

The "Stiles Report" and What it Recommended

Ralph Williams

In 1965, the third legislature State of Hawai'i requested a review of teacher education at the University of Hawai'i. At the time, considerable interest was being directed to matters of public education and teacher preparation, and this scrutiny resulted, in March 31, 1965 in an official request (House Resolution 25) to review programs at the University of Hawai'i designed to prepare teachers and other educational personnel in Hawai'i. The review would consider such topics as subject-matter training, breadth of education, the function and role of the Laboratory Schools, the effect of certification requirements on curriculum, and develop recommendations for improving the education of Hawai'i's future teachers at the University.

A Study Committee was assembled, and Dr Lindley J Stiles, Dean of the School of Education, University of Wisconsin, was asked to serve as consultant to the Committee. Dr David G Ryans and other staff members of the Education Research and Development Center (EDRAD), University of Hawai'i, were to provide research assistance. The results of the study published by the Committee became known as "The Stiles Report."

On 15 December 1965, the committee met to establish priorities and make plans to conduct the study based on those priorities. The final report of the committee was made on 17 January 1966. The recommendations were made under six general headings.

1. Role and Organization of the College of Education

The College of Education of the University of Hawai'i came into existence by a unique route. Originally it was a Normal School operated by the Territorial Department of Education. In 1931, it became a part of the University and was placed under University control. The Normal School brought with it several teacher college traditions. For example, Teachers College, for a number of years after the merger, offered all the subject matter preparation required for prospective teachers. This practice was discontinued shortly after World War II. By the 60s, the trend in the College of Education was to move away from its Teachers College background toward unification within the University. The Education Research and Development Center's interdisciplinary approach could be taken as an example of efforts by the College of Education to draw upon all the resources of the University to help to improve schools in Hawai'i.

The report suggested that the College of Education be reorganized to become an upper division and graduate

school. The College's role could be conceived as analogous to that of a holding company in a business enterprise, which would give "leadership to the coordination of all resources within the university to prepare educational personnel." The report rejected the notion that the College of Education should be abolished and its responsibilities fragmented among other branches of the University.

The Committee also recommended that a university-wide council for teacher education be appointed by the President of the University and that it be composed of representatives of the various departments and schools that contribute to the preparation of teachers, with liaison representatives from the State Department of Education. This Council should become the highest policy-making body for the College of Education. The University-wide Council for Teacher Education became known as the TECC (Teacher Education Coordinating Council.) The Dean of UH College of Education and the State DOE Superintendent alternated as Chair. Representatives from BYU-Hawaii, Chaminade and UH-Hilo were added later. This Council would have the power to create similarly constituted subcommittees that would have special responsibility for making recommendations regarding courses in specific areas of specialization, such as mathematics. These sub-committees were in all the secondary school areas in which the college prepared teachers. The Business College, Agriculture College and the UH Community College System, particularly Honolulu Community College, were represented as well as the Colleges of Arts and Sciences. The College of Education Dean was responsible for recommending members for appointment by the President of UH.

2. Selection of Students.

The Report urged the university to limit admission to teacher preparation programs to those students who ranked in the upper half of the University population.

The Committee recognized the pressures on the University and the College of Education to admit a sufficient number of students to supply the teachers needed by the State, but it believed that it would be unwise and unprofessional to lower standards for professional preparation simply to satisfy market requirements.

3. The Program to Prepare Teachers

After a comparison of current programs at the University of Hawai'i with patterns of preparation in other institutions across the nation, the Committee concluded that those programs at the University of Hawai'i placed too much

emphasis on professional education course requirements, despite the fact that the amount of course work in liberal arts education and the subject fields was comparable to other institutions.

This state of affairs was based on the five-year length of the program for most teachers, and the fact that a total of 160 semester hours of credit were required.

	Before	Proposed Secondary	Proposed Elementary
Arts & Sciences	60	60	60
Subject field specialization	30-48	60	60
Professional Study			
Foundations	18	9	9
Methods	10	3	6
Clinical Experience	28	8	8
Electives	0-14	20	17-20

Of the approximately 20 hours of professional education courses, 9 would be devoted to foundational subjects (philosophy, psychology and history of education), with the remainder dedicated to subject-matter methods. The Committee did not support a course in introduction to education or a course in general methods of teaching. It was also recommended that the internship semester become a supervised induction into employment as a teacher, and was more properly a responsibility of the State Department of Education.

The College of Education was commended for having appointed a field service director to coordinate its efforts with those of the Department of Education.

4. Preparation of Educational Administrators and Other Educational Specialists.

The preparation of education administrators and other specialists for leadership in education was a growing responsibility of the College of Education and the University of Hawai'i. In 1965, 72 Master's degrees in education were awarded, compared with only one 10 years earlier. The Report found that the College of Education had followed sound principles in designing its graduate degree offerings and had acted in cooperation with the State Department of Education in developing the Professional Certificate Program for school administrators. Standards for completion of the Master's degree were prescribed by the Graduate School, and ranked high in comparison to similar standards for this degree in other institutions.

