A Comparative Study of Secondary Teacher Education in the United States and Thailand

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A COMPARATIVE STUDY OF SECONDARY TEACHER EDUCATION IN THE UNITED STATES AND THAILAND

being

A Master's Report Presented to the Graduate Faculty of the Fort Hays Kansas State College in Partial Fulfillment of the Requirements for the Degree of Master of Science

by

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Date May 23, 1960
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Approved Ralph E. Cohen
Chairman, Graduate Council
ACKNOWLEDGEMENTS

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The author's appreciation is also extended to Mr. R. E. Youmans, Dr. E. R. Craine, Dr. E. W. Broach, Dr. V. M. Parish, and Dr. K. F. Nutt for their advice and encouragement.
ABSTRACT

Sangrungruang, Sombat

A COMPARATIVE STUDY OF SECONDARY TEACHER EDUCATION
IN THE UNITED STATES AND THAILAND

Master's Report Directed by: Professor W. C. Wood

The purpose of this study was to investigate and compare American and Thailand education for secondary school teachers, with an attempt to gain insight into the practices of the teacher education in the two countries, for the benefit of improvement of secondary teacher preparation in Thailand.

A survey of literature pertaining to secondary teacher education was made. Supplementary information was obtained through a questionnaire from six secondary schools in Thailand. In addition, a number of bulletins from colleges in the United States were utilized to corroborate information gleaned from the literature.

The findings were (1) professional education in the teacher preparation of Thailand was more emphasized than that in the United States, (2) a number of educational agencies in the United States contributed to the development of secondary teacher education while teacher education in Thailand developed solely through the work of the Ministry of Education, (3) teaching requirements in Thailand were not as rigid as in the United States, (4) the Thailand government appropriated a large portion of the national budget for educational development, but more and better trained personnel was needed, (5) in the United States at least a bachelor's degree was required for secondary teaching, but a minority of
secondary school teachers in Thailand had a degree.

The generalizations were (1) the welfare of the nation depended upon the education of its people; and the progress of education, in terms of quality and quantity, is a consequence of good education programs; (2) the preparation of secondary school teachers was as essential as secondary education itself; (3) a good teacher education provided for teaching competence; (4) education, like other branches of social science, needed improvement which call for experimentation and research; and it was also true in teacher education; (5) teaching as a profession was promoted through the works of professional organizations; (6) the heart of a teacher preparation program was the curriculum which comprised general education, specialized education, and professional education, or, non-professional education and professional education; (7) pre-service education and in-service education were necessary for the prospective teacher and the teacher who was teaching; (8) teachers and prospective teachers needed assistance and supervision; and (9) a good teacher education program should be cooperatively planned by professional educators, teachers, students, and the public.

The recommendations were (1) more cooperative effort should be given to teacher education programs; (2) requirements for teachers at secondary level should become more rigid, especially in the area of professional education; (3) prospective teachers should become much more familiar with educational research; (4) relationship of the public with the teacher education program should be encouraged; (5) teaching as a profession should be raised to a higher standard through the strengthening
of professional organizations and the strengthening of teacher preparation programs; (6) supervision of instruction should be expanded to provide assistance to all teachers in all areas of secondary teaching; and (7) the improvement of teacher education should be recognized as a crucial factor in making the teaching profession more attractive to capable young men and young women.
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The task of the teacher was to promote growth in children who are different in capabilities of learning, interests, skills, and attitudes. In the modern educational concept, the teacher was perceived as a director of learning experiences, the mediator of culture, the professional worker, the student counselor and friend, and the leader of the school staff and community. To perform all of the stated characteristics simultaneously, with an accurate explanation, is a complicated task indeed.

2 Lindsey J. Babson, Our Teachers Role in American Schools (Fourteenth yearbook of the John Dewey Society, 1971, pp. 10-11.)
CHAPTER I

INTRODUCTION.

Perhaps the simplest definition of the word "teacher" was a person who instructs others. This definition connoted three terms: "person," "instruct," and "others." A great number of people believed that the work of the teacher was easy; therefore, a description of the teacher's task from The Teachers in Literature\(^1\) was cited in order to show how little the task of the teacher has been recognized.

...The poet or the historian may in his works rear a monument more enduring than brass. His real life is there expressed, and it is open to the world to read and comprehend. ...The teacher's monuments are living books which may indeed be read and pondered by all who have the arts of deciphering this sentient and breathing language. But alas! these tomes are anonymous.

The task of the teacher was to promote growth in children who are different in capabilities of learning, interests, skills, and attitudes. In the modern educational concept, the teacher was described as a director of learning experiences, the mediator of culture,\(^2\) the professional worker, the pupils' counselor and friend, and the member of the school staff and community. To possess all of the stated characteristics was, with no further explanation, a complicated task indeed.

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The teacher was the key to the whole educational process. Vincent J. Glennon said in one of his lectures that: "The heart of all good education is, as always, good teachers and good teaching." The concept that the teacher was born and not made was unacceptable in the realm of teacher education as much as it was agreed that a diamond needed to be cut in order to acquire its brilliance. Therefore, preparation was an essential element in developing competencies of teachers. George Gould and Gerald Alan Yoakam certainly advocated this premise when they wrote:

"...The teacher must be prepared to meet the responsibility that will be thrust upon him. For the effectiveness of the school, in the last analysis, depends upon the efficiency of the teacher."

The Problem

The problem of this study was to compare the preparation of secondary school teachers in the United States with that in Thailand in order to gain insight into secondary teacher education in both countries, which might be used in improving the program of teacher education in Thailand.

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5 For the reference to secondary school, see Figure I.
Significance of the Problem

The general system of education in Thailand was originally fashioned on the European pattern; however, in recent years there was a tendency to absorb the organizations, philosophies, and methods of the American educational system. The proposed expansion of compulsory education in Thailand indicated that secondary teacher education will become more and more important.

Limitations

This study was limited to a study of secondary teacher education in the United States and in Thailand. It was limited to a survey of materials available in Forsyth Library regarding secondary teacher education in the United States and supplementary information secured from the bulletins of American colleges and universities.

Thailand education information was limited to materials available through the Ministry of Education and a questionnaire forwarded to six secondary schools in Bangkok, Thailand. Some information regarding education in Thailand was gathered from Forsyth Library.

Procedure and Method

Information available in Forsyth Library related to secondary education in the United States was reviewed. In addition, bulletins from different state colleges, colleges of education, and universities were used to corroborate information.

The author used a questionnaire to survey the attitudes of secondary school pupils of Thailand toward the teaching profession. Six
secondary schools were chosen, three boys' schools and three girls' schools. Only tenth graders were asked to answer the questionnaire. A friend in Thailand collected the data on teacher education from the Ministry of Education. Many of these sources were copied from the original records of the Ministry of Education and are very difficult to list in the bibliography.

A review of the literature indicated that there was little of

value in the pursuit of the teaching profession or early teacher training to have been done in the history of social studies of the back. One was to look elsewhere in attempting to get a true picture of the early teaching endeavors. It was possible to get an impression that a task that the American teacher was regarded as an imported part in the public program, and yet, as the case that, the impression only to gained that the teacher was regarded as a

little more than the master of the school in the eyes of the public.

Edgar W. Hilgys described the early American teacher as

ingenious.

Occasionally he was the son of intellectual parents in his personal life, unimpressed for moral standards, the individual, poorly paid and as poorly educated by the public, and hence in professional standards, largely because of this school had been established. He was generally poor in moral except that he was in a state of isolation, a not common condition of the teacher in the early days.

The study of Isbell and Levee, who was named an enlightened man

his job not only from the neighborhood by his great curiosity, might not altogether be just a fiction of literature. The knowledge, as to

CHAPTER II

HISTORICAL RECORDS OF TEACHER EDUCATION

I. THE UNITED STATES

The American Teacher

A review of the literature indicated that there was lack of uniformity in the status of the American teachers of early days. This seems to have been due to the heterogeneity of social standards of the teachers. One was easily confused in attempting to get a true picture of the early American teacher. It was possible to get an impression that at one time the American teacher was regarded as an ignorant person whom the public despised; and yet, at the same time, the impression might be gained that the teacher was respected and placed next to the minister of the church in the eyes of the public.

Edgar W. Knight described the early day American teacher as follows:

Occasionally he was a man of doubtful pravity in his private life, unapproved for moral excellence, and itinerate, poorly paid and as poorly esteemed by the public, and lack in professional standards largely because no such standards had been established. He was generally poor in spirit except when he was in a state of inebriety; a not common condition of the teacher in the early days.

The story of Ichabod Crane, who was chased and frightened from his job and away from the neighborhood by his rival suitor, might not altogether be just a fiction of literature. The schoolmaster, as it

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seemed from this description, was no better than a tramp who moved from place to place until he was hired to tutor one or more members of a certain family. Quite frequently he stayed with the family. In the days of the riverboat, it was not uncommon to hear someone who needed an instructor for his children say: "Let us go and buy a schoolmaster."

In contrast to this sordid description of the early days schoolmaster,² the American teacher was pictured as a man of honor and respected in the community. He was thought of as a leader to be addressed by the title of "Mister" or "Sir"—the title which was given few people. He was, moreover, placed next to the minister in the minds of the people of the community.

Notwithstanding that there were some controversies in the description of the early American school teacher, it was agreed that he possessed little freedom as a teacher.³ Moral quality and religious devotion were the chief requirements that the public demanded in the teacher. His social life, no doubt, was much restricted by local attitudes, customs, and regulations. For example, before World War I, teachers in many small communities of the Middle West and South dared not go to the theater. Card playing and dancing were forbidden. In 1929, a Kansas board of education dismissed eleven high school teachers because they had attended a dance at a local country club. Drinking

² The words "schoolmaster" and "teacher" are used interchangeably here.

³ In comparison with the American teacher at present.
and smoking were not tolerated among teachers, even though people of both sexes who were not teachers were allowed complete freedom in drinking and smoking. In some states teachers became active members in campaigns against saloons and intoxicating liquors.

The teacher was expected to be civic-minded, to be active in church work, attend or teach Sunday school classes, and participate in community activities. Religious qualifications and the ability to maintain discipline were the traits most frequently used in determining the competence of a teacher. The Act of 1812, which established common schools in the State of New York, required the local school authorities to examine all applicants to teach. Every teacher was to hold a certificate, signed by at least two of the authorities, showing that he was a man of good "moral character." Some states set up even more strict requirements. The woman teacher, according to Knight, had to promise to "take a vital interest in all phases of Sunday school work" and to be at the service of the community for its uplift and benefit. Besides, she had to promise that she would "abstain from all dancing, immodest dressing, and any other conduct unbecoming of a teacher and a lady."

The works of the various professional associations, in conjunction with the enthusiasm of teachers to improve themselves as professional workers, have made a strong impact on the advancement of teachers' welfare today. As teaching has moved toward a state of becoming a real profession, American teachers have continually improved their status in American society. The requirements for a teaching

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4 Knight, *op. cit.*, pp. 360-61.
certificate were set up by each state as the standards the teachers must meet in order to teach in that state. In spite of state requirements for certification, communities still exerted considerable pressure on teachers. The school board played an important role in the operation of the local school. School board regulations and policies occasionally forbade certain personal habits of the teachers. In 1915, the Committee on Tenure and Academic Freedom of the National Education Association\(^5\) made a nation-wide study and reported that drinking alcoholic beverages was most frequently prohibited. Sixty-six per cent of the teachers polled in this study were forbidden to drink alcoholic beverages in public and 19 per cent were not to drink in private. Twenty-three per cent of the teachers were not permitted to smoke in public. Teachers were also obligated to take part in community welfare activities such as the community fund-raising campaigns for local charities, boy and girl scouts, and other youth organizations.

The teachers in modern America were members of the largest profession of the world. They have toiled to perfect their profession. The American teacher, at present, was among the better educated and the most highly respected citizens of the community.

