-eight and ninety-nine which was definitely in the "Very helpful" zone on the distribution scale. The scattering of answers that fell below the fifty per cent mark, however, pulled the mean down to 74.09. This, however, still indicated that the graduates, on the whole, felt that Austin Peay is above "Average" in offering helpful student teaching experiences.

Seventeen and one-half of the graduates (felt that) Austin Peay was, at the time of this study, below average in its student teaching program.

The lower quartile was spread from two to fifty-seven along the distribution scale.

The lower-middle quartile ranged from fifty-seven to eighty-eight.

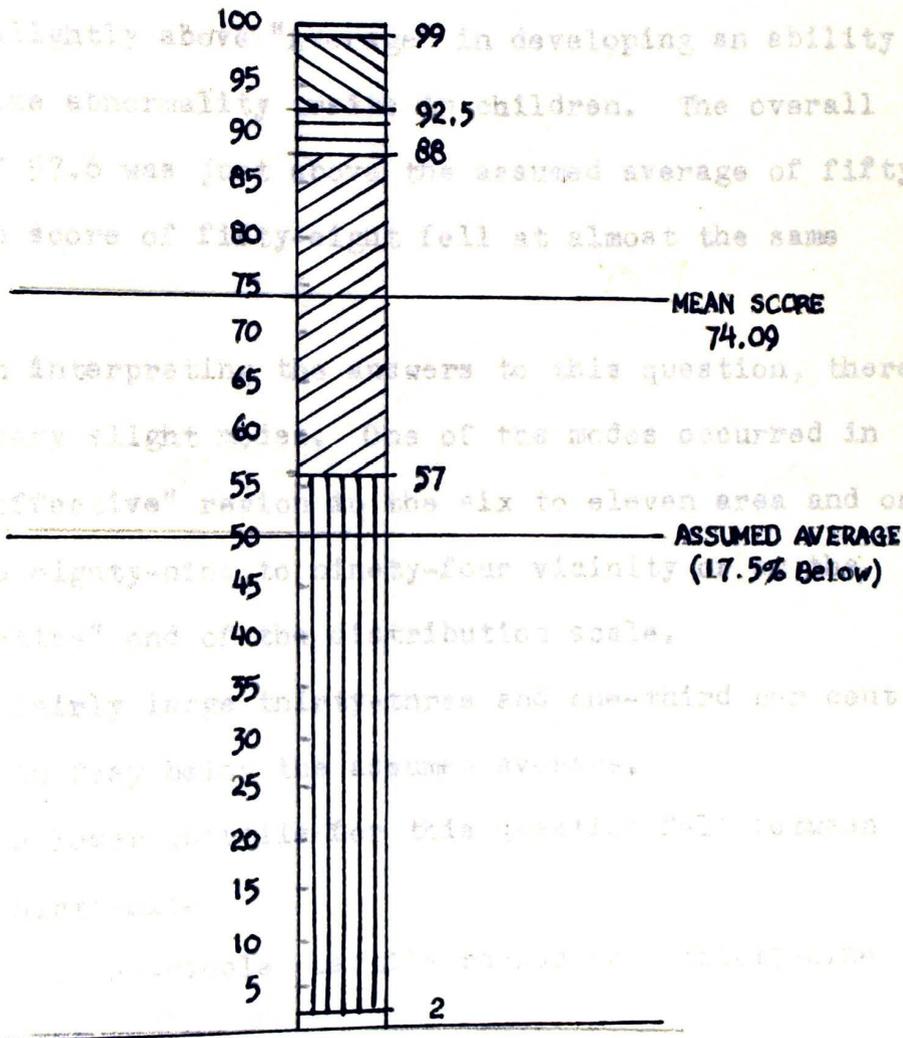
The upper-middle quartile had answers ranging from eighty-eight to ninety-two point five.

The upper quartile was in the concentrated area between ninety-two point five to ninety-nine.

TABLE IX

ATTITUDES OF GRADUATES

QUESTION FIVE



How helpful was your student teaching experience?

Table X reveals the opinions of the graduates toward the effectiveness of the program at Austin Peay in preparing them for the recognition of early traits of abnormality in children.

The graduates, on the whole, felt that the college was only slightly above "Average" in developing an ability to recognize abnormality traits in children. The overall average of 57.6 was just above the assumed average of fifty. The median score of fifty-eight fell at almost the same place.

In interpreting the answers to this question, there were two very slight modes. One of the modes occurred in the "Not effective" region in the six to eleven area and one lay in the eighty-nine to ninety-four vicinity or at the "Very effective" end of the distribution scale.

A fairly large thirty-three and one-third per cent rated Austin Peay below the assumed average.

The lower quartile for this question fell between four and thirty-nine.

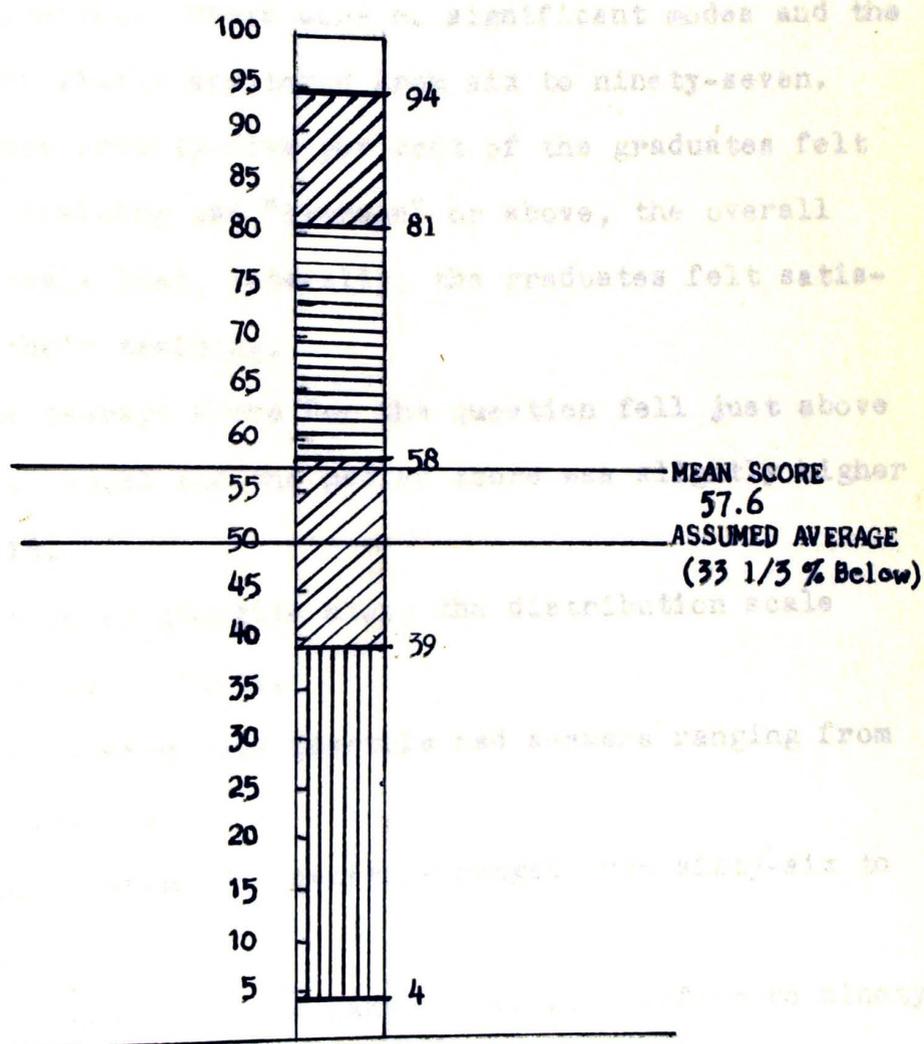
The lower-middle quartile ranged from thirty-nine to fifty-eight.

The upper-middle quartile was scattered along the distribution scale from fifty-eight to eighty-one.

The upper quartile ranged from eighty-one to ninety-four.

TABLE X

ATTITUDES OF GRADUATES
QUESTION SIX—A



At the time you were on the campus, how effective was the program in preparing you for the recognition of early traits of abnormality in children?

Table XI illustrates the effectiveness of the program in preparing the graduates for proper guidance in the normal development of children.

Twenty-five per cent of the graduates felt that Austin Peay is below "Average" in this phase of its teacher education program. There were no significant modes and the answers were widely scattered from six to ninety-seven.

Since seventy-five per cent of the graduates felt that their training was "Average" or above, the overall picture reveals that, generally, the graduates felt satisfied with their training.

The average score for the question fell just above "Average" at 63.28 and the median score was slightly higher at sixty-six.

The lower quartile along the distribution scale ranged from six to fifty.

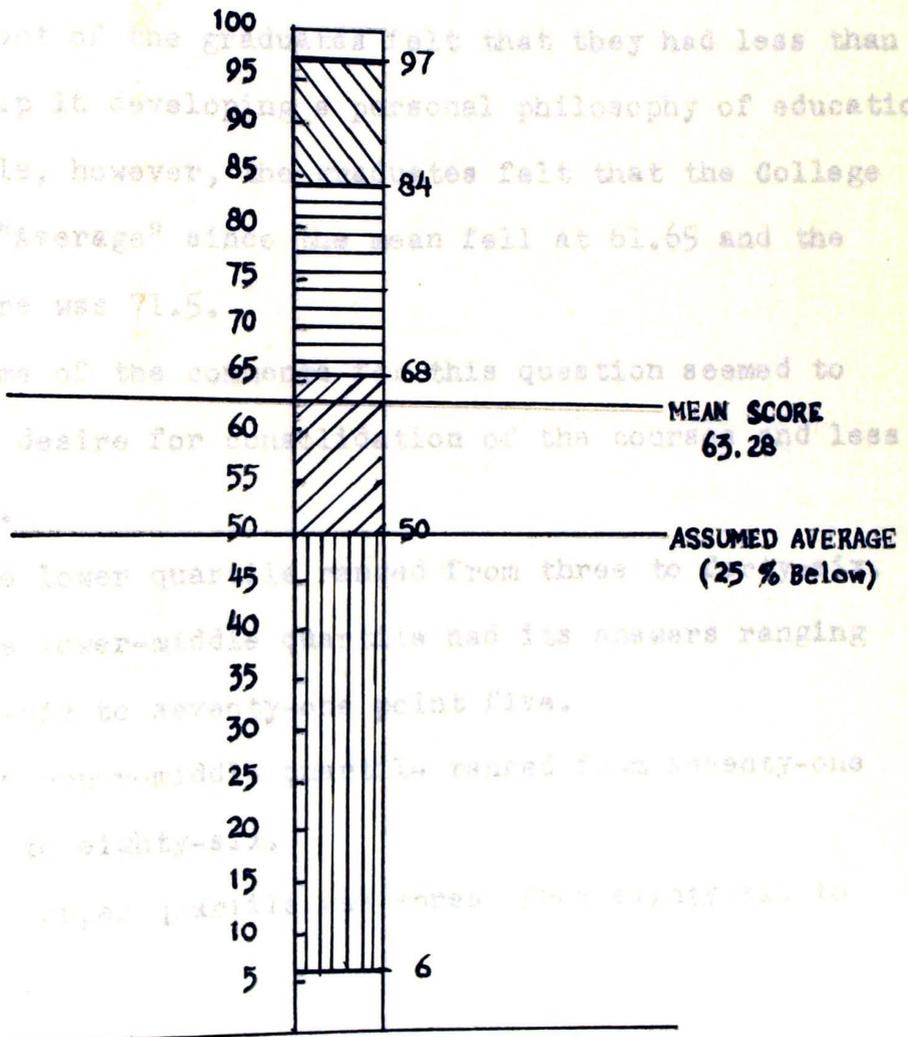
The lower-middle quartile had answers ranging from fifty to sixty-six.

The upper-middle quartile ranged from sixty-six to eighty-four.

The upper quartile ranged from eighty-four to ninety-seven.

TABLE XI

ATTITUDES OF GRADUATES
QUESTION SIX—B



At the time you were on the campus how effective was the program in preparing you for the proper guidance in normal development of children?

Table XII reveals the influence the graduates felt that the education classes had in helping them to develop a personal philosophy of education.

The answers to this question were widely spread on the distribution scale from three to one hundred. Twenty-nine per cent of the graduates felt that they had less than average help in developing a personal philosophy of education. On the whole, however, the graduates felt that the College was above "Average" since the mean fell at 61.65 and the median score was 71.5.