In 1965 the College awarded Master's degrees in educational administration, educational psychology, history and philosophy of education, elementary education, secondary education, and guidance. A Master's degree program in the field of communication, which included work in audio-visual education and educational television was also under consid-

eration. The graduate program in library science had recently been transferred to the new School of Library Science. The Committee considered the demand for Ph.D. degrees in certain specialized fields, and encouraged their development. It felt that the Department of Educational Psychology had the faculty strength to offer doctoral work.

The Committee recognized that the graduate programs offered by the College of Education, at the Master's degree level and anticipated to be offered at the Ph.D. level, were sound and worthy of support. In the future, additional programs would need to be developed as greater numbers of well-qualified teachers in Hawai'i chose graduate degree programs as the route to improvement in service.

The Committee suggested that the All-University Council on Teacher Education, which it had recommended be established, give attention to stimulating the expansion of graduate work for teachers and educational specialists.

5. In-service Education of Teachers.

The in-service education of teachers in Hawai'i was uniquely organized as a shared responsibility between the State Department of Education and the University of Hawai'i. A new incentive plan for teachers had been the objective of new legislation written with the aim of bringing about a rapid and substantial upgrading of the professional competence of DOE teachers. The Report warned, however, that these new requirements did not prescribe the kind of courses teachers should take beyond rather general categories; consequently, it might be possible for teachers to move from one incentive level to the next without taking the kind of training most suited to their professional assignments. The Report, therefore, recommended that the Department of Education evaluate carefully the quality of the training programs for which "B" credits were awarded. Workshops and other types of in-service experiences that offered such credits were often not held to the intellectual standards of university courses. Because many teachers would be taking courses for incentive increases in the "B" credit plan and the remainder in courses offered by UH, coordination between the two programs would be vital.

The Report pointed out that no procedures existed to make certain that teachers did not repeat Department of Education workshops in the same field, e.g., reading, for "B" credits. Nor were there any safeguards to keep teachers from enrolling in a University course in the same subject in which Department of Education "B" credits had already been received. The program should not be permitted to degenerate into a credit collecting operation.

The Report offered the suggestion that every teacher in the incentive plan should formulate and submit to the school principal a long-term program of study. Latitudes for acceptable courses should be defined by the Department of

Education, in consultation with University specialists in each field, as a guide to principals. Study plans should be approved before enrollment for in-service courses. Progress toward completion of approved study plans would be taken into account in the annual evaluations of tenured teachers. The Committee endorsed the development of plans to bring teachers back to the campus of the University for a full year of advanced or renewal study.

6. The Roles and Functions of the University Schools.

The decision had already been made to change the role and functions of the Laboratory Schools of Hawai'i from a demonstration and teacher training school to a research center. This action, the Committee members believed, was needed if the laboratory schools were to continue to justify their existence.

The Committee believed that, in view of the growing emphasis on educational research and the increase in funding available for research in this field, the new roles and functions agreed upon for the University Schools were appropriate and should be supported. The new emphasis would not exclude the possibility that the lab schools would continue to provide certain services to departments of the University; but it did, however, place research and development activities as a first priority—the primary justification of the lab schools' existence. The paramount criterion for judging the success of the lab schools' new role would be the impact it would make on the quality of education throughout the State of Hawai'i. The Report recommended that operational and official links should be developed between the Laboratory Schools and public elementary schools. The purposes of these partnerships would be:

- to bring to the staff of the University the practical problems that confront teachers and school officials,
- to develop the field testing of programs and techniques developed in the laboratory schools and adapt them to the existing ranges of school situations, and
- to facilitate communication about and implement findings of research conducted by the University.

The interdisciplinary cooperation that prevailed in the Education Research and Development Center was viewed as an asset to the research that was being developed in the laboratory schools. The Committee believed that members of the subject-matter departments of the University could also contribute significantly to research and curriculum projects concerned with keeping elementary and secondary schools up to date and abreast of new knowledge. The location of the schools on the University campus would greatly facilitate the participation of professors in all fields.

The Report warned that research on educational problems, as with the research on other vital problems, may fail to produce useful knowledge. Faith and patience, and a

willingness to wait for the evidence to be accumulated, were necessary if research was to accomplish its mission. It also pointed out that the location of Hawai'i reduces the opportunities for school officials and teachers to cross state boundary lines to benefit from research conducted elsewhere. "This situation forces Hawaii to be more self-contained than is necessary in other states." The laboratory schools, centrally located as they are and attached to the University, represented an ideal facility for keeping teachers abreast of latest educational improvements.

A final reason advanced by the Committee in favor of supporting facilities for research and educational improvement within the University was the organizational character of the State and the central control of public education. The system intensified the need for research and evaluation of educational efforts by university scholars. Without research conducted by an independent agency, the dangers that educational plans and decisions would be shaped almost entirely by political forces was all too apparent.

Ralph Williams is a retired United States Navy Commander and former English teacher at University High School. His writings have been published in the *Hawaii Review*, *Rain Bird* and *Hawaii Pacific Review*.