The Rise of Normal School and Its Improvement

In the United States, prior to the establishment of the first training school at Concord, Vermont, there was no formal preparation for

teachers. Teachers before this date had no professional training. It was the Reverend Samuel R. Hall who organized the first teacher training school in America in 1823. This school was a private normal school in which the students were educated and prepared to teach primarily in the elementary school. A three year course was offered in which the subjects taught in the common school were reviewed and some training in the art of teaching was given. Practice teaching was done in rural schools nearby. Lectures on Schoolkeeping by Hall was published in 1829 and was believed to be the first American textbook on education.

Willis Rudy explained that the word "normal" was derived from a Latin word meaning rule, standard, or law. Before coming to the United States, the idea of normal schools had been developed for many years in Western Europe. According to Ellwood P. Cubberley in his Public Education in the United States the first normal school in the world was established at Rheims, France, in 1635, by Abbe de la Salle, with the purpose to educate and train teachers for the school which he had founded and to give free religious primary education to the children of working-class people of France. In general, the specific purpose of such an institution was to train teachers. A school of this type was set up at Stettin, Germany, in 1735 and in 1748 a teacher seminary

6 Knight, op. cit., p. 316.


made its appearance in Berlin. The normal schools were also founded in other European countries, especially during the nineteenth century.

From 1824 to 1825, James G. Carter wrote "Essays on Popular Education" which appeared in the Boston Patriot. These essays attracted public notice. He expressed the opinion that the schools, for proper training of teachers, should be established and maintained by the state as a part of its school system. The publication of the reports by Cousin (1835) and Stowe (1837) with the descriptions of the teacher training seminaries of Prussia, together with the contract of Dr. Julius, a principal of a normal school in France, and the Reverend Charles Brooks, united to give valuable support to James Carter, Horace Mann, Thomas Gallaudet, Henry Barnard, and other leading citizens of Massachusetts. Mann and Carter worked with the legislature, and Brooks with the people. Brooks traveled more than 2,000 miles in his own buggy and at his personal expense to present to the people the need for normal schools. Finally, Edmund Dwight, a citizen of Boston, authorized Mann to say to the legislature that he would personally give $10,000 for the project if the legislature would give a similar amount. Two years of toil and hope ended with success, for on July 3, 1839, the first state normal school was opened at Lexington, Massachusetts. It was named "Lexington Normal School." There was one teacher and three students. At the close of the first quarter the number of students had increased to twelve. The course of instruction was one year in length. The candidate for admission had to be seventeen years of age for a male and sixteen

10 Knight, op. cit., p. 317.
for a female. Each candidate had to declare his intention to become a teacher and to take the entrance examination in elementary school subjects. Evidence of good moral character was required. The course of study included six basic areas: (1) review of common subjects—reading, writing, spelling, arithmetic, and geography; (2) the study in some secondary school subjects such as geometry, algebra, and philosophy; (3) the study of physical, mental, and moral development of children; (4) methods and principles of teaching common subjects; (5) the school government or organization; and (6) practice teaching. On October 5, 1839, the State Board of Education opened another state normal school at Barre;¹¹ and the third one was opened at Bridgewater in 1840.

About the first normal school, the Committee of the Massachusetts Legislature reported:¹²

Another project, imitated from France and Prussia is the establishment of normal schools. . . Academies and high schools cost the commonwealth nothing; and they are fully adequate to furnish a complete supply of teachers. . . Considering that our district schools are kept, on the average, for only three or four months of the year, it is obviously impossible and perhaps it is undesirable, that the business of these schools should become a distinct and separate profession which the establishment of normal schools seems to anticipate.

¹¹ The first state normal school building in America was built at Barre, Massachusetts. Lexington Normal School used the city hall.

The idea of establishment of normal schools was partly of European origin. Donald P. Cottrell and others\textsuperscript{13} said that the emphasis was, however, on freedom for a free society. At the beginning, a school of this type had little in common with existing higher education institutions. Its motives grew out of the new pattern of living in an area of developing democracy, but "the origins of the college were aristocracy."

The popularity of the normal school spread very rapidly. By 1900, there were 127 normal schools all over the country and such institutions had come into a dominant position in elementary teacher education.

The progress in industrial development had increased the complexity of life, and in order to cope with it, more and better education was needed. The rapid growth of free public secondary education became obvious after 1870. The normal school extended its responsibility to the preparation of teachers for secondary schools.

The preparation in the normal school was strictly in the area of the academic subjects with few courses in professional education. A list of pedagogical subjects, as requirements for a teaching license in Alabama, should give a picture of the nature of professional courses offered in teacher education of the early days.

TABLE I

PROFESSIONAL REQUIREMENTS FOR LICENSE TO TEACH IN SECONDARY SCHOOLS IN ALABAMA 1895-192714

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<th>Pedagogical Subjects Prescribed</th>
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<td>High School Methods</td>
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Early teachers were appointed by individuals who had little or no professional knowledge. In most communities,15 the appointment consisted of locating teachers, either through hearsay or by advertisement in newspapers. There was no salary schedule as the salary was requested, bargained, and voted. In later years, the examination became popular.


15 Referred to New England communities.
as a device in certifying teachers to teach. The examination was given at town, county, or state level, and the teaching certificate was granted according to the level attained on the examination. Subjects included in the examination were algebra, natural philosophy, geometry, theory and practice of teaching, arithmetic, history of the United States, English grammar, geography, orthography, and reading.

As a result of growth of the normal school, an attempt was made to lessen the examination as a method for certification. California was the first state that recognized the state-normal-school diploma as a license to teach in the public school.

The changes in social conditions, economic philosophy, industrial programs, and philosophy of education have resulted in more and more need for specialized education. Free secondary education had become increasingly popular since the last part of the nineteenth century. As a consequence of the growth in secondary school population, early in the twentieth century a serious problem in public education emerged. This problem was the need for well-qualified teachers to meet the increased number of secondary school students.16

The normal schools were changed to degree-granting institutions as a result of the need for more high school teachers. Education was introduced as a subject of study in universities and liberal arts colleges. The first college department of education was established

16 The preparation of secondary school teachers has developed more slowly than that of the teachers in elementary schools.
at Washington College in Pennsylvania in 1931. About the mid 1930's, most normal schools changed their names to Teachers Colleges or Colleges of Education, and by 1950 these institutions had dropped the word "Teachers" or "of Education" from their titles and became general or liberal arts colleges and universities.

The Works of Educational Agencies in Teacher Education

The educational agencies referred to here were professional associations which focused their interest on the welfare of the total profession of teaching. The term "education associations" was also used to designate these agencies.

In the United States the education associations first appeared in the late eighteenth century. They were established with the mutual cooperation among teachers to lift up their own status and to promote the cause of education. The credit must go to the Society of Associated Teachers, which began in New York City in 1794, as a pioneer in education associations. Such associations emerged in Middlesex, Connecticut, in 1799; Boston, Massachusetts, in 1812; and Philadelphia, Pennsylvania, in 1813. These professional local associations developed extensively during the nineteenth and twentieth centuries. At present, local education associations were categorized into two types: (1) all-inclusive which were open to all teachers, and (2) the specialized which were designed for those with special interest in a position, a

17 Also used interchangeably with "teachers' organizations."

subject, or a function. Typically a local education association has a 
president, a secretary, a treasurer, and an executive committee.

The first state education association was the Rhode Island
Institute of Instruction\(^{19}\) which was organized in 1844. Others estab-
lished soon after Rhode Island were in New York and Massachusetts in
1845. Between 1926 and 1957, membership in state education associations
moved from 70 per cent to nearly 100 per cent of total estimated teachers.
As stated by Arthur Corey,\(^{20}\) the functions of a state education associ-
ation are to develop and maintain high ethical, professional, educational
standards in community services, and in working conditions.

The regional associations have worked toward the improvement
of teacher education. They were mainly concerned with the evaluation
of the educational institutions—secondary schools and colleges. In
the area of teacher education, their distinct work was accreditation
which included promotion and maintenance of the preparation for the
profession. Today there were six regional agencies in the United States:
the New England Association of Colleges and Secondary Schools, the Middle
States Association of Colleges and Secondary Schools, the North Cen-
tral Association of Colleges and Secondary Schools, the Southern
Association of Colleges and Secondary Schools, the Northwest Associa-
tion of Secondary and Higher Schools, and the Western College Associ-
ation.

\(^{19}\) Ibid., p. 1492.

\(^{20}\) Arthur Corey, "The Purposes of the California Teacher Edu-
cation," Competent Teachers for American Schools: Lay Professional
The national association that contributed most extensive service in the field of education was the National Education Association (NEA). It was the world’s largest professional association, whose members numbered 700,000 in 1957. The Association originally was the National Teachers Association and was organized in 1857 in Philadelphia by forty-three educators representing twelve states and the District of Columbia. The name was changed to the National Education Association in 1870 and in 1906 the Association was chartered by the Congress as the National Education Association of the United States. The purposes of NEA as stated in the charter were "to elevate the character and advance the interests of the profession of teaching."

There were other national associations whose names need to be mentioned: the American Teachers Association, the American Federation of Teachers, the National Society for the Study of Education, and the American Vocational Education Association.

II. THAILAND

Education in Monasteries

The educational system in Thailand was traced back to the period when Sukhothai was the capital (1238–1376). The system in use at that time was popular until the last part of the nineteenth century. Even though Western civilization was introduced to Thailand during the

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21 The Progressive Education Association which was organized in 1919 to promote the so-called progressive methods of teaching was disbanded in 1956.
Ayuthia Period\textsuperscript{22} (1350-1767), the educational pattern changed very little. Monasteries were the places where knowledge was secured. This system of education entrusted the monks with the education of the next generation. Under this plan the father took his son to a monastery where, if he was accepted, the boy was assigned to a Buddhist monk. The son was obligated to serve the monk and, in return, the servitor received guidance in his religion as suitable instruction in reading, writing, and arithmetic. The servitor was frequently ordained as a religious novice. He would receive training to fit him for his future, so that when he became twenty years old he was initiated into the monkhood in order to attain "merit" and perpetuate the religion. It was then and still is, the Thai custom for boys on reaching the age of twenty years to enter the monkhood for at least three months. This custom bore fruit in that (1) the temple became a place of learning, and (2) the monks became teachers. Thus, Thailand had possessed schools and teachers throughout the country for many centuries. But the school differed greatly from the "school"\textsuperscript{23} in the modern concept. The pupils were not taught collectively in classes, nor was the need for a special school building recognized. Each monk taught his followers individually in his own cell.

The teaching-learning situation did not take place according to a definite schedule. It depended upon the convenience of the teacher and

\begin{footnotes}
\item[22] It was called Ayuthia Period because Ayuthia was the capital. Between 1350 and 1378, there were two capitals in the country.

\end{footnotes}
the pupils. Ordinarily, the monk arose early in the morning to say his prayers. Instruction might begin at six o'clock and last about an hour. Two or three hours in the afternoon were employed for the day's lessons. Each religious holiday was a free day, with no instruction being given. The emphasis of teaching was placed upon literary arts. Education was subordinate entirely to the customs and traditions. Pupils learned writing and reading Thai language, Pali language, and some arithmetic. These learners learned their lessons by heart. They were taught emphatically the significance of obedience. The parents gave the monk the complete right to educate their sons and the monk could punish the pupils in whatever way he pleased. Thus the word "teacher" had a powerful dignity and inspiration in itself. The word seems, even at present, to be a sacred word among the people in general.

In addition to the literary training which was given in the monasteries which were scattered everywhere, vocational training existed in the family in a sort of apprenticeship. Parents usually passed on their knowledge to their children. For example, it was not uncommon to find the son following in his father's footsteps as far as a career was concerned. The boy, in some cases, might be sent to stay with a person skilful in a particular work, who might reside in a distant village. During his stay he would acquire experiences, skills, and some additional instruction. Such training usually included instruction in handcrafts, goldsmithing, metalware, sculpture, blacksmithing, carpentry, fishing, sailing, and so on.

\[24^{2}\] Pali is a language of Buddhist Scripture. This language was once a dialect in India but now is obsolete. The Scripture was also written in Sanskrit but in Thailand Pali Scripture is used.
Due to the fact that education was given in the monastery and the monk was a teacher, education for girls was inferior to that for boys because the monk could not teach the girls. However, that did not mean that girls had no education of any type. They were trained by their mothers and relatives in domestic affairs such as housekeeping, cooking, sewing, washing, baby care, and many other household activities. Some girls also learned to read and write from their fathers and brothers, although there were few of them who acquired this skill.