Some of the comments for this question seemed to indicate a desire for consolidation of the courses and less repetition.

The lower quartile ranged from three to forty-six.

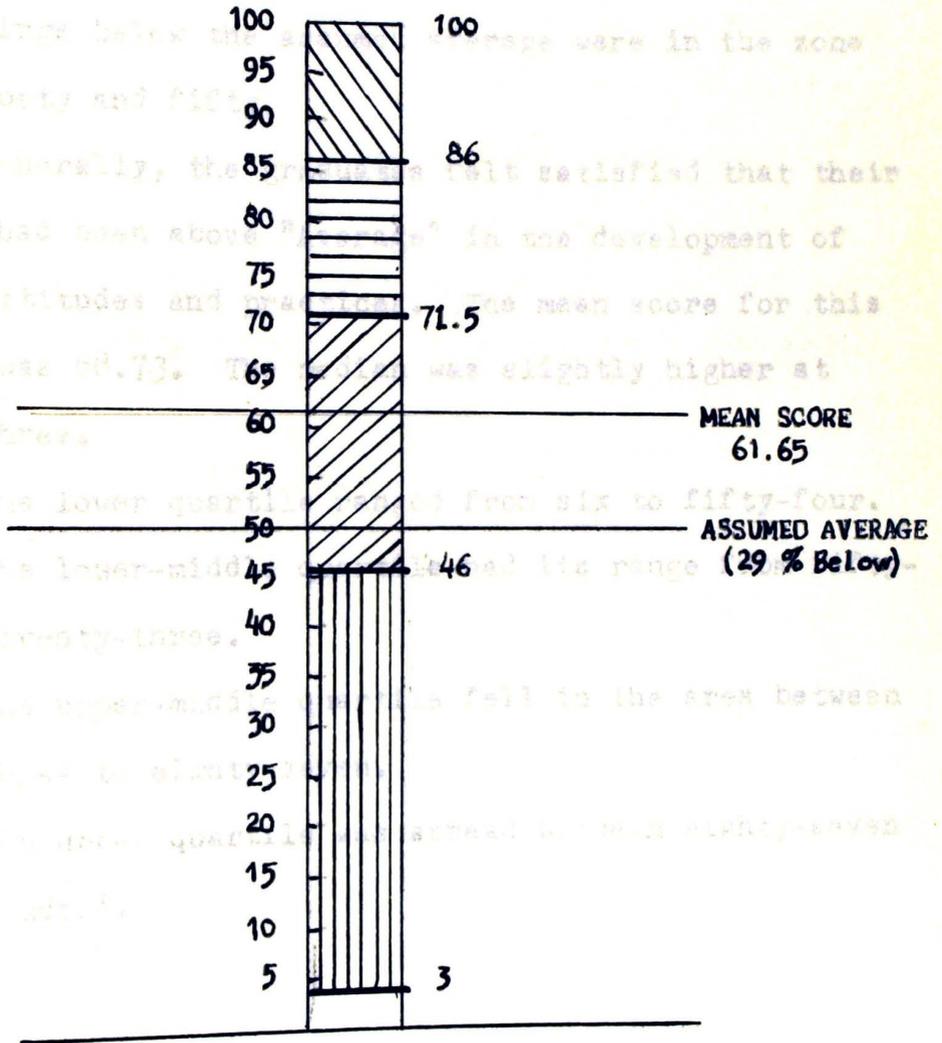
The lower-middle quartile had its answers ranging from forty-six to seventy-one point five.

The upper-middle quartile ranged from seventy-one point five to eighty-six.

The upper quartile was spread from eighty-six to one hundred.

TABLE XII

ATTITUDES OF GRADUATES
QUESTION SEVEN



How influential were the education classes in helping you to develop a personal philosophy of education?

Table XIII relates the influence the graduates felt in the development of ethical attitudes and practices.

Eighty-two per cent of the graduates placed their X marks along the distribution scale from "Average" to "Very much influenced." Most of the eighteen per cent who placed their ratings below the assumed average were in the zone between forty and fifty.

Generally, the graduates felt satisfied that their training had been above "Average" in the development of ethical attitudes and practices. The mean score for this question was 68.73. The median was slightly higher at seventy-three.

The lower quartile ranged from six to fifty-four.

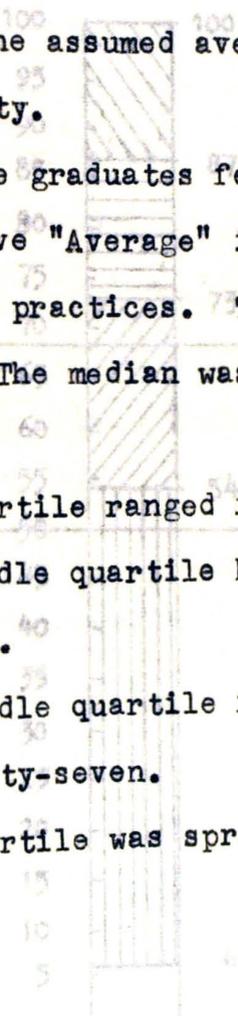
The lower-middle quartile had its range from fifty-four to seventy-three.

The upper-middle quartile fell in the area between seventy-three to eighty-seven.

The upper quartile was spread between eighty-seven and one hundred.

TABLE XIII

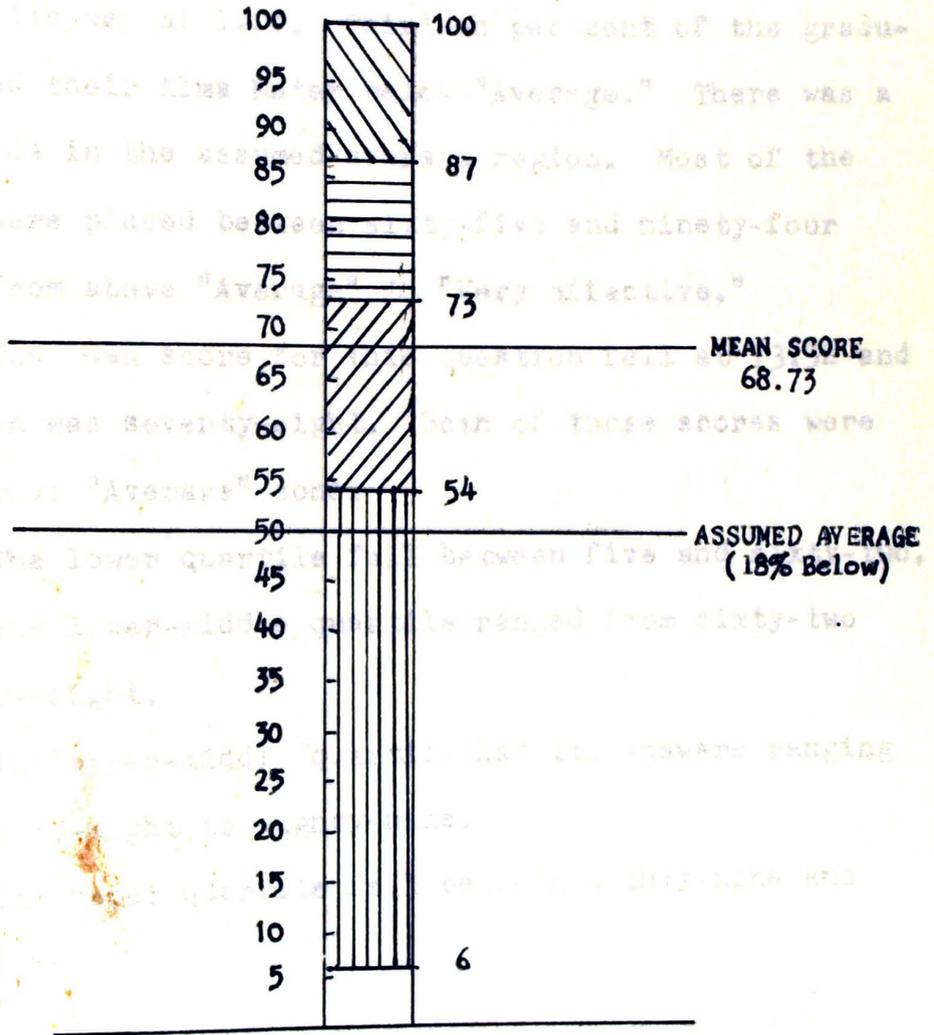
QUESTION EIGHT



...are influenced in the development of ethical attitudes and practices.

TABLE XIII

ATTITUDES OF GRADUATES
QUESTION EIGHT



How were you influenced in the development of ethical attitudes and practices?

Table XIV reveals the graduates' attitudes toward the effectiveness of the program in preparing students for a democratic way of life.

Eighty-seven per cent of the graduates felt that Austin Peay was "Average" or above in preparing students for a democratic way of life. Thirteen per cent of the graduates rated their Alma Mater below "Average." There was a slight mode in the assumed average region. Most of the answers were placed between sixty-five and ninety-four ranging from above "Average" to "Very effective."

The mean score for this question fell at 73.52 and the median was seventy-eight. Both of these scores were in the above "Average" zone.

The lower quartile fell between five and sixty-two.

The lower-middle quartile ranged from sixty-two to seventy-eight.

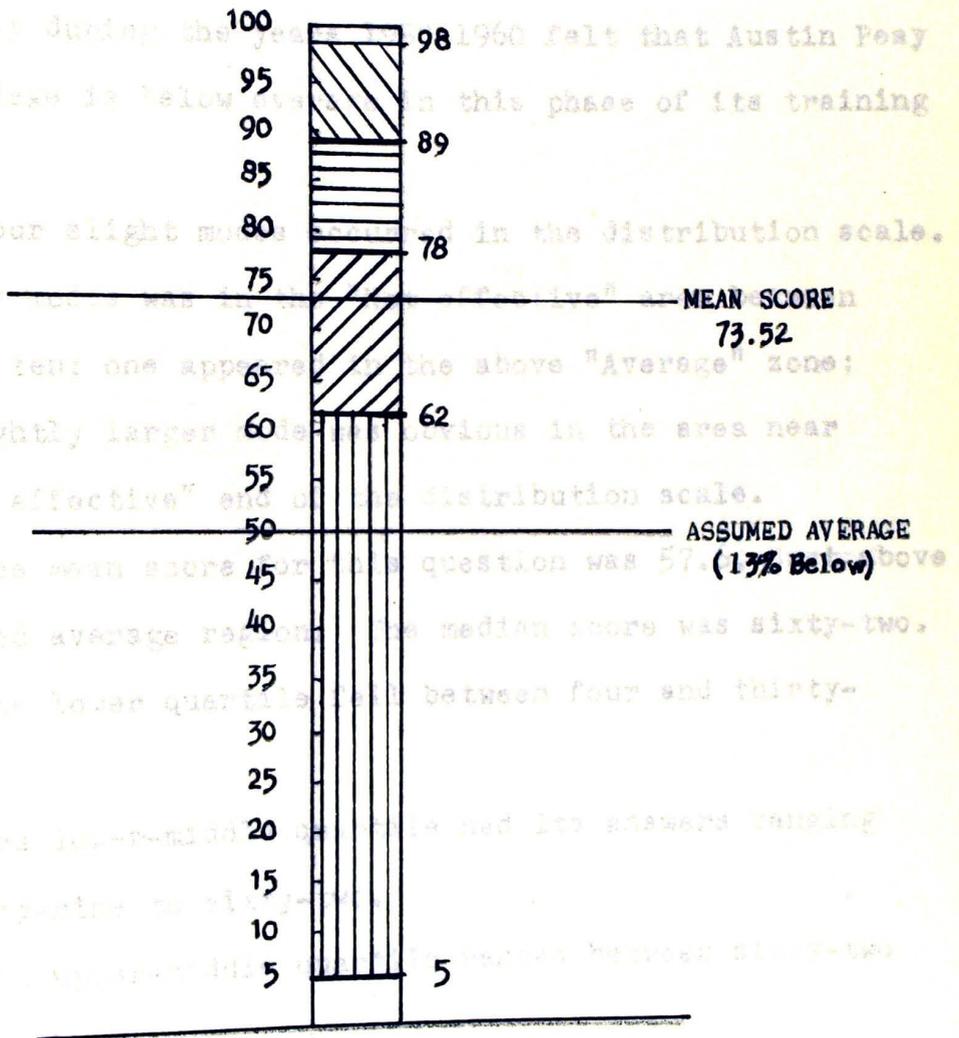
The upper-middle quartile had its answers ranging from seventy-eight to eighty-nine.

