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A Study of the Status of the Student Teachers at Prairie View Training School

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**A STUDY OF THE STATUS OF THE STUDENT
TEACHERS AT PRAIRIE VIEW TRAINING SCHOOL**

RODGERS-SCOTT

1953

A STUDY OF THE STATUS OF THE STUDENT TEACHERS

AT

PRAIRIE VIEW TRAINING SCHOOL

By

Ollie Mae Rodgers-Scott

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for the Degree of

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Dedicated
to
my loved ones.

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CHAPTER I

INTRODUCTION

A careful research of educational literature revealed that much emphasis has been placed and many studies made, on the advantages of prospective teachers obtaining experience through the direct medium of instructing pupils in elementary and secondary classes in both laboratory and public schools.¹

There were only a few references found concerning the reactions of pupils who have been the recipients of this instruction. Evidently, (1) educators responsible for supervised teaching have not given too much consideration to the situation or (2) have assumed that there was no need to evaluate pupils' reactions toward student teachers; or, (3) that these educators have simply taken for granted a knowledge of the pupils' attitudes toward student teachers (and we must assume they felt these desirable attitudes); or (4) that it made no difference in the successful administration of the program what the pupils thought.

It is believed that it is essential to determine the opinions of pupils concerning student teachers in their

¹Donald M. Sharpe, "The Pupils Look at the Program," Thirtieth Yearbook of the Association for Student Teaching, Lock Haven, Pennsylvania: Edward Brothers, Inc., 1951, p. 104.

classrooms, for it is a democratic principle--those affected by a policy should have a share in formulating that policy.

It is hoped that the findings of this study may encourage administration, supervisors, and supervising teaching to take steps in the organization of a better student teaching program for the pupils and student teachers of the Prairie View Training School.

Statement of Problem

The major purpose of this investigation is to determine whether the pupils of Prairie View Training School look upon their student teachers in a favorable or unfavorable manner; and state reasons for answers that were given.

The solving of this problem is dependent upon findings to the following questions:

1. What are the pupils' general reactions to instruction by the student teachers?
2. How do pupils evaluate the student teachers as to: teaching procedure, use of correct English, the handling of discipline problems, knowledge of subject matter, and personality traits.
3. Do the pupils feel their learning is hampered by the teaching of the student teacher?
4. Is the discipline of the pupils affected by

by having student teachers?

5. Do student teachers make it possible for pupils to receive more individual help?
6. Do the student teachers understand and help the pupils with personal problems?

The subordinate purposes are to find out:

1. What interpretation of the reactions of the pupils to the student teacher is made by the regular teacher?
2. What attitudes are evidenced by the principal and supervising teachers with respect to teaching by the student teacher.
3. What evaluation of the student teaching program at Prairie View Training School was made by the student teachers, themselves.
4. What suggestions could be offered by those persons now in supervisory positions in Prairie View Training School to improve the teacher training program.

Scope and Limitations

This study, as in all studies of opinion, is limited with respect to the time factor. It reflects the attitudes of pupils in the year of 1952-53. What the opinions of

these pupils will be in 1953-54 is not known. What their opinions would be if they were called together and subjected to cross examination is not known. Undoubtedly their opinions will change as their experiences are widened or as their insight increases. Operating under the assumption that pupils' opinions are valuable as a criterion of teaching efficiency, an attempt has been made in this study to apply this technique to the evaluation and the improvement of student teachers.

This problem was limited to the pupils in the first through the twelfth grades of the elementary and secondary schools of Prairie View Training School. This is the laboratory school connected with Prairie View Agricultural and Mechanical College, located in Waller County, forty-six miles Northwest of Houston, Texas.

Method of Securing Data

The data for this study were secured largely through the use of questionnaires and interviews. Personal interviews were held with administrators, supervising teachers, student teachers, and pupils. One hundred thirty-eight questionnaires were distributed among 61 elementary 77 secondary pupils of Prairie View Training School, Prairie View, Texas. Copies of the questionnaire will appear in the appendix.

Procedure Used in Handling of Data

In the analysis of the data, the investigator has relied upon statistical procedure to ascertain the results tabulated in Chapter III of this study. The data obtained from the check questionnaires were organized on master tabulation sheets, whose captions were indicative of the major aspects of the problem. The data were then compiled into tables, charts, and summaries.