Among nobles, poetry was an outstanding aspect of learning that was limited to the palace. These nobles were also interested in mechanics, navigation, and philosophy. The arts of war and the government were especially essential to a young prince. He had to learn how to ride and use weapons well both in attacking the enemy and protecting himself.

The King's Interest in Education

In the realm of learning there was a long lasting monument as well as a heritage to the people of Thailand by a well-beloved king, many generations ago. This was the invention of the Thai alphabet. Prior to the invention, Thailand had no regular Thai characters. King Rama Kamphaeng introduced the uniform alphabet in 1283.

The reign of King Narai (1656-1688) was known as a "golden age" in Thailand because of the advance in literary arts. The King himself was a great poet who was surrounded by his contemporary men of fame.

25 It is a religious rule that Buddhist monks shall keep away from close association with the female sex.
Take Pra Horathibodi for example who was a teacher and supervisor of the King and wrote Chindamani, the first primer ever known in the history of Thailand. Around the capital city there were people of forty-three nationalities, speaking different languages. The Portuguese had already entered the country in 1500. The Dutch came in 1598, the English in 1616, and the French in 1660. These Europeans came to Thailand with different purposes. The Portuguese, the Dutch, and the English were mainly concerned with trades while the French were missionaries. The King was much interested in Western sciences. With the French he was constantly in touch, inasmuch as he sent his princes, and sons of nobles, to French missionary schools. Three ambassadors were sent to the Court of King Louis XIV of France. For the first time the students, six of them, were sent to study in France. After this period the communication with the Westerners was not pronounced, due to the conflicts within the country and wars with neighboring countries.

Education in those days did not provide any training to communicate with foreigners. After the establishment of Bangkok, in 1782, the communication with the Westerners began once again. In 1822, the British East India Company extended its trade to Bangkok. John Crawford represented the company to make a treaty, which could not be made because of the difficulty of understanding the languages. He talked in English and an interpreter translated into Malay which was translated into Thai by another interpreter. American Presbyterian missionaries arrived in Thailand in 1828, but they did not know the native language.

26 French Catholic Mission of the Societe des Missions Etrangeres.
27 They went to teach Christianity to the Chinese in Thailand.
Later the Bible was translated into Thai and printed in Singapore. After the return of John Crawford, Captain James Low in Penang learned Thai and became able to read and write the language. He wrote a grammar textbook for foreigners who intended to learn Thai. In order to print this text, he invented a printing press. In 1837 Dr. Bradley, an English missionary, brought the press into Bangkok to print the Bible in Thai. About the same time, French missionaries began printing in the Thai language.

The relationship with Westerners magnified the recognition of the need for higher learning. King Mongkut[^28] hired an English woman as a governess to teach his children in the palace. One of his sons became a founder of public education in the country. This founder was King Chulalongkorn after whose name a university in Bangkok is called. The foundation of a modern system of education was laid in the first years of his reign. In 1871, the King founded the first school in the Grand Palace to train future civil servants in reading, writing, arithmetic, and administrative work. It was in the same year when another school to teach English was opened in the Grand Palace and Mr. Francis George Patterson, an Englishman, was appointed as its headmaster. He was later succeeded by an American, Dr. George McFarland. The significance of these schools was the enthusiasm of the King to see schools spread out beyond the palace walls to provincial areas, so that the schools would be available for more people other than reserved

[^28]: The same king as in "The King and I," a movie production of the Twentieth-Century-Fox Corporation, 1956.
for privileged classes only. To show the King's concern for public education, his proclamation in 1885 was good evidence of his interest in education. 29

By Royal Command, His Majesty hereby wishes it be known by the public that:

Whereas His Majesty has seen that education is the source of all knowledge, that there are many people ripe in years who are not literate, and many literates who cannot spell correctly.

It is the wish of His Majesty to extend education facilities to all his subjects. For this purpose many schools have been set up, and much money spent not only for the schools but for the salaries of the teachers. His Majesty wishes many more schools to be set up in all temples, so that his people may send their children to be educated free of charge.

Why has this been done? It is because His Majesty is all merciful to his people, and wishes to see the progress in his country. It has now come to the knowledge of His Majesty that rumours are being circulated among people that in establishing such schools His Majesty is enrolling future soldiers for his army. His Majesty wishes it to be made known to the people that this rumour is without foundation. Military service has nothing to do with the schools. Moreover, are not the people his dutiful subjects, and cannot His Majesty, by right, conscript them from military service at any time? Why should His Majesty set up schools, if not for the welfare of his subjects?

Therefore, His Majesty appeals to his subjects to send their children to schools and to give them the benefit of free education to enable them to become better citizens.

The result was that the people willingly sent their children to schools. This was how public education first became popular in Thailand, and at the end of the King's long reign, forty years, education had found a firm footing and its popularity extended to women 30 who had


30 The first school for girls was opened by King Chulalongkorn in 1880 in remembrance of Princess Sunantha who was drowned during a river trip.
hitherto led a very secluded life. He also created the Ministry of Education in 1889.

In the history of Thailand the kings played an important role in developing the nation. Education of the people was the concern of a good king in those days. The country was fortunate in having many enlightened monarchs. In the reign following King Chulalongkorn's, King Vajiravudha, the former's son, continued his Royal Father's work. He founded the first university, Chulalongkorn University, in the memory of his father. The Boy Scout movement was also begun by King Vajiravudha. But the most important educational advancement was the development of education on the horizontal line, that is, the movement toward mass education. In 1921, the Primary Education Act was promulgated. The Act required all children of over seven years of age to attend schools until they were fourteen, unless they finished the primary course (four years' course) before that age. Thus compulsory education of Thailand began.

**Ministry of Education**

The Ministry of Education was an essential organization for education of Thailand. It had various means of controlling education directly and indirectly. The teaching and administrative staffs of all public schools were employees of the Ministry. It regulated school hours, textbooks, curricula, and examinations. Among the most powerful controls was the distribution of funds to local schools. The Ministry of Education was responsible for the education of the people of Thailand.
The Ministry of Education was established in 1889. Originally its task was intended to deal with education, religion, health and the national museum. Changes were made in the purposes of the Ministry from time to time in order to meet changing conditions arising in the nation.

While touring Europe in 1897, King Chulalongkorn observed the advance in education of the European countries. On his return, he appointed Chao Phya Pra Sadej, as a government representative, to observe the educational systems in England, Holland, Belgium and the United States. The representative returned with a plan to be submitted to the King. The plan was approved and in 1898 it was officially announced to be put into use through the Ministry of Education.

The program tended toward the English system of education. Four years later, three Thai educators went to Japan and came back with a report on education in that country. As a result of their report, the Thai educational program was revised. It was noted that the new educational plan of the nation was a mixture of the Western influence and the Japanese system. The leading characteristic of the plan was the stress on moral training.

Early private schools were established by foreign missionaries. Soon many private schools were opened through the encouragement of the Ministry of Education. By 1893, all private schools were required to register with the Ministry. Some of them offered courses in languages which included Ancient Thai, Chinese, English, and Indian. Many of them
offered the same courses as the local or community school, and others even offered the secondary school courses. As shown in Table II there were 169 private schools in 1916.

**TABLE II**

**THE NUMBER OF SCHOOLS AND PUPILS IN THAILAND 1911 and 1916**

<table>
<thead>
<tr>
<th>Year</th>
<th>Government School</th>
<th>Government Pupil</th>
<th>Local School</th>
<th>Local Pupil</th>
<th>Private School</th>
<th>Private Pupil</th>
<th>Total School</th>
<th>Total Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>1911</td>
<td>246</td>
<td>20,687</td>
<td>included in private school</td>
<td>3,135</td>
<td>88,117</td>
<td>3,381</td>
<td>108,304</td>
<td></td>
</tr>
<tr>
<td>1916</td>
<td>445</td>
<td>34,114</td>
<td>2,679</td>
<td>102,815</td>
<td>169</td>
<td>7,353</td>
<td>3,293</td>
<td>114,282</td>
</tr>
</tbody>
</table>

Religion was another concern of the Ministry of Education. Schools for Buddhist monks and novices were found both in the capital and in provincial communities. In 1928, there were 1940 schools of this type enrolling 31,774 students. Education outside Bangkok was still largely dependent on the monks and monasteries. As recorded in the history of education of Thailand, the monks were requested to help in teaching (1892) in order to relieve the teacher shortage. These monks received no remuneration, but when the examinations took place at the end of the year they were rewarded by personal gifts. The Ministry of Education issued textbooks which were sent to the monk-teachers as a teaching tool.

31 The local school at first was supported financially by the poll-tax and donation money, but in 1930 became under complete control of the Ministry of Education.
About the same time many other ministries of the nation established schools or academies to fit their purposes and needs such as the Ministry of Defense.

The coup d'etat of June 24, 1932, changed the government of Thailand from an absolute monarchy to a constitutional monarchy whereby the king no longer had absolute power over his subjects. This change resulted in education becoming more modernized to meet new conditions in the country. As indicated in one of the Six Pillars by the People's Party, education of the people would be a vital responsibility of the State. All citizens, regardless of differences in sex, race, or creed would receive education appropriate to each individual's needs and capabilities. Education focused on three main fields of training: (1) moral, (2) intellect, and (3) health. Women were given equal rights with men as far as the choice in the program of educational pursuit was concerned. Some differentiation did exist because the needs of men and women were not the same in all respects. The educational program, therefore, had to be designed in accordance with their needs.

A survey on literacy made in 1937 revealed that 63.8 per cent of the population (older than 10 years) was illiterate. The new government policy demanded the people of Thailand be educated so that they could assume their rights and responsibilities as good citizens. The Ministry of Education began an adult education program in 1940, and

32 A group of Thai people consisting of civil and military officers, businessmen, farmers, and laymen organized themselves to make the coup d'etat on June 24, 1932.
the work was carried out very industriously throughout the country. The aim was to reduce the percentage of national illiteracy by educating adults who had had no opportunities to obtain proper education in their childhood. By this program, the adult population was to learn to read and write and to understand the fundamental principles of their government, which, it was anticipated, would improve them as citizens. In 1943, the government passed a law on compulsory education for adults whereby all adult citizens between the ages of twenty-four and forty-five, who could not read and write, had to acquire basic education according to the requirements of the Ministry of Education. Those who were found to be illiterate after 1943 were to pay annual education poll-tax of five ticals\(^{33}\) per head. The people made a strong objection; hence, this law was dropped. The number of schools for adult education and the number of enrolments declined right after World War II. Nevertheless, with the realization that the adult education had helped to improve people's standards of living and their careers, the government in 1948 increased the budget to be used for this particular phase of education. (See Table III).

In 1950, adults were instructed in many branches of vocational education such as accountancy, public works, carpentry, photography, electrical works, mechanics and hair-cutting.

World War II hampered the progress having been made in education. Heavy bombing on June 5, 1944, in Bangkok destroyed many schools and resulted in almost all schools being closed. Those that did operate were moved out of the capital city. On September 1, 1945, the schools

\(^{33}\) A tical is a Thai currency, equivalent to $0.05 (approximately).
TABLE III
SCHOOLS, STUDENTS, GRADUATES AND GOVERNMENTAL APPROPRIATIONS
FOR ADULT EDUCATION IN THAILAND 1941-48

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Student</th>
<th>Graduate</th>
<th>Appropriation in Ticals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941</td>
<td>6,191</td>
<td>366,141</td>
<td>24,790</td>
<td>357,000</td>
</tr>
<tr>
<td>1943</td>
<td>13,167</td>
<td>1,107,302</td>
<td>364,624</td>
<td>341,890</td>
</tr>
<tr>
<td>1946</td>
<td>606</td>
<td>33,487</td>
<td>21,033</td>
<td>641,890</td>
</tr>
<tr>
<td>1948</td>
<td>755</td>
<td>30,136</td>
<td>15,095</td>
<td>1,600,000</td>
</tr>
</tbody>
</table>

were reopened. After the war, reconstruction was begun immediately in spite of the costs which were about twenty times higher than before the war. Yet, within five years nearly all the schools which had been damaged or destroyed were repaired or rebuilt. The government recognized the need for rapid recovery of education and increased the appropriation for education in the National Budget. The highest appropriation before the war was 12.09 per cent of the National Budget, while the lowest was 3.43 per cent in 1946. From this time on the Government appropriated larger and larger sums for education. (See Table IV).