The upper quartile fell between eighty-nine and ninety-eight.

At the time you were on campus how effective was the program in preparing students for a democratic way of life?

TABLE XIV

ATTITUDES OF GRADUATES
QUESTION NINE—A



At the time you were on campus how effective was the program in preparing students for a democratic way of life?

Table XV illustrates the opinions the graduates held, at the time of this study, toward the effectiveness of the program in preparing students for making a living other than in teaching.

Thirty-five per cent of the people who graduated from Austin Peay during the years 1950-1960 felt that Austin Peay State College is below average in this phase of its training program.

Four slight modes occurred in the distribution scale. One of the modes was in the "Not effective" area between seven and ten; one appeared in the above "Average" zone; and a slightly larger mode was obvious in the area near the "Very effective" end of the distribution scale.

The mean score for this question was 57.6, just above the assumed average region. The median score was sixty-two.

The lower quartile fell between four and thirty-nine.

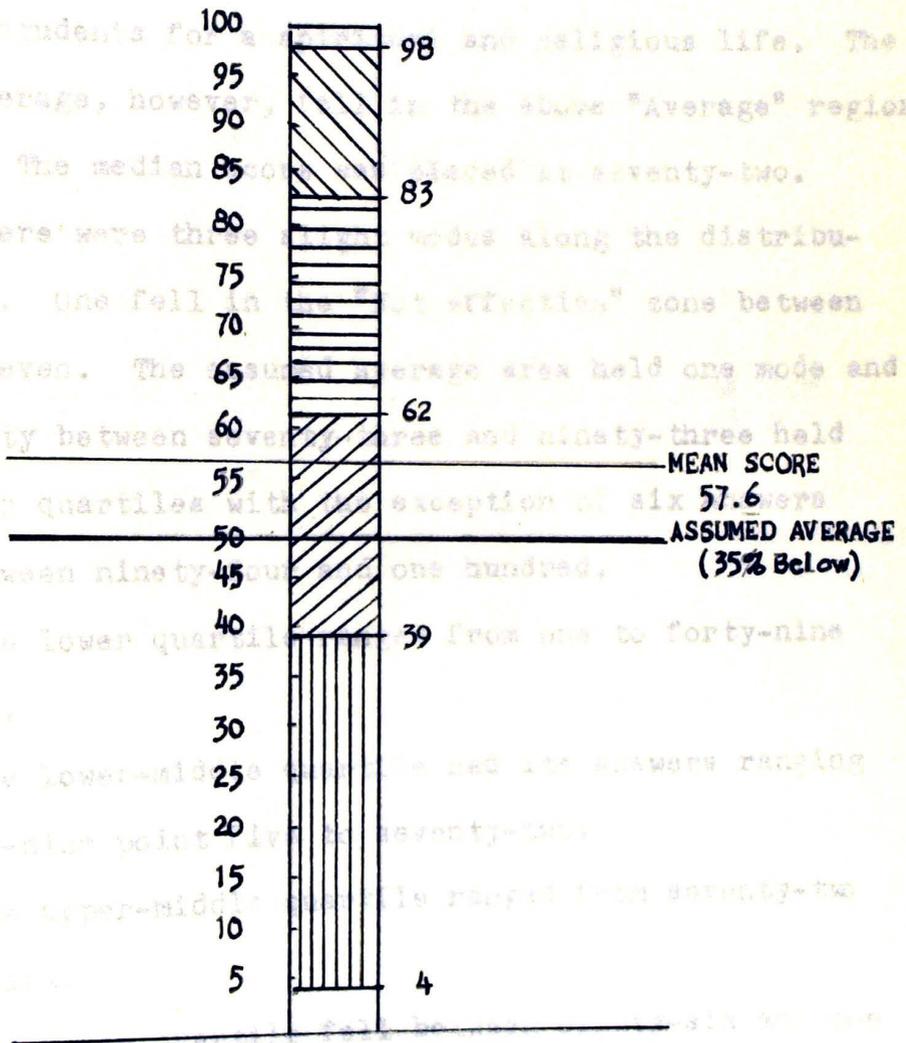
The lower-middle quartile had its answers ranging from thirty-nine to sixty-two.

The upper-middle quartile ranged between sixty-two and eighty-three.

The upper quartile had its range between eighty-three and ninety-eight.

TABLE XV

ATTITUDES OF GRADUATES
QUESTION NINE—B



At the time you were on campus how effective was the program in preparing students for making a living other than in teaching?

Table XVI shows how the graduates felt about the effectiveness of the program in preparing students for a spiritual and religious life.

Approximately twenty-five per cent of the graduates felt that Austin Peay State College was below "Average" in preparing students for a spiritual and religious life. The overall average, however, fell in the above "Average" region at 63.29. The median score was placed at seventy-two.

There were three slight modes along the distribution scale. One fell in the "Not effective" zone between six and eleven. The assumed average area held one mode and the vicinity between seventy-three and ninety-three held the two top quartiles with the exception of six answers placed between ninety-four and one hundred.

The lower quartile ranged from one to forty-nine point five.

The lower-middle quartile had its answers ranging from forty-nine point five to seventy-two.

The upper-middle quartile ranged from seventy-two to eighty-six.

The upper quartile fell between eighty-six and one hundred.

Table VIII reveals the graduates' opinions about the effectiveness of the program in preparing students for an appreciation of aesthetic values.

TABLE XVI
ATTITUDES OF GRADUATES
QUESTION NINE—C

Eighty-two per cent of the graduates stated that they felt that Austin Peay State College is "Average" or above in preparing students for appreciation of aesthetic values.

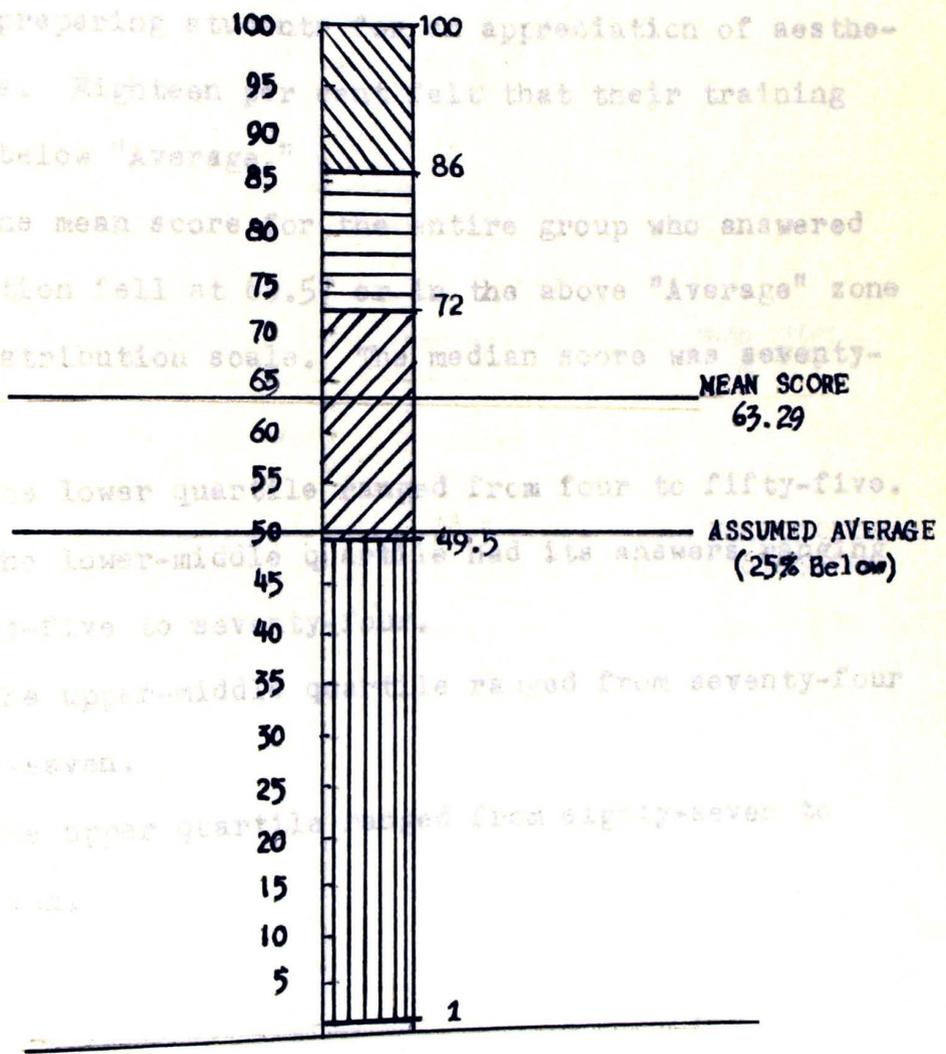
Eighteen per cent felt that their training had been below "Average".

The mean score for the entire group who answered this question fell at 63.29 in the above "Average" zone of the distribution scale. The median score was seventy-four.

The lower quartile ranged from four to fifty-five. The lower-middle quartile had its answer from fifty-five to seventy-four.

The upper-middle quartile ranged from seventy-four to eighty-seven.

The upper quartile ranged from eighty-seven to ninety-seven.



At the time you were on campus how effective was the program in preparing students for a spiritual and religious life?

Table XVII reveals the graduates' opinions about the effectiveness of the education program in preparing students for an appreciation of aesthetic values.

ATTITUDES OF GRADUATES

Eighty-two per cent of the graduates stated that they felt that Austin Peay State College is "Average" or above in preparing students for an appreciation of aesthetic values. Eighteen per cent felt that their training had been below "Average."

The mean score for the entire group who answered this question fell at 69.57 or in the above "Average" zone on the distribution scale. The median score was seventy-four.

The lower quartile ranged from four to fifty-five.

The lower-middle quartile had its answers ranging from fifty-five to seventy-four.

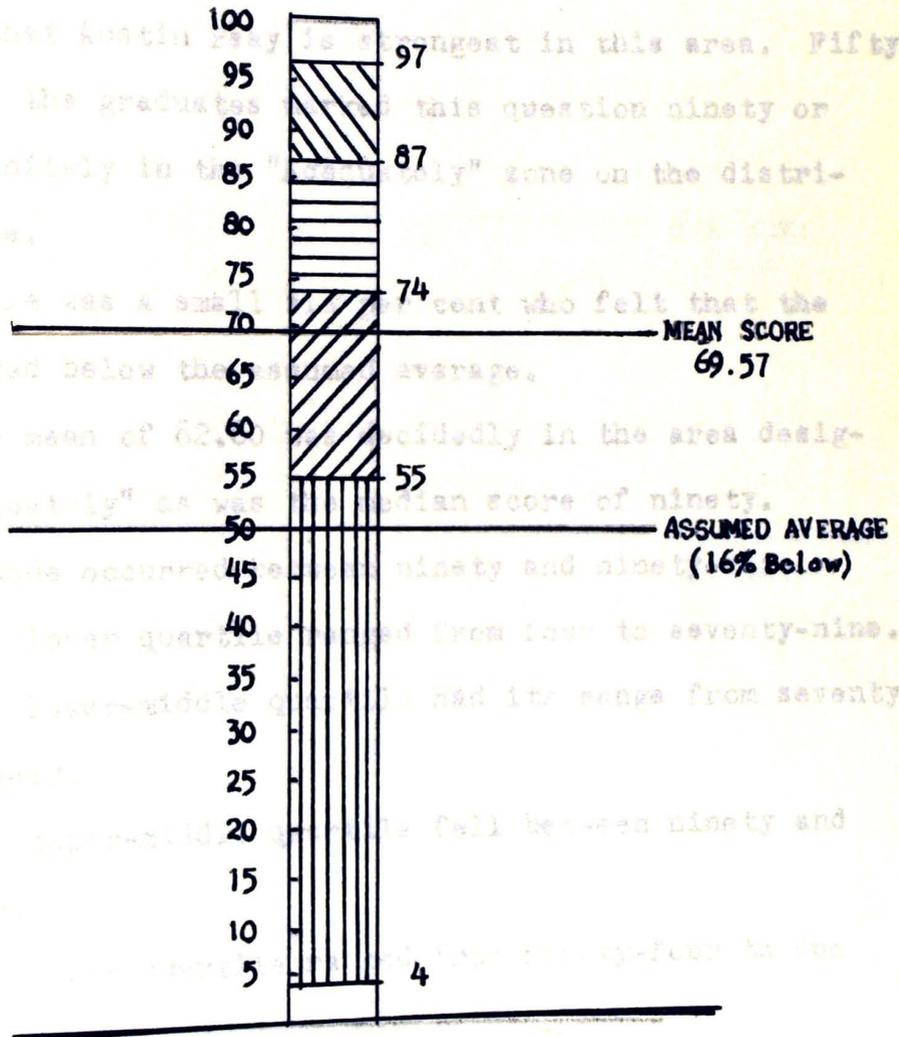
The upper-middle quartile ranged from seventy-four to eighty-seven.