Definition of Terms

The terms used in this study carry the ordinary meanings; but, for the sake of clarity the writer is hereby defining them as they are intended to be used in this study, as follows:

1. Those experiences of the program of pre-service education of teachers which provide usually at the undergraduate level, for the participation (observing, assisting, teaching, etc.) of the prospective teacher, under the continuous guidance and supervision of the teacher-education institution, in the educational programs of schools are defined as student teaching.²

²Walter S. Monroe, Editor, Encyclopedia of Educational Research, New York: The Macmillan Company, 1950, p. 1,363.

2. The term "training school" refers to any school used by the college for observation, student teaching, and the like.³
3. "Supervising teacher" refers to the person under whom the student teacher does his or her teaching.⁴
4. "Director of teaching training" refers to official who has general control of laboratory schools, educational activities, student teaching and similar activities that are associated with the teacher training program.⁵

The "critic teacher or co-operating teacher" may be defined as a teacher employed as the regular instructor in charge of the classroom pupils to whom the student teacher is assigned as a teaching-faculty unit.⁶

"Supervisor of student teaching" is an individual employed by the teacher-education institution to work closely

³Nelson H. Harris, "Student Teaching in the Negro Colleges of North Carolina," The Journal of Negro History, Vol. 17, 1948, p. 91.

⁴Ibid., p. 91.

⁵Loc. cit.

⁶G. D. McGrath, "Supervisors of Student Teaching, Our Most Seriously Hampered Asset," School and Society, Vol. 72, (September 9, 1950), p. 167.

with the student teacher and to assist him in deriving the greatest possible values from his student teaching experiences.⁷

"Status" is relative position or rank.

"Discipline is systematic training or subjection to authority.

"Supervising teacher" refers to the person under whom the student teacher does his or her teaching.

"Prospective teacher" is now customarily referred to as the "student teacher," less frequently as the "trainee."

"Cadet teaching" is a term that is used colloquially by the institutions to designate the practice of student teaching.

"Internship" is a practice and probationary period of continuous full time participation in the duties of teaching; usually after the last year of pre-service course preparation, during which graduates of teacher education institution may or may not receive small salaries, but receive direction and supervision from a co-operating supervisor in the institutions granting the degree, or from the agency granting the certificate.

"Observation and participation"-- a period of time designated for the collecting of valuable data regarding

⁷Ibid., p. 167.

changes in pupils. As the term implies, the behavior of pupils is observed; and, if possible, their reactions are recorded as they occur in significant social situations by the student teacher.

Review of Related Literature

In 1950, Sharpe⁸ made a survey to determine pupils' attitudes of student teachers, in the western half of Indiana. As a result of the study the following findings were made:

1. Pupils enjoy having student teachers in their classes. They do not want them in every class nor do they want them throughout the whole year.
2. Pupils feel that their learning does not suffer when student teachers are assigned to a class. Most of them feel that the total learning situation is improved.
3. Pupils recognize group control and discipline present more difficult problems to the student teacher than to the regular teacher.
4. The pupils seem to approve of the practice of having student teachers in their classes.

⁸Sharpe, op. cit., pp. 104-120.

Porter⁹ conducted a study on pupil evaluation of practice teaching. He revealed the following:

1. There was a close agreement between the pupils' evaluations and those of the supervising teacher.
2. The student teachers felt that they had derived considerable benefit from their analyses of the pupil evaluations.
3. The pupils enjoyed the recognition of their place in the evaluation procedure.
4. Pupils agree closely in their judgments of the best and poorest practice teachers but very widely in their judgments of the middle group.
5. The study brought out the student teacher's strengths and weaknesses.

The following presents the observation of a reporter who talked with pupils in classes where student teachers were working:¹⁰

1. Two high school freshmen girls state this about their cadet teacher in the homemaking course:
 "I think she's good, she's young enough to understand how we feel, too." "I'm going to enjoy being

⁹W. A. Porter, "Evaluation of Practice Teaching," Journal of Educational Research, Vol. XXXV, 1941-42, pp. 700-704.

¹⁰Montana Education. "We Like Our Cadet Teacher," (Staff reporter) Montana Education, Vol. XXVI, October, 1949, p. 30.

with her--I know she will help me with my problems."

2. A future secretary has this to say of her cadet teacher: "I think he's good, his dictation is easy to follow. He's well qualified for the job." Whether it's 50 or 100 words per minute in beginning shorthand or 120 words per minute in advanced shorthand, the class response as the cadet teacher stands before them, bears out the future secretary's statement.

Ryder,¹¹ from his study, how pupils get along under student teachers reveals:

1. High school pupils learn just as much when taught by supervised student teachers as when taught by regular teachers. Pupils with less than average ability learn more when a student teacher is assigned to the room.
2. Pupils are not harmed by having student teachers for instructors if the latter are carefully supervised, in fact, they are more likely to be benefited.