In regard to the appropriation for education, M. L. Pin Malakul stated in an article following a teachers and educators meeting at San Francisco that "the budget was more than that of the combined appropriation for the Army, Navy, and Air Force."

34 M. L. Pin Malakul is one of the well-known educators in Thailand. At present he is the Ministry of Education.

### TABLE IV
PERCENTAGE OF NATIONAL BUDGET APPORTIONED TO THE MINISTRY OF EDUCATION IN THAILAND 1932-57

<table>
<thead>
<tr>
<th>Year</th>
<th>National Budget (in ticals)</th>
<th>Budget of Ministry of Education (in ticals)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1932</td>
<td>78,445,160</td>
<td>4,948,406</td>
<td>6.35</td>
</tr>
<tr>
<td>1933</td>
<td>82,168,324</td>
<td>6,051,494</td>
<td>7.34</td>
</tr>
<tr>
<td>1934</td>
<td>81,412,919</td>
<td>8,379,429</td>
<td>9.32</td>
</tr>
<tr>
<td>1935</td>
<td>97,876,896</td>
<td>10,095,390</td>
<td>10.31</td>
</tr>
<tr>
<td>1936</td>
<td><strong>111,930,756</strong></td>
<td><strong>11,181,402</strong></td>
<td><strong>9.72</strong></td>
</tr>
<tr>
<td>1937</td>
<td>132,614,169</td>
<td>12,054,677</td>
<td>9.09</td>
</tr>
<tr>
<td>1938</td>
<td>138,877,492</td>
<td>15,370,051</td>
<td>11.06</td>
</tr>
<tr>
<td>1939</td>
<td>78,391,910</td>
<td>7,419,233</td>
<td>9.46</td>
</tr>
<tr>
<td>1940</td>
<td>29,953,306</td>
<td>3,623,922</td>
<td>12.09</td>
</tr>
<tr>
<td>1941</td>
<td>211,487,037</td>
<td>19,392,206</td>
<td>9.12</td>
</tr>
<tr>
<td>1942</td>
<td>213,819,392</td>
<td>16,915,324</td>
<td>7.63</td>
</tr>
<tr>
<td>1943</td>
<td>280,755,362</td>
<td>18,932,797</td>
<td>6.93</td>
</tr>
<tr>
<td>1944</td>
<td>245,533,079</td>
<td>21,783,176</td>
<td>8.71</td>
</tr>
<tr>
<td>1945</td>
<td>528,137,742</td>
<td>27,831,630</td>
<td>4.43</td>
</tr>
<tr>
<td>1946</td>
<td>1,163,360,100</td>
<td>38,091,903</td>
<td>3.30</td>
</tr>
<tr>
<td>1947</td>
<td>963,471,279</td>
<td>60,001,644</td>
<td>6.22</td>
</tr>
<tr>
<td>1948</td>
<td>1,666,038,193</td>
<td>117,487,192</td>
<td>7.05</td>
</tr>
<tr>
<td>1949</td>
<td>1,598,022,020</td>
<td>249,742,072</td>
<td>16.38</td>
</tr>
<tr>
<td>1950</td>
<td>1,819,351,366</td>
<td>376,959,756</td>
<td>19.33</td>
</tr>
<tr>
<td>1951</td>
<td>2,499,206,174</td>
<td>450,230,180</td>
<td>18.41</td>
</tr>
<tr>
<td>1952</td>
<td>3,806,910,928</td>
<td>643,391,112</td>
<td>16.66</td>
</tr>
<tr>
<td>1953</td>
<td>4,033,712,870</td>
<td>759,255,319</td>
<td>19.82</td>
</tr>
<tr>
<td>1954</td>
<td>4,191,698,503</td>
<td>836,610,153</td>
<td>19.95</td>
</tr>
<tr>
<td>1955</td>
<td>4,130,002,519</td>
<td>827,756,911</td>
<td>19.80</td>
</tr>
<tr>
<td>1956</td>
<td>4,647,430,504</td>
<td>872,038,912</td>
<td>18.76</td>
</tr>
<tr>
<td>1957</td>
<td>5,069,990,082</td>
<td>904,352,355</td>
<td>17.83</td>
</tr>
</tbody>
</table>

More and more teachers, students, and officials were selected and sent by the Ministry of Education to foreign countries for further study to broaden their concepts and insights as to how better educational programs can be introduced in Thailand. Through the United
the Ministry of Education received financial aid and consultative services.

At present, control of the Ministry of Education was exercised by the Minister of Education who held cabinet status and the under-secretary, a non-political person, who was the head of the administrative units which comprise thirteen units. Within the designated territory, there was an educational officer who supervised the schools in each of the regions, provinces, and districts. The schools were categorized into four types: local or community, municipal, government, and private. Local and municipal schools were under the supervision of the district educational officer and provide only elementary education, whereas government schools were under the supervision of the provincial educational commissioners and offer secondary education and vocational training. All, except private schools, were to an equal degree under the supervision of the Ministry of Education. Private schools were financed by private sources although they may receive some funds for

36 Thailand became the 45th member of the UNESCO on January 1, 1949.

37 For more details, see Appendix B.

38 These divisions were once based on the sources of financial support and the kinds of maintenance and supervision. The local and municipal schools were maintained and supported by the local people in the areas they served, but the government schools were run directly by the Ministry of Education. Since 1937, the Ministry of Education has assumed more direct control over local and municipal schools, providing financial aid for teachers' salaries, building funds, etc.
buildings and equipment; however, they must be registered with the Ministry of Education. For an over-all picture of the national education plan in present use, the following diagram was found relevant (Figure I). The arrow indicated the possibility for a student to be promoted into a higher school.

FIGURE I
MODERN THAI SCHOOL SYSTEM

- Special Professional Schools
- Colleges and Universities
- College Preparatory
- Intermediate Vocational
- Elementary Vocational
- Proposed Compulsory Education
- Junior Secondary
- Elementary
- Four-Year Compulsory General Curriculum
- Pre-Elementary
- Kindergarten
- One to Three Years (Optional)
Teacher Education by the Ministry

As the school population grew, the shortage of well-qualified teachers became a serious problem. At the time when the Ministry of Education was established, 1889, there was not a single institution which offered a formal training for teachers.

The first teacher training school was opened on October 12, 1892, at an orphanage in Bangkok. There were three students to begin with, but before the end of the year two of them dropped out. There were three more students enrolled in the school the following year and at the close of the year 1894 three of them passed the examination and were certified to teach English and Thai. In 1902, the school moved to Wat Tepsirin Travas. The progress of teacher education was satisfactory. In the following year the preparation for secondary school teachers was inaugurated as a forward step for the education of those who had the primary teaching certificate.

A year later another teacher training school appeared. It was Bansomdej Chaopraya School to which the first teacher training school was consolidated in 1906. After consolidation of the two schools the teacher education program was expanded, new courses were added, and enrolment increased. Students, while in attendance at this institution, were exempted from being drafted into military service.

The Ministry of Education opened the first training school for women teachers in 1913, at Benchama Rajalai, Bangkok. Girls

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39 Later it became Benchama Rajudis School.
between the age of thirteen and sixteen were selected from provinces and given scholarships to come to study in this school. After three to five years of training, they returned to their provinces to teach.

The constitution of Thailand (1932) gave every person the right to enjoy full liberty of property, speech, writing, printing, publication, education, and assemblage. According to Article 36 of this constitution, every individual shall enjoy absolute freedom in education. Article 56 stated that "every citizen must receive primary education" and Article 63 required the nation to promote and foster education of the public. Consequently, there was a greater demand for teachers.

Teacher training schools in the capital city did not supply sufficient teachers to meet the growth of increasing enrolment. An effort was made, therefore, to spread this type of institution to different parts of the country. All of them were intended primarily to prepare elementary school teachers. The government subsidized the construction of school plants including dormitories, and other facilities. Due to the fact that the task had to be done in a hurry with limited funds, teacher preparation institutions were unable to present a totally adequate program.

The Ministry of Education has offered many scholarships to students who have good academic records and good personalities which fit them for teaching. Financial support to these students helps them to pay room, board, and tuition fees. Table V shows that each selected student or prospective teacher received governmental support to the extent of 150 ticals to 2,500 ticals from 1942 to 1959.
### TABLE V

**FINANCIAL SUPPORT OF THE MINISTRY OF EDUCATION TO EACH SELECTED PROSPECTIVE TEACHER**

<table>
<thead>
<tr>
<th>Year</th>
<th>Financial Support in Ticals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1942</td>
<td>150</td>
</tr>
<tr>
<td>1943</td>
<td>200</td>
</tr>
<tr>
<td>1944-45</td>
<td>300</td>
</tr>
<tr>
<td>1946</td>
<td>400</td>
</tr>
<tr>
<td>1947</td>
<td>600</td>
</tr>
<tr>
<td>1948-49</td>
<td>700</td>
</tr>
<tr>
<td>1950</td>
<td>1,000</td>
</tr>
<tr>
<td>1951-58</td>
<td>1,200</td>
</tr>
<tr>
<td>1959</td>
<td>2,500</td>
</tr>
</tbody>
</table>

With such governmental support, teacher education in Thailand was established on a firm foundation. In 1955, the Teacher Training Division, formerly under the Secondary Education Department, was itself raised to the status of a department and became the Teacher Training Department. This came about partly through realization of the need to enlarge the scope of the division so as to enable it to turn out more qualified teachers and keep pace with the new system of education introduced in the last few years, and partly on account of the importance of teacher training, reference to which was made at the 1953 and 1954 International Conferences on Public Education by UNESCO and the International Bureau of Education.

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The aims of the Teacher Training Department were to develop teacher training institutions at all levels through the improvement of the qualifications of their faculties, to expand vocational teacher training schools and village institutes in order to produce more teachers for vocational schools, to establish more new teacher training schools, and to produce better teacher and educational administrators.

In 1955, Prasan Mitr College of Education, which was founded in 1953, awarded degrees of education to its first graduates, numbering thirty-one. The Education Department at Chulalongkorn University also gave the degree in education for the first time in 1955.

Teacher education under the Ministry of Education at present was the responsibility of the Teacher Training Department. Figure II provided a diagram showing the teacher education plan in Thailand. The arrow indicated the possibility and direction the prospective teacher pursues in his education.

**FIGURE II**

**TEACHER EDUCATION PLAN IN THAILAND**

Note: See Figure I also.
CHAPTER III

NEW TRENDS IN PREPARATION OF SECONDARY SCHOOL TEACHERS

I. THE UNITED STATES

Enrichment of Curriculum

The most important trend in preparation of secondary school teachers in the United States was the enrichment of curriculum. This trend was a consequence of the development of secondary school curriculum. John A. and Jesse A. Bond summarized the curriculum trend in secondary education in terms of emphasis on the whole individual, on the development of habit and attitudes, on consideration to mental health and attitudes, and on counseling and guidance as integral parts of instruction. Content of curriculum was selected to meet the present needs of pupils as well as needs of an adult democratic society. The maturity and readiness of pupils was used more extensively as guides in selecting curriculum content. Emphasis was also directed to general education and pupil's selection of some areas for extended study according to the interest and promise of success. There was a very close relationship between the curriculum trends in secondary education and those in education for secondary school teachers. Hockett and Bond substantiated this statement when they wrote:


2 Ibid., p. 6.
The perpetuation as well as the improvement of any society depends upon the education provided for the youthful members of the social group. The character and effectiveness of that education, in turn, is dependent upon the quality and type of preparation provided for those who teach the young. Consequently, the relationship between trends in education and the preparation of teachers is both intimate and significant.