The upper quartile ranged from eighty-seven to ninety-seven.

... time you were on campus how effective
... the program in preparing students for an
... of aesthetic values

TABLE XVII

ATTITUDES OF GRADUATES
QUESTION NINE—D



At the time you were on campus how effective was the program in preparing students for an appreciation of aesthetic values?

Table XVIII portrays the attitudes the graduates held, at the time of this study, toward the question, "Do you feel that the "content" in courses of your major area was such that you could apply the knowledge in your teaching?"

Of all the questions asked in this survey, the graduates felt that Austin Peay is strongest in this area. Fifty per cent of the graduates marked this question ninety or above, definitely in the "Adequately" zone on the distribution scale.

There was a small six per cent who felt that the college rated below the assumed average.

The mean of 82.60 was decidedly in the area designated "Adequately" as was the median score of ninety.

A mode occurred between ninety and ninety-six.

The lower quartile ranged from four to seventy-nine.

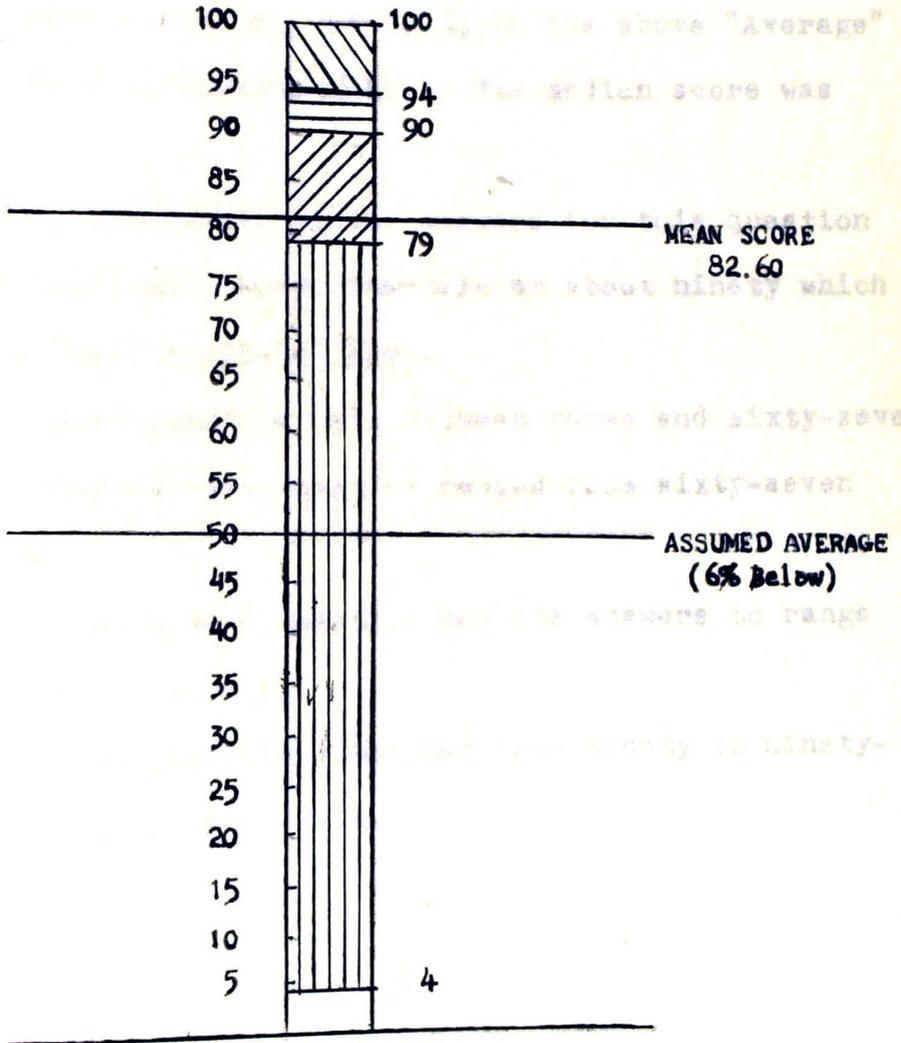
The lower-middle quartile had its range from seventy-nine to ninety.

The upper-middle quartile fell between ninety and ninety-four.

The upper quartile ranged from ninety-four to one hundred.

TABLE XVIII

ATTITUDES OF GRADUATES
QUESTION TEN



Do you feel that the "content" in courses of your major area was such that you could apply the knowledge in your teaching?

Table XIX reveals the findings of the study relating to the adequacy of the course offerings in the graduates' major areas.

All but thirteen per cent of the graduates felt that their offerings had been average or above in the major areas. The mean score fell at 74.34 in the above "Average" zone along the distribution scale. The median score was eighty-one.

One mode occurred in the answers for this question between the third and fourth quartile at about ninety which was near the "Very adequate" area.

The lower quartile fell between three and sixty-seven.

The lower-middle quartile ranged from sixty-seven to eighty-one.

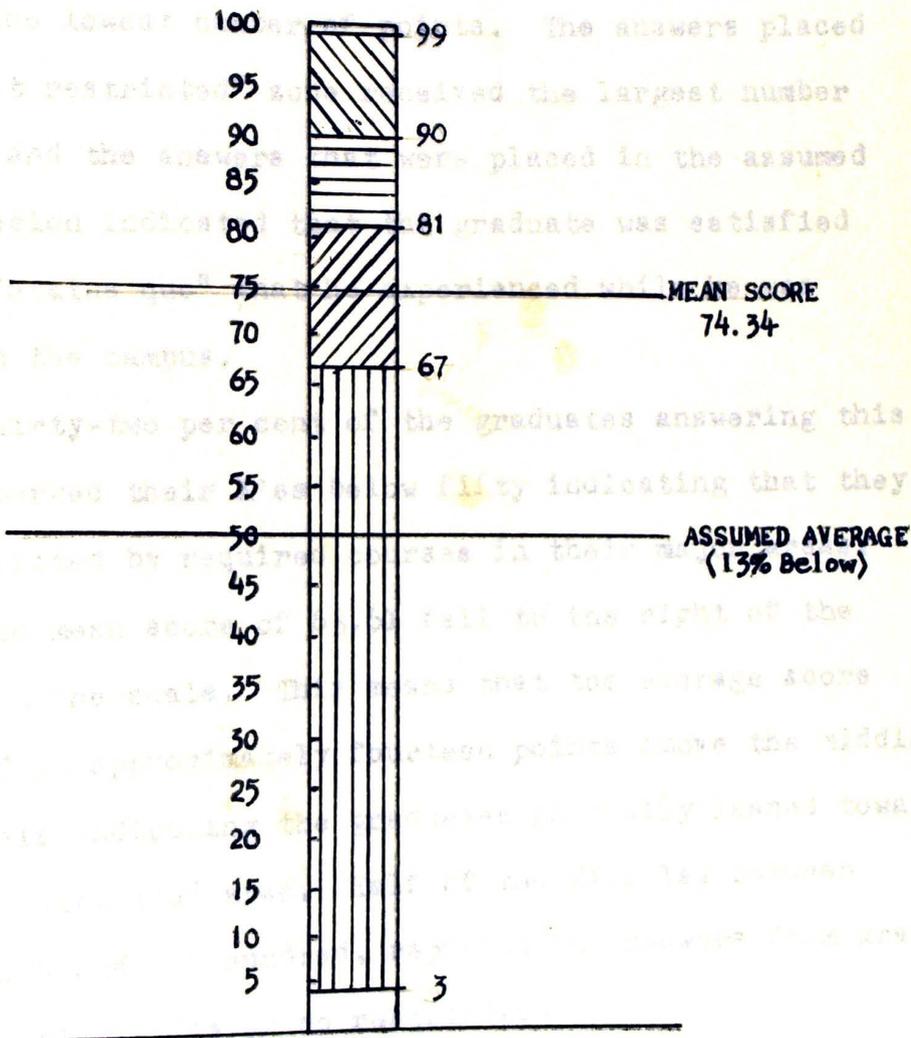
The upper-middle quartile had its answers to range from eighty-one to ninety.

The upper quartile stretched from ninety to ninety-nine on the distribution scale.

It was found that the variety of course offerings was inadequate.

TABLE XIX

ATTITUDES OF GRADUATES
QUESTION ELEVEN



Did you find that the variety of course offerings
in your major area was adequate?

Table XX reveals the attitudes the graduates held related to the restriction they felt by required courses in their major area.

The scale for this question was set up so that the answers that were placed in the area marked "Very restricted" received the lowest number of points. The answers placed in the "Not restricted" zone received the largest number of points and the answers that were placed in the assumed average region indicated that the graduate was satisfied with the "status quo" that he experienced while he was present on the campus.

Thirty-two per cent of the graduates answering this question marked their X'es below fifty indicating that they felt restricted by required courses in their major areas.

The mean score of 63.61 fell to the right of the midpoint on the scale. This means that the average score was placed at approximately fourteen points above the middle of the scale indicating the graduates generally leaned toward the "Not restricted" area. Half of the X'es lay between seventy-five and one hundred, representing answers from graduates who felt little or no restrictions.

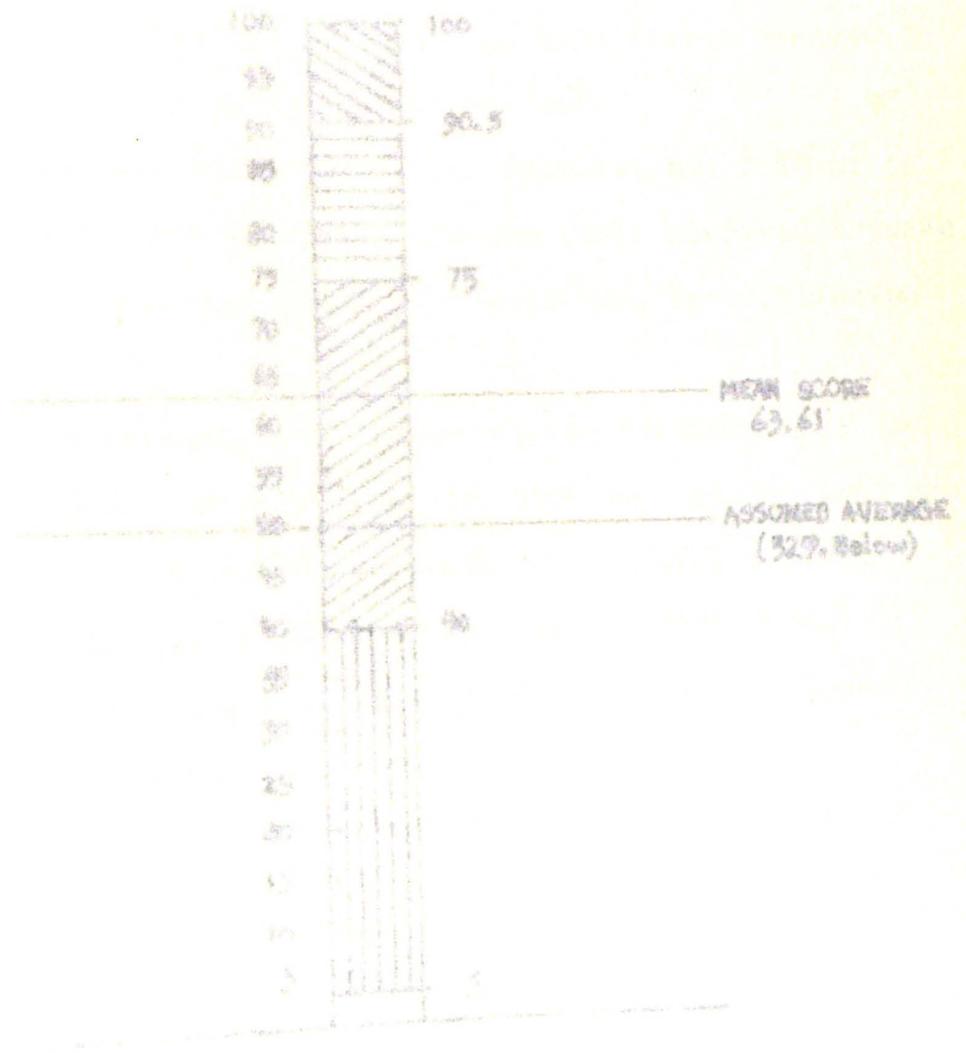
There was one mode which occurred between ninety and ninety-five in the "Not restricted" zone.

The lower quartile for this question ranged from three to forty.

The lower-middle quartile fell between forty and seventy-five.

The upper-middle ranged from seventy-five to ninety point five.

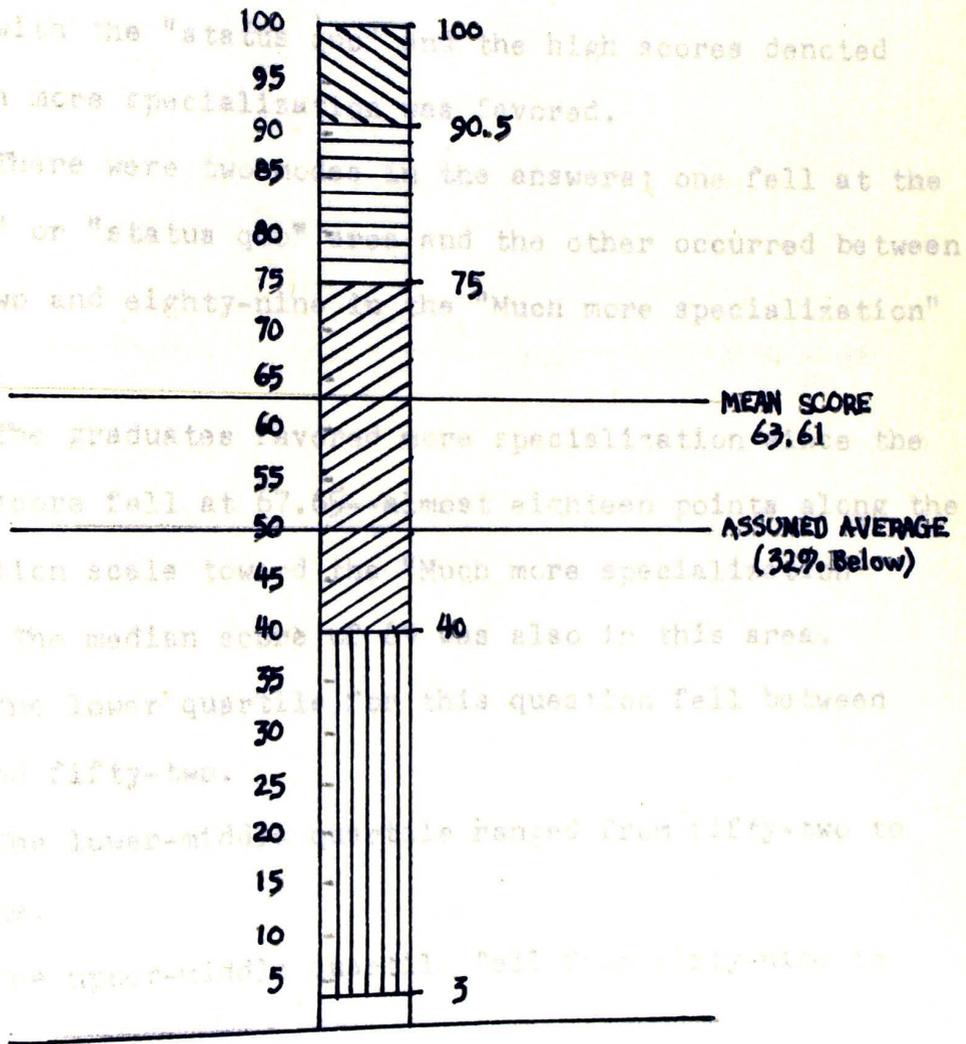
The upper quartile fell between ninety point five and one hundred.



... by assumed average in

TABLE XX

ATTITUDES OF GRADUATES
QUESTION TWELVE



Did you feel restricted by required courses in your major areas?

Table XXI reveals the opinions of the graduates toward more or less specialization in their major areas.

The distribution scale for this question was planned so that the low scores indicated the graduates favored less specialization; the average scores indicated satisfaction with the "status quo" and the high scores denoted that much more specialization was favored.

There were two modes in the answers; one fell at the "Average" or "status quo" area and the other occurred between eighty-two and eighty-nine in the "Much more specialization" zone.

The graduates favored more specialization since the average score fell at 67.65--almost eighteen points along the distribution scale toward the "Much more specialization" region. The median score of 69 was also in this area.

The lower quartile for this question fell between eleven and fifty-two.

The lower-middle quartile ranged from fifty-two to sixty-nine.

The upper-middle quartile fell from sixty-nine to eighty-four.

The upper quartile ranged from eighty-four to ninety-nine.

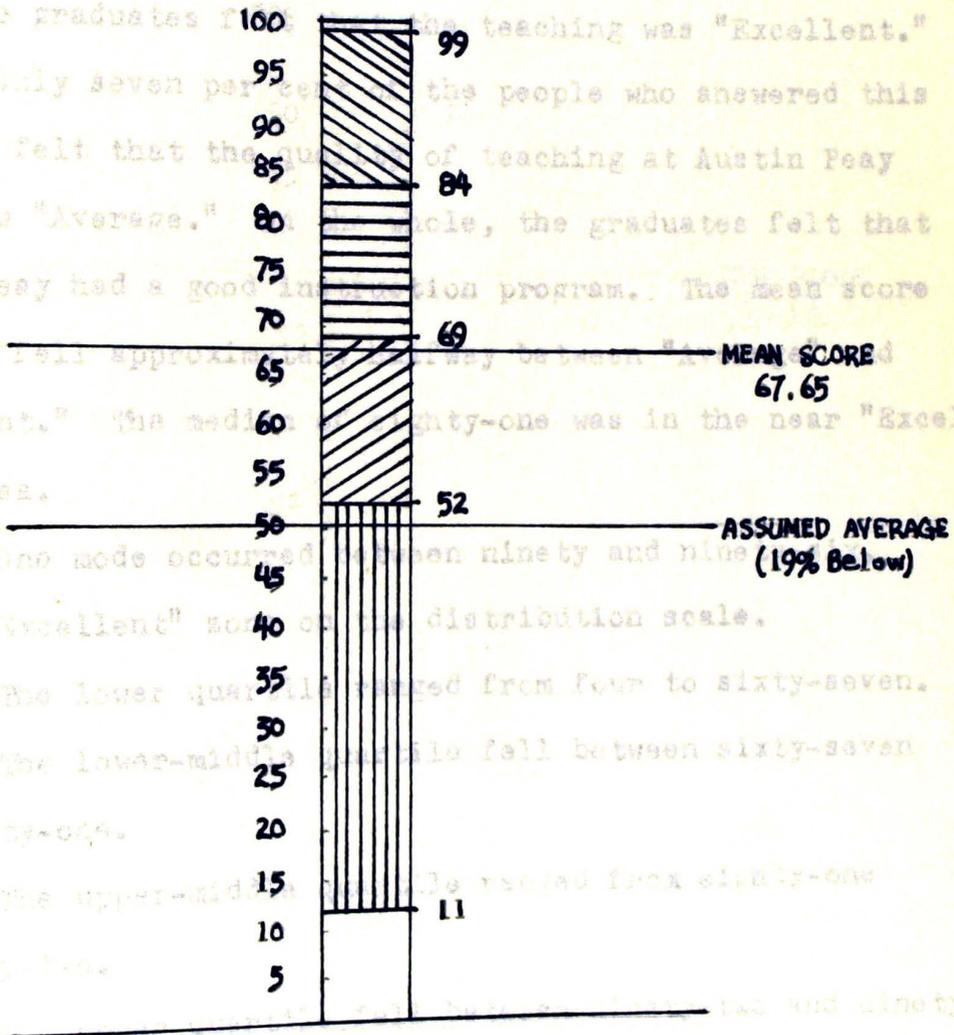
Table XXI reveals graduates' opinions about the quality of teaching at Austin Peay State College.

ATTITUDES OF GRADUATES
QUESTION THIRTEEN

The distribution of responses to this question was set

up so that the low scores indicated that the graduates felt the quality of teaching was "Poor" and the high scores indicated

that the graduates felt the teaching was "Excellent." Only seven percent of the people who answered this question felt that the quality of teaching at Austin Peay was below "Average." In fact, the graduates felt that Austin Peay had a good instruction program. The mean score of 67.65 fell approximately halfway between "Excellent" and "Average." The median score of 69 was in the near "Excellent" area.



Would you have preferred much more specialization in your major area?

Table XXII reveals the graduates' opinions about the quality of teaching at Austin Peay State College.

The distribution scale for this question was set up so that the low scores indicated that the graduates felt the quality of teaching was "Poor" and the high scores indicated the graduates felt that the teaching was "Excellent."

Only seven per cent of the people who answered this question felt that the quality of teaching at Austin Peay was below "Average." On the whole, the graduates felt that Austin Peay had a good instruction program. The mean score of 76.16 fell approximately halfway between "Average" and "Excellent." The median of eighty-one was in the near "Excellent" area.

One mode occurred between ninety and ninety-six, in the "Excellent" zone on the distribution scale.

The lower quartile ranged from four to sixty-seven.

The lower-middle quartile fell between sixty-seven and eighty-one.

The upper-middle quartile ranged from eighty-one to ninety-two.

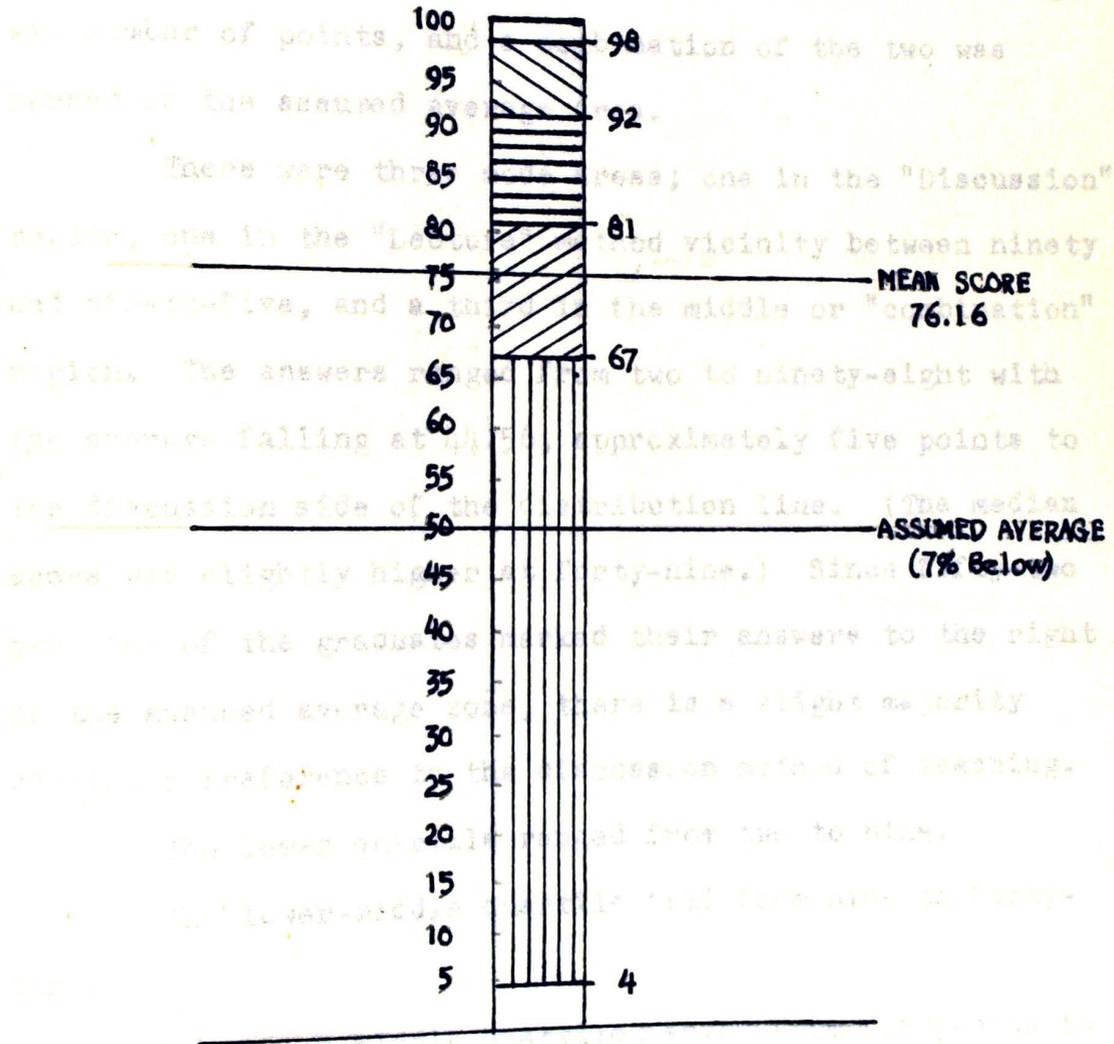
The upper quartile fell between ninety-two and ninety-eight.