In this report the trends in secondary teacher education curriculum were presented in terms of essential components of teacher education: (1) general education, (2) specialized education, and (3) professional education.

General Education

Paul Woodring in his book *New Directions in Teacher Education* stated that teacher education required a broad general education for all teachers. General education courses offered in teacher preparation institutions were grouped into seven areas of human knowledge: fine arts, practical arts, language arts or communicative arts, natural sciences, social studies, health and physical education, and mathematics. Group twenty-one of the 1959 Kansas TEPS Conference proposed that:

General education should move in the direction of a set of required courses in (1) the physical universe; (2) the biological world; (3) human interaction; (4) human achievements; (5) the utilization of human achievements; and (6) human values.

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The Commission on Teacher Education in 1946 stated that "at least three-eights of the total time of four-year program" should be given to general education. The portions of general education recommended vary from around 25 per cent to as much as 60 per cent of a four-year program.

**Specialized Education**

Specialized education in the teacher education program was designed to fulfill the need for substantial amount of education in a teaching field. Education in depth was a desirable part of teacher education.

A recommendation was made by Group nine of the 1959 Kansas TEPS Conference relative to specialized education as follows:

We recommend (ideally) that prospective secondary-school teachers have as complete an academic background in the specialty as those students who normally major in these general academic area.

The major and minor requirements for secondary school teachers were essentially the same as those for majors and minors in the same academic departments for a non-teaching degree.

The National Council for Accreditation of Teacher Education (NCATE) made a survey of the requirements in teacher education of 294 NCATE accredited institutions during the school year 1957-58.

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Table VI showed the central tendencies and ranges of semester hour requirements in these institutions. From this table the highest

<table>
<thead>
<tr>
<th>Secondary Teaching Majors</th>
<th>Median</th>
<th>Range</th>
<th>Total number of Institutions Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>43</td>
<td>24-99</td>
<td>58</td>
</tr>
<tr>
<td>Art</td>
<td>36</td>
<td>12-93</td>
<td>207</td>
</tr>
<tr>
<td>Business</td>
<td>36</td>
<td>18-75</td>
<td>215</td>
</tr>
<tr>
<td>English</td>
<td>30</td>
<td>18-64</td>
<td>249</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>25</td>
<td>18-68</td>
<td>210</td>
</tr>
<tr>
<td>History</td>
<td>30</td>
<td>18-64</td>
<td>155</td>
</tr>
<tr>
<td>Home Economics</td>
<td>40</td>
<td>24-78</td>
<td>189</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>37</td>
<td>18-79</td>
<td>149</td>
</tr>
<tr>
<td>Mathematics</td>
<td>27</td>
<td>18-64</td>
<td>251</td>
</tr>
<tr>
<td>Music</td>
<td>40</td>
<td>24-99</td>
<td>227</td>
</tr>
<tr>
<td>Physical Education</td>
<td>34</td>
<td>18-99</td>
<td>221</td>
</tr>
<tr>
<td>Science</td>
<td>31</td>
<td>18-61</td>
<td>257</td>
</tr>
<tr>
<td>Social Science</td>
<td>35</td>
<td>18-62</td>
<td>152</td>
</tr>
</tbody>
</table>

median of semester hour requirements was forty-three in agriculture and the lowest was twenty-seven in mathematics. Thirteen fields of secondary teaching majors were listed.

Professional Education

Professional education was so designed as to help prospective teachers acquire (1) an understanding of children, their growth and development, and how they learn; (2) a knowledge of curriculum content and uses of materials of instruction in promoting learning; (3) a recognition and full appreciation of the teacher’s place in the school staff and responsibility as a member of the teaching profession; and (4) an understanding of the role of the school in society. The courses in professional education included human growth and development, educational psychology, social and historical foundations of education, and development of competencies of instruction including student teaching. The portion of the teacher education curriculum which was devoted to professional education ranged from 15 to 20 per cent of the total program. The National Council for Accreditation of Teacher Education reported the requirements in teacher education curriculum of 294 NCATE accredited institutions; the central tendencies of professional education requirements from the study were shown in Table VII.

It was noted that eleven areas of professional preparation were presented. The most common required professional course was student teaching. Physical education was reported to have been required in only fourteen institutions. One hundred and ninety-one institutions required five to nine semester hours for student teaching. The mean
### TABLE VII
DISTRIBUTION BY AREAS OF PROFESSIONAL EDUCATION REQUIREMENTS IN THE PREPARATION OF SECONDARY-SCHOOL TEACHERS AMONG 294 NCATE ACCREDITED INSTITUTIONS 1957-58

<table>
<thead>
<tr>
<th>Areas of Professional Education</th>
<th>Semester-Hour Requirements in Professional Education Areas of 294 Institutions</th>
<th>Number of Institutions Reporting</th>
<th>Central Tendencies and Ranges of Institutional Semester-Hour Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-4</td>
<td>5-9</td>
<td>10-14</td>
</tr>
<tr>
<td>Curriculum</td>
<td>40</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Guidance</td>
<td>30</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>History and Philosophy</td>
<td>152</td>
<td>59</td>
<td>5</td>
</tr>
<tr>
<td>Human Development</td>
<td>59</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Expr. (other than student teaching)</td>
<td>43</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Methods (Special)</td>
<td>114</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Methods (General)</td>
<td>106</td>
<td>17</td>
<td>0</td>
</tr>
</tbody>
</table>

\(^{8}\) Ibid., p. 183.
TABLE VII (continued)

<table>
<thead>
<tr>
<th>Areas of Professional Education</th>
<th>Semester-Hour Requirements in Professional Education Areas of 2,945 Institutions</th>
<th>Number of Institutions Reporting</th>
<th>Central Tendencies and Ranges of Institutional Semester-Hour Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-4</td>
<td>5-9</td>
<td>10-14</td>
</tr>
<tr>
<td>Organ. of Educ.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation to Education</td>
<td>68</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>13</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>14</td>
<td>191</td>
<td>3</td>
</tr>
<tr>
<td>Professional Content Course</td>
<td>72</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>125</td>
<td>97</td>
<td>5</td>
</tr>
<tr>
<td>Unclassified</td>
<td>29</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Measurement and Evaluation</td>
<td>61</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
of student teaching in semester-hour requirements was 7.6, its median was seven, and the mode was six. The mean of the total professional education\(^9\) was 23.6 semester hours, with the median being twenty-three and the mode twenty-four.

**Psychology in Education**

Psychology had contributed a vitally important role in education. The most significant branch of psychology in teacher education was educational psychology because it was concerned with human factors of learning.

During the last decade of the nineteenth century the course "Child Study" or "Educational Psychology" was offered in teacher education institutions in the United States.\(^10\) As a professional course educational psychology had developed in the areas of research which comprised methods and techniques of instruction, pupil-teacher relationship, problems of learning, techniques for guiding group thinking, vocational and personal guidance, growth and development of the individual, the methodology of using modern teaching devices, and curriculum development. In the 1920's and 1930's, the tests and measurements movement came into prominence. This movement was given added impetus during World War I and World War II, due to the need for discovering capabilities, interests, and aptitudes of military personnel.

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\(^9\) Ibid., p. 177.

\(^10\) The course "Child Study" was more often found until the publication of E. Lee Thorndike Educational Psychology (New York: Lemecke and Buckner, 1903), p. 177.
Educational psychology was influenced by medical and psychiatric research. Dewey, Angell, and Carr were the outstanding leaders of Functionalism which treated man as an active organism and regarded consciousness as having utility in the process of adjustment. Watson led in the movement of Behaviorism, which regarded conditioning as the basis of learning and stressed the influence of environment upon the personality and achievement. Another school of psychology that contributed to our knowledge of human behavior was that which was developed by McDougall, and which emphasized dynamic concepts and considered instincts as the important factors of human conduct.

The schools of psychology and their points of view at the present time included psychoanalysis, connectionism, field theory, and molar behaviorism. The modern version of psychoanalysis was presented by Karen Horney, connectionism by E. Lee Thorndike, personalistic psychology by William Stern and H. A. Murry, and molar behaviorism by E. C. Tolman. Today most of psychologists do not think of themselves as belonging to a certain school. The current trend was in the direction of a unification of psychological view points. The new trend in psychology has an effect upon the direction of educational psychology.

In regard to the aim of educational psychology Hendrickson and Blair\(^\text{11}\) state that educational psychology as a professional course was to provide prospective teachers with psychological skills and insights which are necessary in successful guiding the growth, learning, and

adjustments of children. The developmental characteristics of students, individual differences, principles of learning, and educational evaluation were the main concerns of the course in educational psychology.

The trends in educational psychology were stated as (1) the integration of psychological schools and their theories, (2) the recognition of the whole organism as a fundamental unit for study of human behavior, and (3) the biological factors as another determinant of the behavior.

Guidance Service and Personnel Work

Present and recommended practices of guidance and personnel work included admission of students, orientation, educational guidance, financial aid--scholarship and fellowship, loans--part-time work, vocational guidance and placement, student health services, group experiences, and housing.

The guidance services and personnel work in teacher education have moved rather slowly. According to Camilla M. Low and Henry A. Jeep:12

Many volumes have been written about guidance and personnel work on the college level; but few, if any, have dealt with guidance as it relates specifically to the professional education of teachers.

The teacher was more than a classroom operator. He has responsibility for several kinds of activities. He directed the learning

situations and extra-curricular activities. Besides, he was the friend and counselor of pupils, a member of the school staff and a member of the community. To acquire competence in all phases of education was a severe task for prospective teachers. Helping prospective teachers acquire all of these various qualities was an easy attainment. Consequently, it called for the need of a guidance program in teacher education institutions. Prospective teachers, even though not intending to be professional school counselors, acquired a fundamental knowledge of guidance services. As written by Camilla M. Low and Henry A. Jeep,\textsuperscript{13} the best way to make guidance meaningful or real to the prospective teachers was for them to experience some satisfaction with it during their pre-service education.

In teacher education institutions the guidance service was done by the college faculty members. These people understood the principles of guidance in order to help prospective teachers grow into effective members of the teaching profession. In general, deans of men and deans of women did the counseling work. Earl A. Anderson\textsuperscript{14} believed that in helping students capably the counselor (in teachers college) should have (1) a knowledge of principles of learning, (2) information concerning the characteristics, demands, attitudes, and ability of individual teachers and departmental staff in the institution served, and (3) a familiarity of elementary and secondary school teaching.

\textsuperscript{13} Ibid., p. 11.

As general principles of guidance services in teacher education, the following rules were considered:

1. The difference in prospective teachers must be recognized. The teachers differ in their talents, personality structure, and general approach to children. Therefore, there must be flexibility in school programs.

2. A working knowledge of the psychological needs which motivate the human behavior is of prime importance for all who work in the guidance program in teacher education.

3. The understanding of the prospective teachers' behavior is necessary for those who are to counsel effectively.

4. The nature and considerations of human learning have an important implication for guidance and personnel work.

5. The standards governing students' activities, in all campus areas of living, must be flexible.

The guidance program in teacher education institutions had its emphasis on classroom instruction, which proffered assistance to the learners. This emphasis was also manifested in student teaching, student activities, teacher placement, health, and housing.

Research in Teacher Education

"New research builds upon past research." This was the prefatory statement in A Directory of Educational Research Agencies and Studies. For the past forty years, the attitude toward studying educational problems had resulted in an amazing accumulation of research findings. Throughout the United States numerous agencies conducted

useful studies relative to education. These agencies were categorized into (1) college and university research bureaus, (2) State Department of Education research bureaus, (3) the U. S. Office of Education Research Division, (4) research divisions of professional organizations, and (5) research bureaus of international agencies. In general, the research conducted by the national and state educational agencies were mainly concerned with teacher qualification, teacher retirement, sick leave and welfare, salary schedule, tax and revenue problems, school board policies, school administration, enrolment trends, school attendance, teacher supply and demand, and per capita expenditure.