Table XXIII per TABLE XXII graduates' opinions about the effectiveness of various methods of teaching.

ATTITUDES OF GRADUATES

The scale for QUESTION FOURTEEN was set up so that the discussion area of the distribution scale received the lowest number of points, the lecture method received the highest number of points, and the ratio of the two was

There were three areas; one in the "Discussion" region, one in the "Lecture" region, and one in the "middle or 'combination'" region. The answers ranged from two to ninety-eight with the average falling at approximately five points to the discussion side of the distribution line. (The median score was slightly higher than forty-nine.) Since



The quality of teaching at Austin Peay in your opinion was:
 (Excellent.)
 (Poor.)

Table XXIII portrays the graduates' opinions about the effectiveness of methods of teaching.

The scale for this question was set up so that the discussion area on the distribution scale received the lowest number of points, the lecture method received the highest number of points, and a combination of the two was marked in the assumed average area.

There were three mode areas; one in the "Discussion" region, one in the "Lecture" method vicinity between ninety and ninety-five, and a third in the middle or "combination" region. The answers ranged from two to ninety-eight with the average falling at 44.56, approximately five points to the discussion side of the distribution line. (The median score was slightly higher at forty-nine.) Since fifty-two per cent of the graduates marked their answers to the right of the assumed average zone, there is a slight majority showing a preference to the discussion method of teaching.

The lower quartile ranged from two to nine.

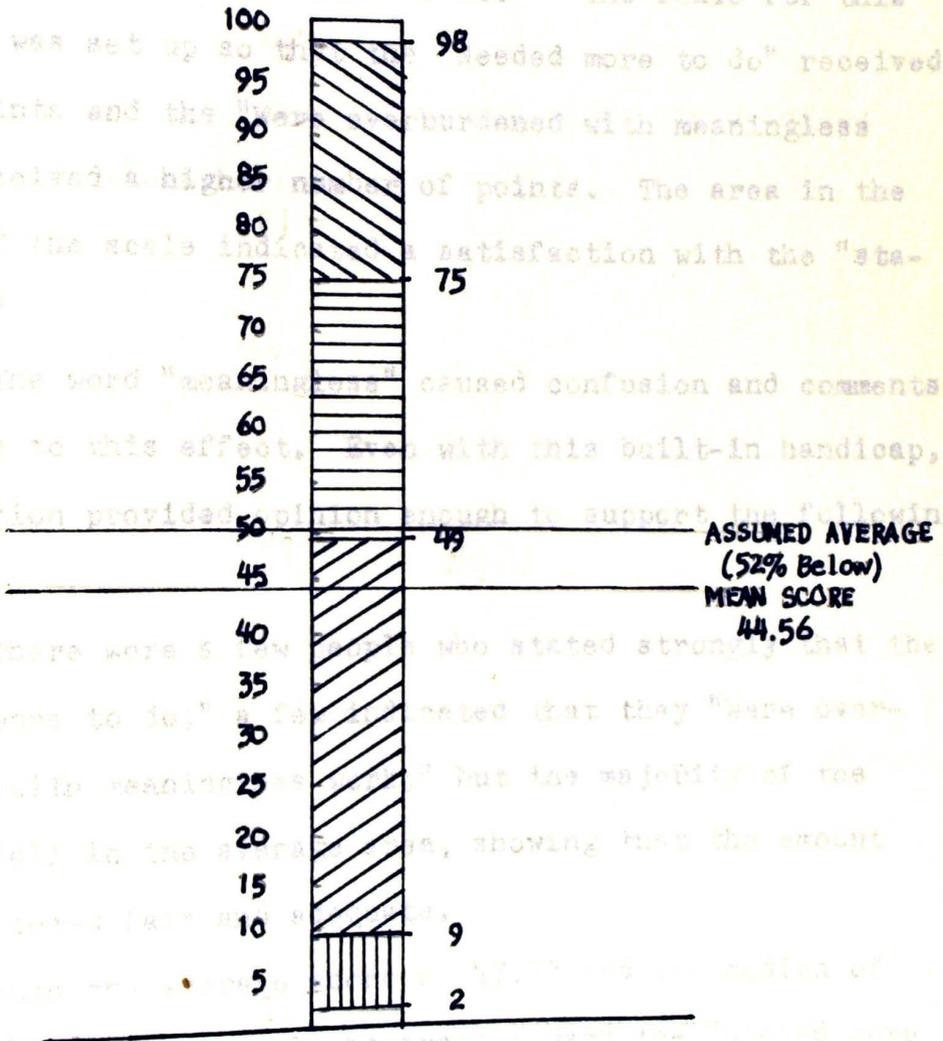
The lower-middle quartile fell from nine to forty-nine.

The upper-middle quartile ranged from forty-nine to seventy-five.

The upper quartile fell between seventy-five and ninety-eight.

TABLE XXIII

ATTITUDES OF GRADUATES
QUESTION FIFTEEN



Different professors think different methods of instruction are best. In terms of method (not professors) how would you rank the effectiveness of methods?

Table XXIV shows the graduates' feelings toward the work they were required to do at Austin Peay State College. The question stated, "During your undergraduate days at Austin Peay, you felt that you 'Were overburdened with meaningless work' or 'Needed more to do.'" The scale for this question was set up so that the "Needed more to do" received fewer points and the "Were overburdened with meaningless work" received a higher number of points. The area in the middle of the scale indicated a satisfaction with the "status quo."

The word "meaningless" caused confusion and comments were made to this effect. Even with this built-in handicap, the question provided opinion enough to support the following analysis.

There were a few people who stated strongly that they "Needed more to do," a few indicated that they "Were overburdened with meaningless work;" but the majority of the answers fell in the average area, showing that the amount of work seemed fair and adequate.

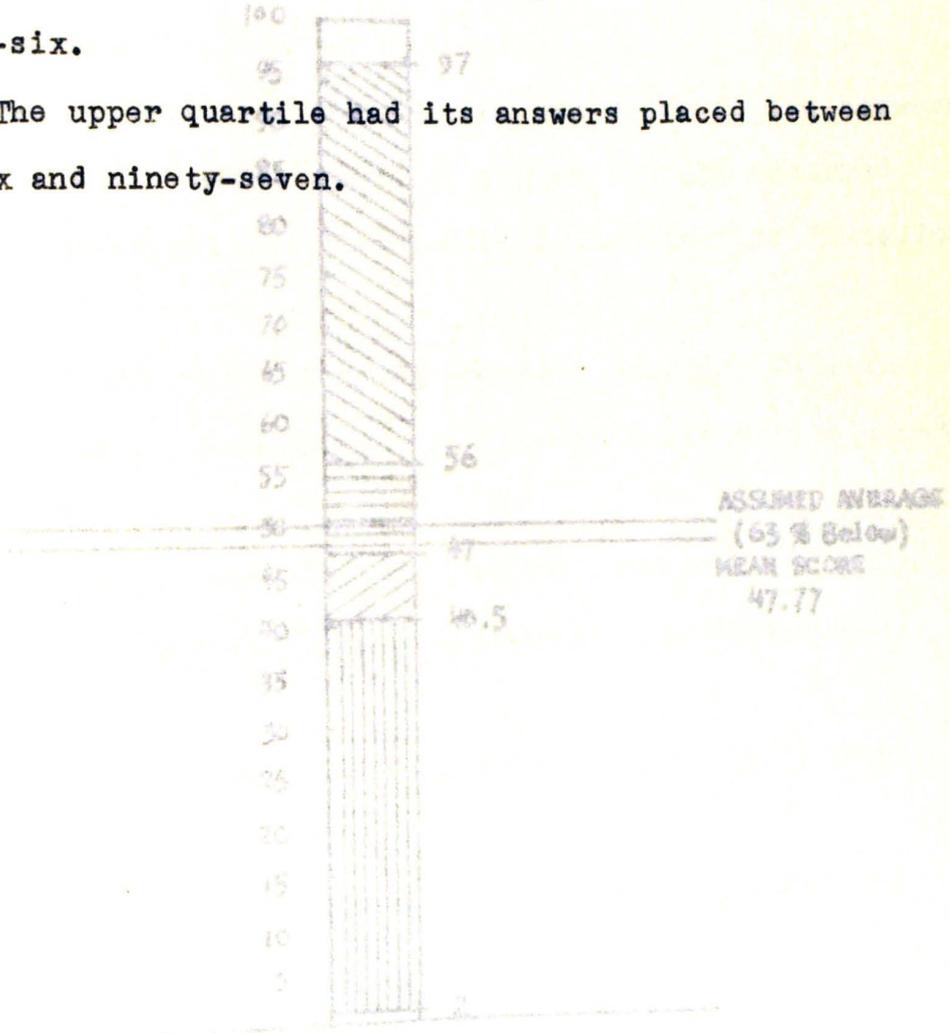
Both the average score of 47.77 and the median of forty-seven indicate a slight trend toward the "Needed more to do" area. The fact that sixty-three per cent of the answers were placed to the right of the assumed average offers further proof that the graduates felt a need for more to do.

TABLE XXIV
 ATTITUDES OF GRADUATES
 The lower quartile ranged from one to forty point five.

The lower-middle quartile fell from forty point five to forty-seven.

The upper-middle quartile ranged from forty-seven to fifty-six.

The upper quartile had its answers placed between fifty-six and ninety-seven.



The first ungraduate days at Austin, Tex.
 (1914-1915)
 (1914-1915)
 (1914-1915)

TABLE XXIV

ATTITUDES OF GRADUATES

QUESTION SIXTEEN

100

95

90

85

80

75

70

65

60

55

50

45

40

35

30

25

20

15

10

5



ASSUMED AVERAGE

(63 % Below)

MEAN SCORE

47.77

During your undergraduate days at Austin Peay,
 you felt that you:
 (Were overburdened with meaningless work.)
 (Needed more to do.)

Table XXV reveals the graduates' attitudes toward the extra-curricula activities at Austin Peay.

Twenty-eight per cent of the graduates felt that the extra-curricula activities at Austin Peay are below "Average." The other 72 per cent indicated that they felt that the activities were "Average" or above.

The distribution scale shows two modes in the answers. One mode occurred in the "Average" region and one occurred between eighty-eight and ninety-five or in the near "Excellent" zone.

The mean score of 64.03 for this question fell in the above "Average" vicinity. The median score was somewhat higher at 69.

The lower quartile fell between zero and forty-nine.