The historical perspective on the characteristic of educational research was provided by Shannon, who explained the studies made in education between 1909 and 1952. He classified them into two types with the identifications of "Teaching" and "Curriculum or Administration."

The research in teacher education in the United States comprised the development, organization and administration, staff, and curriculum of teacher education.

Most of the studies in the history of teacher training were limited to specific areas in certain institutions. Recently the stress in research in teacher education was upon developmental theories of professional education. In the area of organization and administration

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the highly influential national-level agencies were the Committee on Teacher Education of the American Council, the National Education Association, the American Association of Colleges for Teacher Education, and the National Commission on Teacher Education and Professional Standards. Studies have been made in program organization and supervision, graduate work, student teaching, and student personnel programs. The development of the teacher education program was characterized by the 1955 Conference of the National Commission on Teacher Education and Professional standards, which focused on the content of pre-service programs, the organization and support of teacher education, the staff of teacher preparation institutions, the teacher-education student, and the post graduate development of teaching competence. Much of the research since the past decade had been directed at the evaluation of the methods in education courses as well as at changed course emphasis and course sequences. A great deal of research in teacher education had been a contribution of the American Educational Research Association.

The methods employed in studies of teacher education were largely the use of questionnaires, personal interview, literature survey, comment and criticism from authorities, and case study.

Table VIII\(^{16}\) indicated the percentages of doctoral studies in teacher education compared with all doctoral studies in education at the University of Florida, Gainesville, 1952-59.

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\(^{16}\) Percentages in this table are based on the survey of the doctoral studies from College of Education, University of Florida, Abstracts of Doctoral Studies in Education (Gainesville, Florida; College of Education, University of Florida, 1952-59).
It was noted that the percentage of teacher education doctoral studies ranged from the highest of 28.57 per cent in 1955 to zero per cent in 1954 and 1959. If the University of Florida can be used as an example, a large number of studies in teacher education were completed in colleges and universities over the country.

Accreditation

The fundamental purpose of an accreditation program was to assist in the provision of an effective system of education. The accreditation in teacher education was aimed at any part of the institutional program in which prospective teachers may enroll as a part of their preparation for teaching.
In the United States the accreditation of teacher education was performed at three levels: (1) state department of education, (2) regional accrediting organizations, and (3) the national accrediting agencies.

Education was considered a state function in the United States. Legal responsibility for teacher preparation, certification, and accreditation was lodged in the state department of education. All institutions in which teachers were prepared were accredited by the state departments of education.

Another type of accrediting body was the regional accrediting agency, which covered an area of several states. The purpose of the agency was to maintain and improve the level of the total program of education in secondary schools and colleges over the nation. In 1959, 959 out of 1147 teacher preparation institutions, or 83.35 per cent, were members of the regional associations. Today six regional associations assumed the responsibility in accrediting. They were the New England Association of Colleges and Secondary Schools (est. in 1886, which included four states, the District of Columbia, and Puerto Rico), the Middle States Association of Colleges and Secondary Schools (est. in 1887, which covered six states), the North Central Association of Colleges and Secondary Schools (est. 1857, which covered twenty states), the Southern Association of Colleges and Secondary Schools (est. in 1895, which covered eleven states), the Northwest Association of Secondary and Higher Schools (est. in 1917, which covered seven states), and the Western College Association (est. in 1948, which covered two states).
At the national level of accreditation of teacher education, the National Council for Accreditation of Teacher Education (NCATE) had assumed an important role in regard to the status of teacher education. The Council was still quite young and has only accredited about 27.64 percent of all teacher preparation institutions. It was expected that all colleges and universities offering a teacher education program will eventually be accredited by the Council.

Prior to 1927 there was no national accrediting body for teacher education in the United States. The American Association of Teachers Colleges was established in 1927 for accrediting service. In 1948, this association merged with the National Association of Teacher Training Institution in Metropolitan Districts and with the National Association of Schools and Departments of Education to form the American Association of Colleges for Teacher Education (AACTE). The National Commission on Accrediting (NCA), which was concerned with accreditation of all specialized programs, was another accrediting association that appeared in the following year. On November 1, 1952, the present NCATE began by utilizing the NCA's criteria of structure, function, and purposes as an accrediting body and became a research and service organization. The NCATE now held full responsibility, at the national level, in accrediting teacher education. This council had the purpose as stated in its constitution as follows:19

The purpose of this Council shall be the improvement of teacher education in the United States through:

1. The formulation of policies, standards, and procedures for the accreditation in institutional programs of teacher education.

2. The accreditation of programs of teacher education and the annual publication of a list of institutions whose programs of teacher education are accredited by the Council.

3. The encouragement of constituent organizations and other groups in the performance of their respective roles in the improvement of teacher education.

The NCATE held from its inception the idea that there must be close working relationships with the six regional accrediting associations. Nevertheless, it was the belief of the NCATE that the regional associations should not point to accreditation of teacher education, inasmuch as teacher education is a professional program, and should be accredited by a national body of its own choosing.20

The new trend of teacher education accreditation was to assign more authoritative and accrediting responsibility to the NCATE.

The Expansion in Length of Preparation

Another important trend in education of secondary school teachers in the United States was the expansion in length of preparation. This current trend was the master's degree program or the fifth year program. The fifth year program integrated the undergraduate and graduate

preparation. This program was also called a five year program, not a four-year-plus-one program. The fifth-year program was established to fill the gap of the teacher education in consideration of the fact that specialized training during four years in the college was not sufficient.  

One of the most striking characteristics of the Kansas TEPS Conference in 1959 was the interest in a fifth-year program in the preparation of teachers. It was agreed unanimously that a five-year program was essential in teacher preparation. The most extensive comment on the program was made by Group nineteen of the Kansas TEPS Conference. An excerpt was cited here so as to illustrate the content and the timing of such a program:  

Although we recognize that it may be desirable for some to complete a year of graduate study before entering into active teaching, we fell that graduate study will have more meaning when it follows professional teaching experience. Therefore, we suggest the following: (1) that opportunity for graduate study at a level based on the undergraduate preparation for teaching be provided in both subject and professional education areas; (2) that most of the work in the fifth-year program for both elementary and secondary teachers be in subject areas taught; (3) that colleges offer a master's degree upon the completion of an acceptable program of study based on the above stated principles.  

The fifth-year program for the preparation of teachers, especially secondary school teachers, existed both in states where a graduate  

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year was mandated by certification for beginning teachers and in some states where there was no such mandate. In 1959, there were four states—Arizona, California, Washington, New York,—and the District of Columbia which required five years of preparation for secondary school teachers.  

The Fund for the Advancement of Education, which was established by the Ford Foundation in 1951, had contributed a great deal to experimentation in the field of teacher education, particularly in regard to the fifth-year program. The Fund for the Advancement of Education was interested in teacher education programs based on a four-year program of broad liberal education to be followed by a period of combined internship and professional study. The Arkansas Project received a grant from the Fund for the Advancement of Education to carry on experimentation in the four-year-plus-one teacher education program. In this project, the conventional practice teaching or student teaching was replaced by one year of full-time teaching experience in the form of internship wherein the student teacher was paid according to the salary schedule of the school where he taught. The Arkansas Project was begun in 1953 and terminated in 1956.

A well-known program in relation to the expansion in length of teacher preparation was the Master of Arts in Teaching (MAT or AMT). MAT Programs are intended chiefly for secondary school teachers. The first program appeared at Harvard University, under the leadership of

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President James B. Conant, just a few years before World War II. Since the war this program had become more and more attractive.

The aim of the NPT program was to test the hypothesis that undergraduate and graduate education for teachers could be planned as a single unit which provided for all necessary aspects of teacher education without making a sharp distinction between professional and general education. The curriculum consisted of four years of undergraduate work with liberal education and two or three introductory professional courses during the junior and senior years. The graduate year combined further concentration in an academic field with essential professional preparation and classroom experience in secondary schools.

The program was followed by Yale University, Vanderbilt University, and George Peabody College for Teachers with encouragement and financial support from the Fund for the Advancement in Education, new experimental programs were added, such as the ones at Swarthmore, Carleton, and Barnard.

II. THAILAND

Enlargement in Curriculum

The curriculum in teacher education, as generally understood, was the same as the courses of study, or the same as subjects to be taken and passed in order to become eligible for a certificate, diploma or degree. The teachers in Thailand began to understand that curriculum does not limit itself to mathematics, science, English, social studies, and other fields of learning. They began to conceive that curriculum
is, in short, "The school's program for learners." This led to the precept that learning took place not only in the classroom. Educational activities outside the class were also important. Hence, the teacher education curriculum was broadened in order to develop the skills necessary to meet the requirements for specialized knowledge among students. The present day teacher in Thailand needed to be sufficiently educated to direct all learning activities, meet with pupils as a friend and counselor, direct extra-curricular activities as well as serve as a member of the school staff and a member of the community.

The evidence of this new trend in secondary teacher education was found from the study of the development of the curriculum for secondary school teachers. The courses of study or subjects were once to be the main concerns of the preparation. Students were required to study (for the examination) sciences, mathematics, social studies, physical education, languages (Thai and English) for general education. History of education, principles of teaching, and educational psychology were among the professional courses to be taken. Practice teaching was done under the school staff who might or might not have had any professional training. The scope of each subject was narrow largely because of lack of time. Another limiting factor was the fact that prospective teachers had no choice in selecting courses for study and exploration.

The new trend introduced into the program of preparation for secondary school teachers the broader scope of curricular offerings:
variety of instructional techniques, student activities, and increasing number of elective courses. Activities outside the classroom were occasionally provided and have proved profitable. Such activities as field trips and excursions were also commonly found listed in the teacher preparation curriculum. The method of teaching used in teacher education institutions tended to be away from the conventional type of emphasis on subject matter. Prospective teachers took part in discussion, carried out research work, evaluated course content as well as utilized other sorts of modern learning activities.

The Council on College Education issued information concerning teacher education which led to a bachelor's degree. The program took four years of preparation after the preparatory college. The first two years all students took the required courses which consist of non-professional and professional subjects. The ratio of emphasis in these two areas was illustrated in Figure III.

**FIGURE III**

**THE RATIO OF NON-PROFESSIONAL AND PROFESSIONAL PREPARATION**

![Diagram](image.png)

This figure showed that, in consideration of the total program of teacher preparation, emphasis was given to professional preparation equal to non-professional preparation, and that the professional training became extensive toward graduation whereas the non-professional training received less emphasis at the end of the student's preparation.

The objective of non-professional education was to acquaint the prospective teachers with (1) the scientific world, such as nuclear ages, mathematics, physics, chemistry, biology, health, genetics, conservation; (2) the social world, such as the general changes of Thailand, the development of economics, the role of Thailand in South East Asia, Thailand as a member of UN, the cultural development in Thailand and other countries, including foreign languages and world history; and (3) Thai national heritage, such as Thai language, music, literature, arts, drama, history, customs, government and citizenship. Professional education was aimed to help the prospective teachers in understanding of human growth and development, principles of learning, individual differences, the uses of materials and methods of instruction, extra-curricular activities, methods of evaluation and measurement, guidance, educational organization and operation, and educational sociology. The understanding of curriculum development, community problems, educational philosophy, and history of education, was included in professional education programs. Professional education was also so designed as to enable the students or prospective teachers to apply the knowledge acquired.

The enlargement of teacher education curriculum was summarized in terms of (1) the expansion of the professional education,
(2) an increase in variety of courses available, and (3) teaching-learning activities in teacher preparation.

An Attempt to Eliminate Non-Training Teachers

The term "non-trained teachers" here was used in reference to the teachers who have not completed professional education coursework.

The non-qualified teachers existed to relieve the teacher shortage. While this practice was not considered the best, it was the only way the schools could be staffed with sufficient teachers. In Thailand, the traditional belief that a teacher was born and not made still dominates the people of the country up to and after World War II when the American influence of education began to pour into Thailand. The expansion of compulsory education necessitates the substantial guarantee of teachers' qualities in terms of ability in directing learning experiences, in good relationship with pupils and parents, and in community services. Teacher preparation institutions assumed that they could provide these qualities in their prospective teachers through teacher preparation programs. The programs produced good results and more teacher preparation institutions were being added.

The teacher shortage was a continuous problem because the increase of pupil enrolment was larger than the supply of teachers. Therefore, the reduction in the number of non-qualified or non-trained teachers had to be faced realistically. The elimination of poorly qualified teachers was still a long-range objective. It was not the policy of the Ministry of Education to force the non-trained teachers to leave
their jobs; but, rather, it was to encourage them to enlighten themselves through in-service education. For those who planned to become teachers, complete preparation was essential for them to become certified. The twilight school classes, the conferences held by the Teachers' Institute, and the summer classes were the sources of the in-service education of the teachers.

So far, the changes that were made are largely in the areas of teacher education curriculum reorganization by regulating the balance of professional education and non-professional education. The discussion on the reorganization of the curriculum in secondary teacher education was given in this chapter under the heading "Enlargement in Curriculum."

The trend toward balanced preparation had moved forward rapidly because of numerous factors that hinder such action. One factor which the public always hears was the financial problem. Perhaps, another more crucial factor of which the public was not aware was the lack of specialists and well-trained personnel unselfishly devoted their efforts and abilities for the sake of educational advancement. It appeared, however, that the difficulty might have been through the improvement of teacher education programs.

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27 The twilight school will be presented also in this chapter.

28 For these two areas of preparation in pertaining to a degree program, see Figure III.
The Teachers' Institute

While teacher education in the United States was assisted by many professional associations—state, regional, and national—there was only one association of teachers in Thailand at the present time. That association was the Teachers' Institute.

The Teachers' Institute was first organized by the issue of an act of Parliament on March 16, 1944. Its purpose was to help to promote the standards of teachers: social standards, academic standards, and economic standards including teachers' welfare. This association served in an advisory capacity to the Ministry of Education in regard to general policy of education, curriculum, textbooks, methods of teaching, examinations and other matters concerning educational programs and the status of the teaching profession.

The Teachers' Institute was a semi-government agency whose board was composed of fifteen members, six of which were representatives of the Ministry of Education and nine were elected by the teachers on the basis of experience (at least ten years' standing) and popularity. The members of the board might be changed through election or appointment every four years.

The work of the Institute grew comparatively fast during the past few years. As the program of the Institute was aimed at teacher education both in-service and pre-service, the Institute was important to all teachers. According to the Teacher Act of 1945 (Article 26), all teachers before entering the profession must become members of the Institute. Being a member of the Institute, a teacher profited from
membership at least in the security of the teaching profession. Besides he subscribed to either of the two monthly publications, one intended primarily for elementary teachers and the other for secondary teachers. From these magazines the teachers were informed of new methods of teaching, new educational ideas, current news of educational progress in the nation as well as abroad, and other topics of educational interest.

The Institute subdivided its service so that teachers in provincial areas might have close contact with the work of the Institute.

Teachers in Thailand, like teachers in the United States or in any country, needed to enlighten themselves so as to keep abreast of the many changes which take place in education. In the summer, the Institute arranged conferences for teachers of all areas. The time, place, and definite program will vary from one year to another. It was a good opportunity for teachers to meet, to exchange ideas, and to discuss their problems with other teachers from different parts of the country. The entire program was conducted under the supervision of specialists and instructors from teacher preparation institutions. At the same time, the teachers enjoyed their vacations.

Twilight School

Another important movement in in-service education for teachers who were teaching in Bangkok or in the towns near Bangkok was the "Twilight School." It was so called because of the time the classes were held, which was from 4:30 to 9:30 p.m. This type of school aimed
to raise the standards of teachers by providing for them the opportunity to pursue education they needed or that they might have not gotten otherwise because of their daily teaching assignments.

The twilight school had been in operation with increased popularity at Prasan Mitr College of Education since 1955. Last year there were 1106 students enrolled and 141 graduates with a bachelor's degree in education produced by the twilight school.

Up to the present time most of Thai higher education institutions did not provide selective courses, which, in part, emphasized differences in ability levels of students. All students, in a certain field of study, were required to take the same subjects. The fact was, however, that all students did not possess the same ability, interest, skill, aptitude and appreciation. Added to this difficulty was scheduling in the regular day schools which made no allowance for individuals who desired further education but worked from morning to evening. The twilight school was begun with the forementioned realization. The summarization of some regulations and requirements for attending the twilight school included:

1. There are four terms a year.

2. Each student can take courses not exceeding ten hours credit each term.

3. The student must have a secondary teacher diploma or equivalent.

4. To get a bachelor's degree in education the student must have earned at least 120 hours credit and possess the grade average of C (or 2 point).

5. The attendance of each student must be at least 80 per cent of the classes held each term.
The twilight school provided for preparation in three levels of teacher education: Elementary Education, Secondary Education, and Vocational Education. It was planned to open another area of preparation, School Administration, in the near future.

A Secondary Education student majored in two subjects, while an Elementary Education student chose one major. The major subjects include Thai, English, mathematics, biology, chemistry, physics, and social studies. The student must have had the minimum of twenty-five hours credit in his major subject (or subjects). The following were the courses required for all students:

Thai,
English I,
English II,
General Science I or Biology I,
General Science II or Biology II,
General Mathematics I,
General Mathematics II,
Thai Culture,
Thai Community,

The subjects required in Secondary Education are:

Principles of Secondary Education,
Secondary School Curriculum,
Administration in Secondary School,
Supervision,
Problem in School Health,
Educational Psychology.

Since 1957, the record of enrolment showed the number of students enrolled in the twilight school at Prasan Mitr College of Education had been increasing so fast that the school could not accommodate all the students. Therefore, it was necessary to limit the number of students

29 It is hoped there will be more selective courses in the near future.
each term, and the students made their reservations ahead of time or waited until there were vacancies.

As a result of the enrolment expansion, another twilight school was opened at Pratoomwan School of Education in 1959. The new twilight school's program served the same purpose as the former, but this new one was intended for the education of in-service teachers toward the diploma in education.
CHAPTER IV

SECONDARY TEACHER EDUCATION IN THAILAND

FOR TOMORROW

The Movement Toward Better Experimentation and Research

The quality of secondary school teachers in Thailand will be affected by the new scientific approach to education. The traditional philosophical belief that the sole function of education was to train mental faculties was replaced by the recognition of individual needs and public needs with emphasis on individual growth in society. Interest in the International Institute of Child Study\(^1\) was evidence of this movement. The Chachoengsao Project has been in the process of experimentation since 1950 and one outcome has been fairly satisfactory. The Project at Ubol, Thailand UNESCO Fundamental Education Center, which began its work in 1952, was inaugurated to experiment in training fundamental specialists in the fields of public health, rural education, literacy, and primary education. Another experimental program was the village teacher training centers in the provincial areas. This program was also known as the Thailand UNESCO Rural Teacher Education Project (TU.TEPEP). Under this project the prospective teachers were trained in leadership in the community. With close supervision by his instructor, the prospective teacher puts his knowledge into action.

\(^{1}\) The International Institute of Child Study was established in 1954 under the auspices of Thailand Government and UNESCO.
In the modern concept of public education, progress in education of Thailand was still in its infancy. There was a need for many more specialists and experts who can provide guidance. To serve this purpose, the Ministry of Education took advantage of its membership in UNESCO to request assistance from international specialists in various fields of educational experimentation and research.

Secondary teacher education in Thailand for tomorrow was in need of research relating to (1) teachers' status which includes the salary and social standards, (2) teachers' attitude toward the profession, (3) the standing of teaching as a profession and how to improve it, (4) public attitude toward teachers and teacher preparation institutions, (5) adequacy of teacher education programs and individual courses of study, and (6) methods of instruction.

It appeared that one of the needs for improvement of teacher education in Thailand for tomorrow was encouragement for more local and community experimentation and research by the Ministry of Education. Students in teacher education institutions should become acquainted with the fundamental principles of educational research. This would have been possible if the college staffs were capable of giving guidance and supervision for such a purpose. Thailand needed not only more but also better experimentation and research in the field of teacher education.

The Teacher as a Professional Worker

The term profession, as employed in modern terminology, means "an occupation usually involving relatively long and specialized

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2 It was regarded that the year 1951 is the beginning of the new era of education in Thailand, as a new National Education Plan was promulgated in that year.
preparation on the level of higher education and governed by its own code of ethics."³

In order to improve and maintain the profession, professional organization was necessary. As indicated in the preceding chapter, there was only one such organization in Thailand that dealt with the maintenance and improvement of the teaching profession, Teachers' Institute. Although all teachers were required to join the Teachers' Institute, not all the teachers took advantage of the opportunity to improve their own professional status. The focal point of attack for improvement should be the preparation of professional workers. In professional preparation the teacher or prospective teacher should be trained as both a classroom teacher and a professional worker. Unless the teachers recognized this responsibility the advancement of the profession was impossible.

In Thailand effort has been devoted to the improvement of the teacher education program which consisted of non-professional and professional training. The professional program should be the source which creates the spirit of a professional worker. Much attention is therefore directed toward the future of the teaching profession in Thailand. A consequence of this attention will be dependent upon how well the quality of the teacher as a professional worker was developed, which will depend on how good a professional program for future teachers of Thailand can be provided.

Requirements

Requirements existed in the teaching profession to guarantee the competence of the individual teacher. It was, in a sense, a mechanism to screen out those individuals who were not fitted for teaching.

The majority of secondary school teachers in Thailand met the requirements of the Ministry of Education. Among those who did not meet the requirements, more than half were teachers in private schools, and many of the other were employed as special-subject teachers.

Since education in Thailand has been moving in the direction in which recognition was given to programs of professional training, the secondary teachers of Thailand for tomorrow will be confronted with a more systematic procedure for certification. However, the procedure for certification will be less complicated than that of the United States as graduation from a teacher preparation institution in Thailand automatically certified the teachers to teach. There will be no heterogeneity in certifying whether in town or city.

Teachers who have been employed on the basis of specialization, but with no professional training should be required to take professional courses as in-service education. This can be done in the summer time and by attending the twilight school classes. In-service teachers should be required to attend the classes periodically.

This recommendation was made on the ground that there will be further expansion of teacher education programs.
Public Relation and Public Attitude

The public relation her refers to the intercommunication between the teacher preparation institution and the people in the community. The relation between the school and the public in Thailand has been hindered by the concept that school has the entire responsibility for educating children. Parents and teachers do not work together for the developmental growth of children. For example, there are no such associations as Parent-Teacher Associations which have been highly developed in the United States. This consequence emerges from an educational system in which the State assumes greater responsibility in educating the young than does the public.

The teacher education program followed a similar pattern. Traditionally, prospective teachers are selected students who were given scholarships. The public, by no means, can perceive the actual programs carried out.

Until recently, when the idea of village institute or village teacher training center was transferred into practical application, the public was largely uninformed about teacher education programs. A big movement in teacher education that promoted better public relation was the Thailand UNESCO Rural Teacher Education Project (TURTEP). This project, as the name indicated, was promoted with UNESCO's assistance. The work was started in 1955 with the purpose of developing community resources for the benefit of the people of the
community and to train prospective teachers in teaching competence and leadership. A principal of a TURTEP school wrote:4

Education should be given not only to the children but also the adults or parents. To serve this purpose the Ministry of Education established TURTEP schools so as to promote the closer relationship between the community and the schools.

The prospective teachers in such an institution were trained vigorously in public relations. When the student teachers went out, under the supervision of their instructors, for practice teaching, they were quite capable of establishing rapport with the people of the community so that they could be closer to the people and better understand their problems. The result has been satisfactory and the public was appreciative of it. A translation of a letter written by a group of community people to the principal of a TURTEP school was evidence of the success.