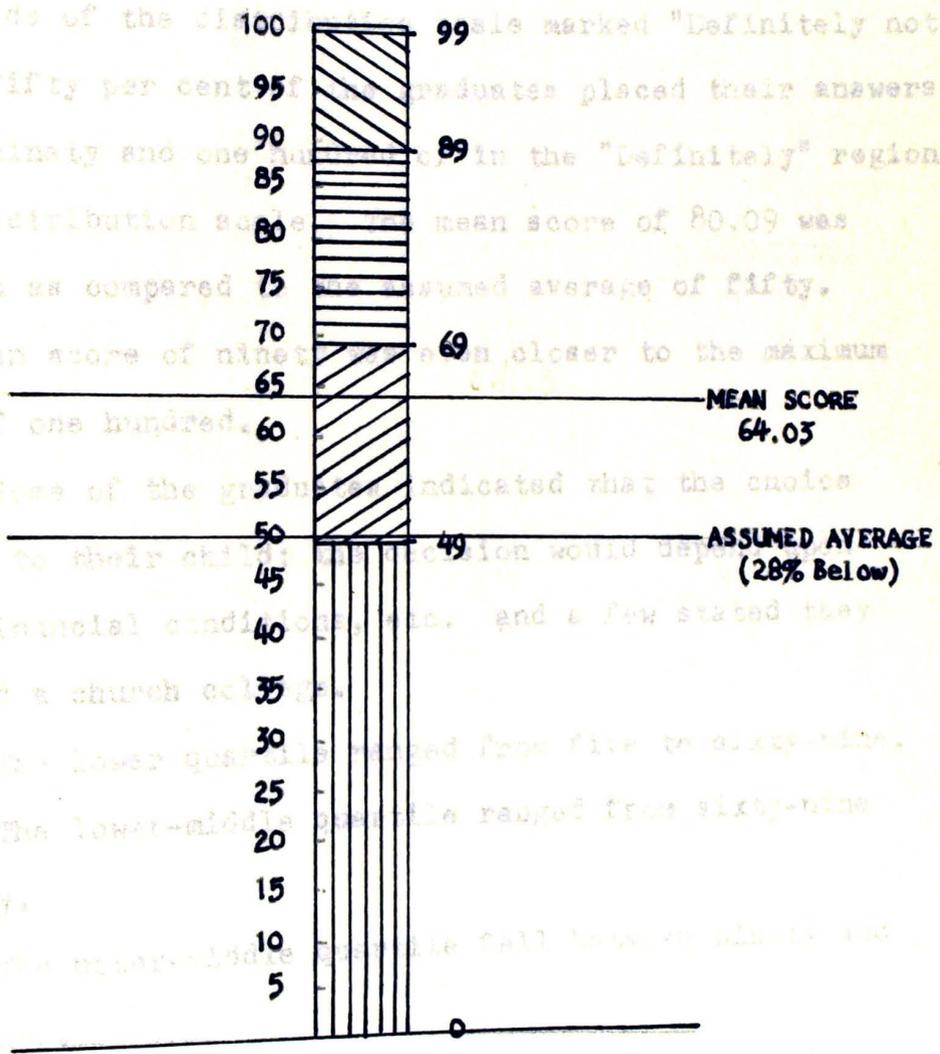
The lower-middle quartile ranged from forty-nine to sixty-nine.

The upper-middle quartile fell between sixty-nine and eighty-nine.

The upper quartile ranged between eighty-nine and ninety-nine.

TABLE XXV

ATTITUDES OF GRADUATES
QUESTION SEVENTEEN



How would you rate the extra curricula activities
at Austin Peay?

Table XXVI portrays the graduates' reactions to the question, "Would you send your children to Austin Peay?"

The graduates seemed to feel that they would be happy for their children to attend their Alma Mater. Only eight-and-one-half per cent of the answers were placed even slightly to the side of the distribution scale marked "Definitely not."

Fifty per cent of the graduates placed their answers between ninety and one hundred or in the "Definitely" region on the distribution scale. The mean score of 80.09 was very high as compared to the assumed average of fifty. The median score of ninety was even closer to the maximum rating of one hundred.

Some of the graduates indicated that the choice belonged to their child; the decision would depend upon goals, financial conditions, etc. and a few stated they preferred a church college.

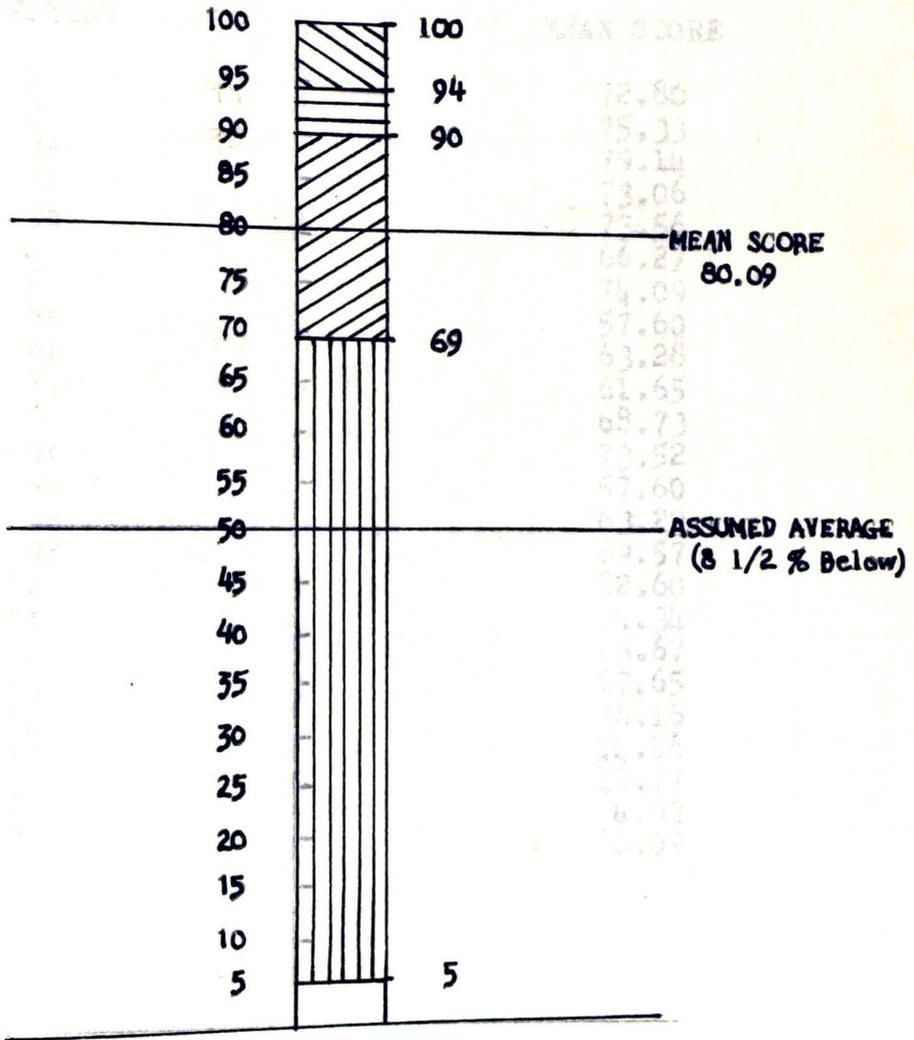
The lower quartile ranged from five to sixty-nine.

The lower-middle quartile ranged from sixty-nine to ninety.

The upper-middle quartile fell between ninety and ninety-four.

The upper quartile was in the area between ninety-four and one hundred.

TABLE XXVI
ATTITUDES OF GRADUATES
QUESTION EIGHTEEN



Would you send your children to Austin Peay?

Mean scores for all questions. Table XXVII on the following page gives the mean scores for all questions asked in the opinion section of the questionnaire. These means are compared with the assumed average of fifty. The means are as follows:

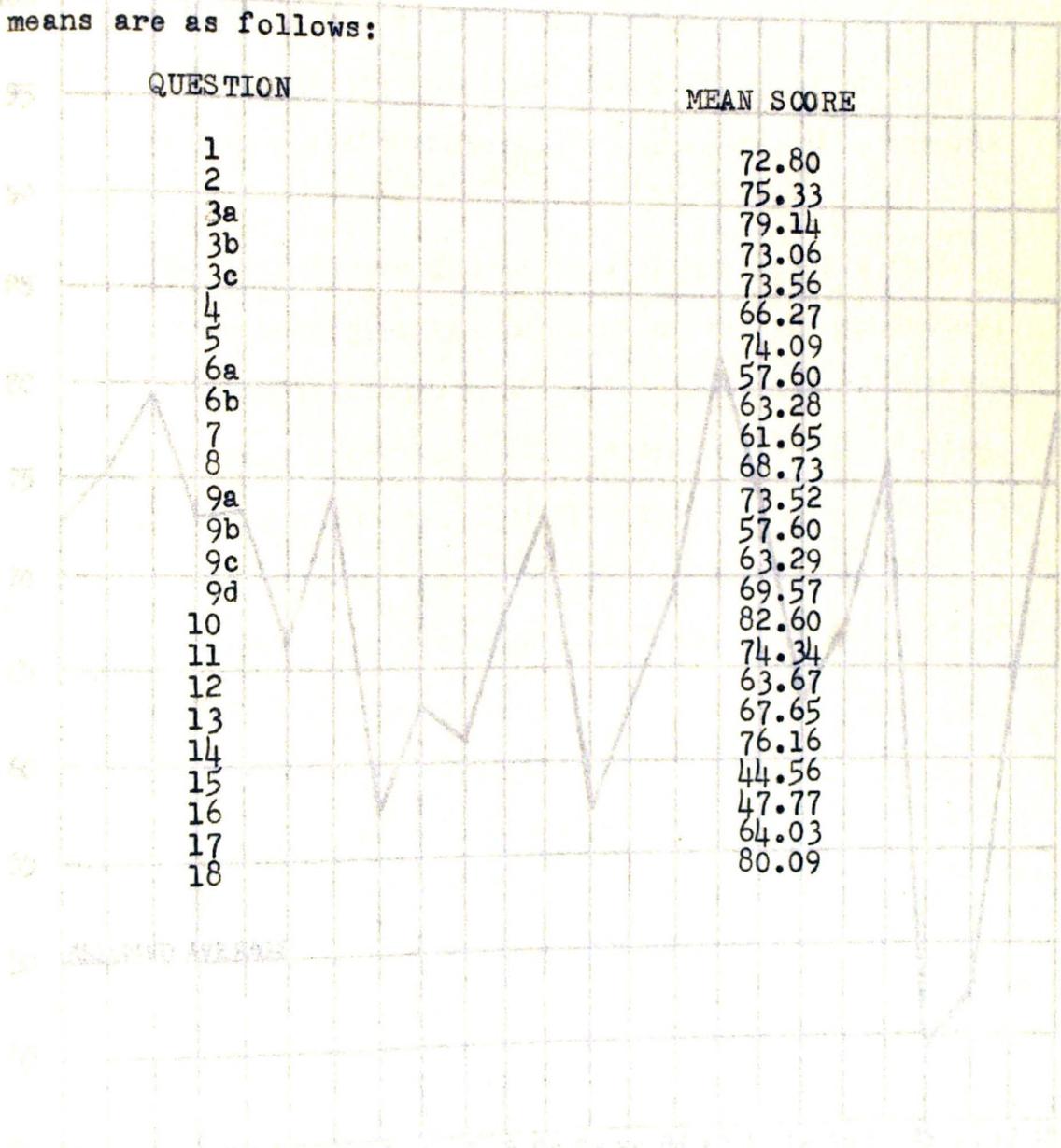
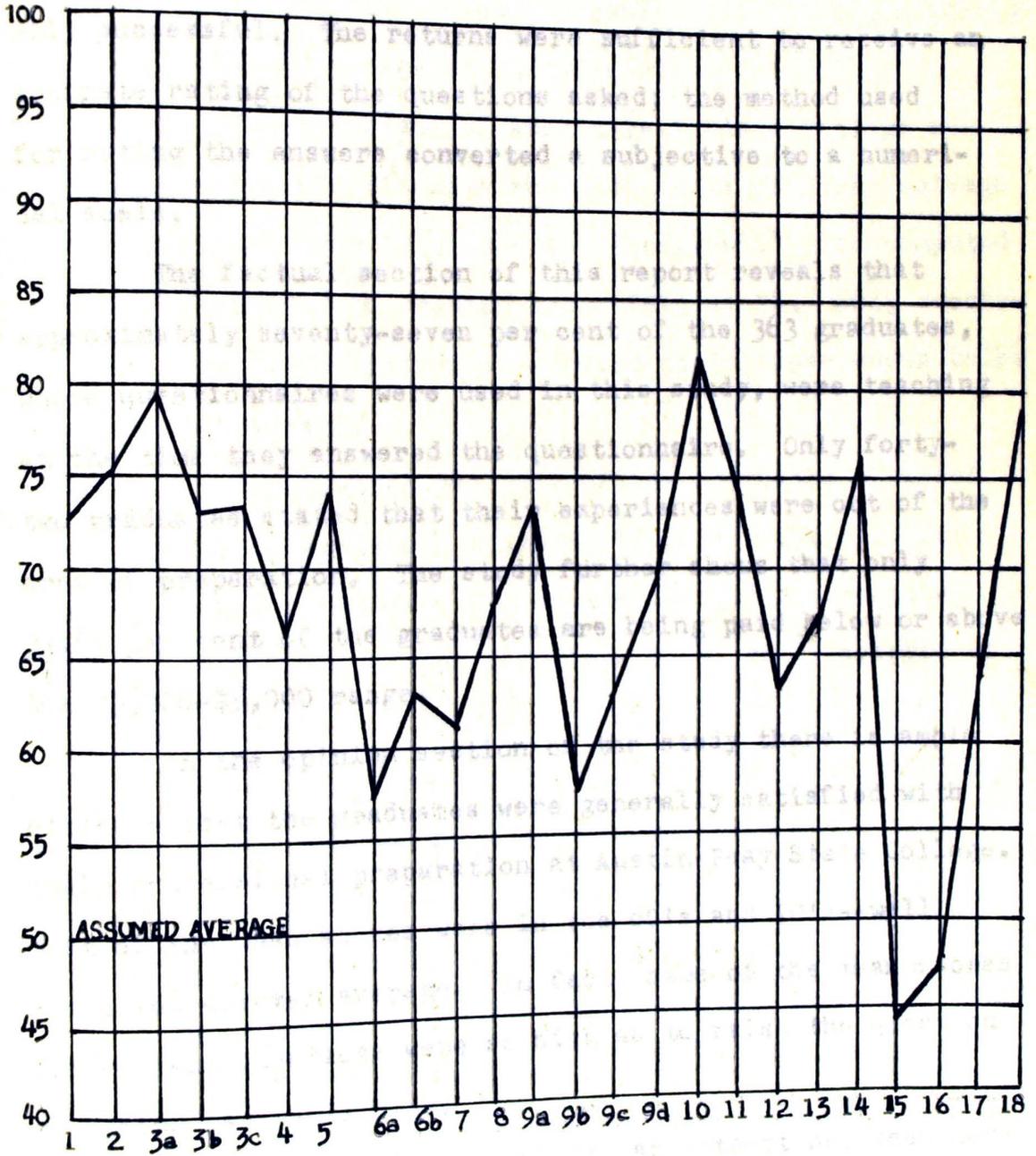