Ban Kok Swai
July 2, 1951

SUBJECT: Admiration for student teachers

TO: The principal

The teacher training center has sent its student teachers out for practice teaching and community development. Now the first group has been doing a more excellent job than the people of Ban Kok Swai expected. The people of Ban Kok Swai had never thought before of such a rapid growth and success in every respect.

1. In regard to school instruction, the people of Ban Kok Swai have noticed the growth of their children. These youngsters now possess better personalities and learn faster than ever before.

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2. In regard to school improvement, these student teachers join the local people in building roads and some other things.

3. They have contributed to improvement of residential areas.

Thus in the name of the people of Ban Kok Swai the appreciation and admiration are for these student teachers. If the other groups are so good as this group, it is certain that in the near future the schools everywhere will be more desirable.

Therefore, please read this letter to the students when you have a student meeting.

Best wishes,

People of Ban Kok Swai

The Attraction of A Teaching Career

A survey of the interest of secondary school students in Bangkok revealed that 20 per cent of 270 boys and 28.9 per cent of 270 girls in six secondary schools were interested in becoming teachers, and among these students who had thought of entering a teaching profession 80.3 per cent thought that teaching was an honorable career. If the percentages from the survey were reliable, there was hope for the strength of the teaching profession in the future.

A recommendation pertaining to teacher education of Thailand for tomorrow was that teaching should be made even more attractive to the public and secondary school graduates so that (1) only the best qualified prospective teachers would be selected, and (2) the public becomes concerned of the cooperative improvement of education. Moreover, in order to create magnetism to the teaching profession, the following factors regarding the profession should be resolved:
1. The prestige of teachers should be established.
2. The teachers' status including salaries should be increased.
3. Scholarships should be improved.
4. Preparation of teachers should be adequate.
5. The professional organization should be made stronger.

The Government of Thailand enlisted the teachers as civil servants and exempted them from military service. This privilege was not found in any other career.

Teachers in Thailand are paid reasonably well, when every possible factor was taken into consideration. However, since the

<table>
<thead>
<tr>
<th>Year</th>
<th>With an Elementary Teacher Certificate (in ticals)</th>
<th>With a Secondary Teacher Certificate (in ticals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930</td>
<td>45</td>
<td>80</td>
</tr>
<tr>
<td>1935</td>
<td>45</td>
<td>80</td>
</tr>
<tr>
<td>1940</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>1945</td>
<td>86</td>
<td>120</td>
</tr>
<tr>
<td>1950</td>
<td>438</td>
<td>543</td>
</tr>
<tr>
<td>1955</td>
<td>600</td>
<td>750</td>
</tr>
<tr>
<td>1959</td>
<td>600</td>
<td>750</td>
</tr>
</tbody>
</table>

standard of living was rising, the increase in teacher salaries needed to be in proportion to the cost of living. In 1930, a teacher with a

5 This salary schedule was used for government teachers. The private teachers received higher pays.
secondary teacher diploma received 80 ticals. In 1955, a teacher with the same qualification received 750 ticals and the same income in 1959. (See Table IX).

The Ministry of Education has gave many scholarships each year to secondary school graduates in order that they might study in teacher training schools. According to the record available at the Ministry of Education, the figures in Table X showed the increase in appropriations for such scholarships from 1945 to 1959. The appropriation in 1959 was more than thirty times as much as it was in 1945.

**TABLE X**

**APPROPRIATIONS FOR PROSPECTIVE TEACHERS 1945-59**

<table>
<thead>
<tr>
<th>Year</th>
<th>Appropriation in ticals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1945</td>
<td>498,000</td>
</tr>
<tr>
<td>1950</td>
<td>513,000</td>
</tr>
<tr>
<td>1955</td>
<td>4,667,500</td>
</tr>
<tr>
<td>1959</td>
<td>15,505,000</td>
</tr>
</tbody>
</table>

A very important factor in making teaching more attractive to the public and secondary school graduates is the improvement of teacher preparation programs. Some information and discussion was previously presented in this report.

Another factor is the efficiency of the professional organization or teachers' organization. Through this agency, the public should be informed and convinced of the attractiveness of the teaching profession.
Traditionally supervision programs were created in education as aids for carrying out administrative regulations. The supervisor spent a major portion of his time seeing that the "rules" applicable to attendance, buildings and grounds, equipment, courses of study, and other aspects of the school programs were being followed in accordance with existing practices. Little was done to assist the teachers, either as individuals or as staff members, in improving their competencies or in solving difficult problems with which they were faced. Supervision was largely perceived as inspection in the early days of its existence.

Today supervision in Thailand played a more important role in education of teachers than ever before. Supervision was performed for the purpose of improvement of instruction.

The supervisory program began in the pre-service education of prospective teachers through student teaching, which was considered an important area of professional training. This phase of preparation gave each student an opportunity to demonstrate his ability to assist in the development of boys and girls and to help guide their growth and learning through various teaching methods, aids, and activities. The complexity of teaching procedures and of the new social changes demand supervision for the student teachers.

The other phases of supervision were done as an assistance to in-service teachers. The teaching loads, transition of teaching methods, personal problems of teachers, the scope of academic knowledge, and the quality of teacher education showed the need for supervision.

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6 Also used interchangeably with "practice teaching."
Supervision in Thailand was regarded as a vital program for better instruction and subsequently, better learning situations. All teachers should be informed of the essence of the supervisory program, its purposes and content. This meant that teacher preparation institutions will have to take the responsibility for acquainting its students with such a program. Furthermore, the Supervisory Unit of the Ministry of Education must work hand in hand with in-service teachers.

It was pointed out that supervision of education in Thailand was done at two levels: pre-service, which was concerned mainly with student teaching; and in-service. Education of Thailand for tomorrow will suffer unless good supervisory programs are given serious consideration. Outstanding characteristics of good supervision of which supervisory personnel in Thailand should be aware include:

1. A good supervision is democratic.
2. A good supervision is cooperatively well planned.
3. A good supervision is based upon a sound educational philosophy.
4. A good supervision is creative.
5. A good supervision is known by its results.
6. A good supervisory program provides for continuous evaluation.

7 The Supervisory Unit was organized in 1955.
CHAPTER V

SUMMARY, GENERALIZATIONS, AND RECOMMENDATIONS

I. SUMMARY

In this study an attempt was made to survey literature of secondary teacher education in the United States and Thailand. The aim was to investigate and compare American and Thai education for secondary school teachers in order to gain insight into practices in teacher education in these two countries, which may be considered worthy for application in improving the teacher education program of secondary school teachers in Thailand.

The American teacher today was one of the better educated persons in the community. Historical investigations relating to teacher preparation indicate that the idea of the normal school in America had a European origin. The normal school was originally intended to prepare elementary school teachers. Secondary teacher preparation became a concern of the normal school about the beginning of the twentieth century. The popularity of the normal school reached its peak around the middle of the first half of the twentieth century.

Education in Thailand was said to have started in the monasteries where the Buddhist monks were teachers. The Thai kings played a very important role in educational development of Thailand. Late in the nineteenth century the plan of national education was initiated under European influence with modifications adopted from the Japanese educational system. The school, in the modern sense, was established
in the Grand Palace and spread out to different parts of the country. The Ministry of Education was created so as to be responsible for education of Thailand. Teacher preparation actually began after the establishment of the Ministry. As the work of teacher preparation expanded, the Teacher Training Division of the Ministry of Education reached the status of a department and became the Teacher Training Department. Secondary teacher education in Thailand, as well as elementary teacher education, has grown from infancy to its present status.

New trends in preparation of secondary school teachers in the United States and Thailand were presented. In the United States, prominent trends were in the areas of curriculum enrichment, educational psychology, guidance service and personnel work, research in education, accreditation, and the expansion in length of teacher preparation. The enlargement in curriculum, the attempt to reduce the number of non-qualified teachers, the work of the Teachers' Institute, and the development of the twilight schools for in-service teachers were recognised as important trends in secondary teacher education in Thailand.

The chapter concerned with secondary teacher education in Thailand for tomorrow discussed the movements toward improvement of teacher education. Recommendations for each movement were included with an assumption that they would be worthy for improving plans in teacher education of Thailand. Thailand needed more adequate teacher education programs, and, in order to improve such programs, there was a need for better experimentation and research in teacher education,
better professional standards of teachers, more strict requirements for certification, better public relation, and better supervision.

From this study it was summarized that:

1. Professional education in the teacher preparation program of Thailand was more emphasized than that in the United States. In Thailand about 50 per cent of the total program of teacher education was devoted to professional preparation whereas the percentage of professional preparation in the United States is 15–20 per cent of the total program.

2. Educational agencies in the United States contributed to the development of secondary teacher education while teacher education in Thailand developed solely through the work of the Ministry of Education.

3. Teaching requirements in Thailand were not as rigid as in the United States.

4. The Thailand Government appropriated a large portion of the national budget for educational development, but more and better trained personnel were needed to carry on the program.

5. In the United States, all states required at least a bachelor's degree for a secondary teaching certificate and some states required a fifth year of preparation or a master's degree. A minority of secondary school teachers in Thailand had a degree.

The Ministry of Education was interested particularly in teacher education in recent years. There was indication of a bright future for teacher preparation in Thailand.

II. GENERALIZATIONS

The following generalizations were made concerning secondary teacher preparation in the United States and Thailand.

1. The welfare of the nation depended upon the education of its people; and the progress of education, in terms of quality and quantity, was a consequence of good teacher education programs.
2. The preparation of secondary school teachers was as essential as secondary education itself.

3. A good teacher education program provided for teacher competency.

4. Education, like other branches of social science, needed improvement which call for experimentation and research. This was also true in teacher education.

5. Teaching as a profession was promoted through the work of professional organizations.

6. The heart of a teacher preparation program was the curriculum which comprises general education, specialized education, and professional education, or, non-professional education and professional education.

7. Pre-service education and in-service education were necessary for the prospective teacher and the teacher who was teaching.

8. Teachers and prospective teachers needed assistance and supervision.

9. A good teacher education program was cooperatively planned by professional educators, teachers, students, and the public.

III. RECOMMENDATIONS

Thailand needed to improve secondary teacher education programs. The following were recommendations made for the improvement of such programs.

1. More cooperative effort should be given to teacher education programs.

2. Requirements for teachers at the secondary level should become more rigid especially in the area of professional education.

3. Prospective teachers should be trained in such a way that they become much more familiar with educational research. It is anticipated that a familiarity with research will encourage more participation on the part of teachers in research projects.
4. Relationship of the public with the teacher education program has proved beneficial and should be continued and encouraged.

5. Teaching as a profession needs to be raised to a higher standard through the strengthening of professional organizations and the strengthening teacher preparation programs.

6. Supervision of instruction should be expanded to provide assistance to all teachers in all areas of secondary teaching.

7. The improvement of teacher education should be recognized as a crucial factor in making the teaching profession more attractive to capable young men and young women.
I. SELECTED BIBLIOGRAPHY

A. GENERAL REFERENCES


B. REPORTS, YEARBOOKS, AND GOVERNMENT PUBLICATIONS


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C. PERIODICALS


II. SUPPLEMENTARY BIBLIOGRAPHY

A. GENERAL REFERENCES


B. REPORTS, YEARBOOKS, AND GOVERNMENT PUBLICATIONS


C. PERIODICALS


D. COLLEGE CATALOGUES


APPENDIX A.

UNSELECTED SECONDARY SCHOOLS IN
BANGKOK, THAILAND

Boys' Schools

Suan Kulab School
Trimitr School
Rajaborpith Secondary School

Girls' Schools

Suan Sunantha School
Suksa Naree School
Sai Panya School
APPENDIX B.

MAJOR UNITS IN THE MINISTRY OF EDUCATION

Office of the Secretary of the Ministry
Under-Secretary's Office
General Education Department
Special Education Department
Vocational Education Department
Teacher Training Department
Physical Education Department
Department of Educational Technique
Department of Arts
Department for Ecclesiastical Affairs
Department of Universities
Thamasas University
University of Fine Arts