TABLE XXVII
MEAN SCORES FOR QUESTIONS ONE THROUGH EIGHTEEN
SUMMARY AND CONCLUSIONS

In the opinion of the writer, this study was reason-



CHAPTER III

SUMMARY AND CONCLUSIONS

In the opinion of the writer, this study was reasonably successful. The returns were sufficient to receive an accurate rating of the questions asked; the method used for rating the answers converted a subjective to a numerical scale.

The factual section of this report reveals that approximately seventy-seven per cent of the 363 graduates, whose questionnaires were used in this study, were teaching at the time they answered the questionnaire. Only forty-two graduates stated that their experiences were out of the area of preparation. The study further shows that only 35.66 per cent of the graduates are being paid below or above the \$3,000-\$5,000 range.

In the opinion section of the study there is ample evidence that the graduates were generally satisfied with their professional preparation at Austin Peay State College. Most of the mean scores were in the 60's and 70's--well above the assumed average. In fact, some of the mean scores for certain questions were so high as to raise the question of strong favorable bias.

In the following statements an attempt has been made to list the most significant conclusions to be drawn from

an analysis of returns on each question in the questionnaire. The questionnaire was developed so that the assumed average was set at fifty. All references made to the assumed average or comparisons with the computed results should be considered with the assumed average of fifty in mind.

1. The graduates of Austin Peay State College reported that the practicality and usefulness of their college preparation was from "Average" to "Excellent." The computed mean was 72.80 and the median score fell at 74. Only twenty-one per cent of the respondents rated their experiences below the assumed average.

2. Eighty-nine per cent of the graduates recorded their responses about the suitability of the course offerings "Average" or above. Eleven per cent of the respondents indicated the course offerings to be below average or "Not suitable."

3. The attitudes of the graduates toward training in their major area revealed that 92 per cent rated their training "Average" or above. Only eight per cent rated their training below the assumed average.

4. The mean score for the graduates' attitudes toward training in their minor area was 73.06, with only eight per cent of the responses falling below the assumed average.

5. A mean score of 73.56 was computed for the attitudes of the graduates toward their training in classroom supervision. The reported scores ranged from six to ninety-eight

with fourteen per cent below the assumed average.

6. The methods courses at Austin Peay State College were reported to be worthwhile by the graduates. The mean of the responses to this item was 66.27. Twenty-five of the respondents recorded this area of experiences below the assumed average.

7. The graduates indicated that they felt they were greatly helped by their student teaching. Fifty per cent of the responses were placed between eighty-eight and ninety-nine--well above the assumed average of fifty. Seventeen-and-one-half per cent of the respondents felt that Austin Peay was, at the time of this study, below average in its student teaching program.

8. The graduates felt that the college was only slightly above "Average" in developing an ability to recognize abnormality traits in children. The mean score for all responses was 57.6. Thirty-three and one-third per cent rated this question below average.

9. Twenty-five per cent of the graduates rated Austin Peay State College below average in preparing them for the proper guidance in the normal development of children. The mean score of 63.28 was slightly above the assumed average.

10. A mean score of 61.65 was computed for the graduates' attitudes toward the help they received in developing a personal philosophy of education. Twenty-nine per cent of the graduates felt that they had less than average help in this area.

11. "Average" to "Very much influenced" was marked by eighty-two per cent of the graduates on the influence they felt in the development of ethical attitudes and practices. The mean score was 68.73.

12. Eighty-seven per cent of the graduates felt that Austin Peay was "Average" or above in preparing students for a democratic way of life.

13. Thirty-five per cent of the graduates indicated that, in their opinions, the College is below average in preparing students for making a living other than in teaching. The median and mean scores were in the area just above average.

14. The program for preparing students for a spiritual and religious life was rated above average by the graduates. The mean score was placed at 63.29.

15. The mean score of 69.57 indicated the graduates' attitudes toward the education program in preparing students for an appreciation of aesthetic values. Eighty-two per cent of the graduates stated that they felt that the program was "Average" or above.

16. Of all the questions asked in this survey, the graduates felt that Austin Peay is strongest in providing "content" in courses of the major area that could be applied in teaching. Fifty per cent of the respondents marked this question ninety or above on the distribution scale.

17. All but thirteen per cent of the questionnaires were rated "Average" or above on the question relating to the adequacy of the course offerings in the graduates' major areas. The mean score was at 74.34.

18. Thirty-two per cent of the graduates indicated that they felt restricted by required courses in their major areas. A large mode occurred on the distribution scale in the area designated to mean that the respondents were satisfied with the "status quo." On the whole, however, the ratings indicated that the graduates felt very little restrictions.

19. The graduates favored more specialization in their major areas. The median and mean scores fell in the high sixties' area which indicated that the graduates would have preferred that their experiences in the major areas be more specialized.

20. On the whole, the graduates of Austin Peay rated the quality of teaching above "Average." Only seven per cent felt that the instruction program was below "Average." The mean score of 76.16 was approximately halfway between "Average" and "Excellent."

21. Three modes occurred on the distribution scale relating the graduates' opinions about the effectiveness of methods of teaching. One mode occurred in the "Discussion" region of the distribution scale; one in the "Lecture" method

vicinity and the other mode fell in the "combination" region. Generally, however, the graduates indicated that they held a slight preference for the discussion method of teaching.

22. The graduates revealed that they felt that the amount of work given them seemed fair and adequate.

23. Twenty-eight per cent of the graduates stated that they were of the opinion that Austin Peay is below "Average" in the extra-curricula activities program. The mean score of 64.03 revealed that, according to the graduates, the College is above "Average."

24. The graduates seemed to feel that they would be happy for their children to attend Austin Peay State College. Fifty per cent of the responses were placed in the ninety to one hundred region on the distribution scale, indicating a strong willingness for the children to attend the College. The mean score of 80.09 was very high as compared to the assumed average of fifty.

On the basis of the above conclusions it seems that the majority of the graduates of Austin Peay State College whose responses were used in this study were satisfied with their preparation program and with the out-of-class experiences provided by the College. They believed that in both professional education and their teaching areas of concentration they had been prepared to perform the tasks of the teacher. Except on an individualistic basis, there was no indication of specific areas of weakness.

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APPENDIX

COLLEGE
L. R. MANN
1961

... year teacher
... whether you are
... which apply to you.
... on the questionnaire.
... in the blank

APPENDIX

... the program if
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January 1, 1961.

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... the good reputa-
... New Year.

all



AUSTIN PEAY STATE COLLEGE
CLARKSVILLE, TENNESSEE

January 4, 1961

Dear APSC Graduate:

This letter is addressed to all who completed the four-year teacher education program at Austin Peay State College, whether you are teaching now or not. Please answer all questions which apply to you. You will notice that names of respondents will not be on the questionnaire. If you care to make additional comments, please do so in the blank space on the back of the questionnaire.

As an alumnus of the College, you can help us improve the program if you will answer the questionnaire and return it in the enclosed stamped envelope the day you receive the questionnaire. You will remember from past experience how often good intentions lead nowhere.

The deadline for the return of the questionnaire is February 1, 1961.

It has been good to have your interest in the welfare of the College, and I wish to thank you for any part you have had in building the good reputation of the College. I wish for you a happy and prosperous New Year.

Sincerely yours,

Halbert Harvill

President

AUSTIN PEAY STATE COLLEGE

Questionnaire

Date _____ Year of Graduation _____ Age _____ Sex: Male _____ Female _____

Major _____ Minor _____

Additional College Preparation: Institution _____ Degree _____

Are you now teaching? Yes _____ No _____ If not, have you ever taught? Yes _____ No _____

Is your teaching experience in the area of preparation? Yes _____ Major _____ Minor _____

No _____ Other _____

If you are not now teaching, what is your present occupation? _____

In which of the following income groups are you?

Below \$3,000 _____, \$3,000-5,000 _____, \$5,000-10,000 _____, Above \$10,000 _____

(All the questions in this questionnaire are directed to your undergraduate work at Austin Peay State College. In responding to the questions below, feel free to mark them with an X anywhere along the scale that you feel would best represent your opinion.)

Example: _____ X _____
Excellent Average Poor

1. Have you found your college preparation to be practical and useful in your teaching experiences?

_____ X _____
Excellent Average Poor

2. Were the courses offered at Austin Peay suitable to your needs?

_____ X _____
Very suitable Not suitable

3. Do you feel adequately trained in:

a. your major area?

_____ X _____
Adequately Inadequately

b. your minor area?

_____ X _____
Adequately Inadequately

c. classroom supervision?

_____ X _____
Adequately Inadequately

4. Were your methods courses at Austin Peay worthwhile?

Very worthwhile Worthless

5. How helpful was your student teaching experience?

Very helpful Not helpful

6. At the time you were on the campus how effective was the program in preparing you for:

a. the recognition of early traits of abnormality in children?

Very effective Not effective

b. the proper guidance in normal development of children?

Very effective Not effective

7. How influential were the education classes in helping you to develop a personal philosophy of education?

Very influential Not influential

8. How were you influenced in the development of ethical attitudes and practices?

Very much influenced Not influenced

9. At the time you were on campus how effective was the program in preparing students for:

a. a democratic way of life?

Very effective Not effective

b. making a living other than in teaching?

Very effective Not effective

c. a spiritual and religious life?

Very effective Not effective

d. an appreciation of aesthetic values?

Very effective Not effective

10. Do you feel that the "content" in courses of your major area was such that you could apply the knowledge in your teaching?

Adequate Inadequate

1. Did you find that the variety of course offerings in your major area was adequate?

Very adequate

Inadequate

2. Did you feel restricted by required courses in your major area?

Very restricted

Not restricted

3. Would you have preferred much more specialization in your major area?

Much more specialization

Much less specialization

4. The quality of teaching at Austin Peay in your opinion was:

Excellent

Poor

5. Different professors think different methods of instruction are best. In terms of method (not professors) how would you rank the effectiveness of methods?

Lecture

Discussion

16. During your undergraduate days at Austin Peay, you felt that you:

Were overburdened with meaningless work

Needed more to do

17. How would you rate the extra curricula activities at Austin Peay?

Excellent

Poor

18. Would you send your children to Austin Peay?

Definitely

Definitely not