¹¹Raymond Robert Ryder, "Effect of Student Teaching on Secondary School Pupils in Achievement and Attitude," The School Review, Vol. 54, April, 1946, pp. 194-195.

3. Pupils have a better attitude toward regular high teachers than they have toward student teachers.
4. Bright pupils have on the average about the same attitude toward student teachers as dull pupils.
5. Pupils think no less of school subjects when taught by supervised student teachers than when taught by the regular teachers. There is no evidence to support the view that pupils acquire a strong dislike toward any high school subject just because they have had a student teacher for an instructor in it.
6. Good student teachers are better liked by their pupils than poor student teachers.

CHAPTER II

ORIGIN AND BACKGROUND OF STUDENT TEACHING

Student teaching, which was originally called "practice teaching," has been considered an important part of the teacher training program as early as the nineteenth century. It was then recognized that effective education depends upon effective teaching. The various states began establishing publicly supported "Normal Schools" for the purpose of offering instruction in the "methodology of teaching." This type of teacher education is said to have been established in response to the "feeling" of dissatisfaction with the existing plan of teaching by the American public.

By the early part of the twentieth century, every state in the nation passed laws or regulations which require prospective teachers to study in college certain "education courses" in order to become qualified for certificates to teach. As the amount of college education required for teaching increased, and inasmuch as state universities were slow to include in the curriculum, courses in education, normal schools in the various states were transformed, by legislature enactments, into four year teachers colleges. These institutions have since their origin been charged with

direct responsibility of providing professional preparation for teaching.¹

Student teaching in a well-organized laboratory bears the same relationship as the acquisition of effective technique in the practice of medicine on the part of medical students. A teachers college, which gives up or minimizes this aspect of its work, would be like a medical school which has no clinical facilities. Such a medical school could not exist under the standards of the American Medical Association. Such a teachers college would be little different from a liberal arts college. Teachers colleges which were members of the North Central Association gave recognition to the growing importance attached to student teaching as early as 1909. There was grave danger in the standardizing process going on under the North Central Association in 1916. If teachers colleges had not allowed themselves to be standardized by the North Central Association, they would have been in grave danger of losing their status as professional schools and of becoming liberal arts colleges, offering a small amount of professional work.²

¹Lindley J. Stiles, "Responsibility for Teacher Education," Education, Vol. XXXV, November, 1950, p. 163.

²Hattie M. Hubert Flowers, "Practices for Student Teachers Followed by Fifty Teacher Training Institutions," Unpublished Master's Thesis, Prairie View Agricultural and Mechanical College, Prairie View, Texas, 1952, p. 2.

Student teaching has merited national recognition from organizations as the National Society of College Teachers of Education. The organization voted unanimously that student teaching is a valuable part of teacher training and the supervisors of student teaching is a national organization of recognized importance, devoted to the expansion and improvement of student teaching.

According to McGrath:³

Student teaching is the most important professional training experience in the teacher education program. The prospective teacher needs an opportunity to become thoroughly acquainted with the teacher-learning laboratory, to evaluate his own preparation for meeting the problems the teacher encounters in and out of the classroom, and most important of all, to do actual teaching in order to check ability to function effectively in the teaching and learning situation. The college student who is preparing to teach needs, then, to come in contact with teaching situations of the type he will meet in the public school.

Functions of Student Teaching

Student teaching brings together in teaching-learning situations the process and understandings developed in basic courses so that increasingly higher levels of competence may be developed. With the studied needs, problems and

³G. D. McGrath, "The Picture of Student Teaching is Changing Fast and for the Better," The Nation's Schools, Vol. LXVII, June, 1951, p. 49.

interests of children as the focus of attention, students are helped to draw upon their knowledge of the community, growth and development, learning, democratic social values and purposes of education to plan, develop, and evaluate learning experiences. Group processes that promote effective human relations are discovered, utilized, and appraised in the student teacher's work with pupils and fellow teachers. Self-analysis and increasing self-direction by the student teacher are significant aspects to the teacher-training program.⁴

The Role of Direct Experience to the Prospective Teacher

Teachers as individuals and citizens must be persons who can and will act on thinking. Teachers as professional workers responsible for guiding children and youth in acting on thinking must themselves have that ability. Only teachers who act on thinking will be able to develop the educational program with regard to individual differences, to deal ably and willingly with controversial issues, to explore current problems, to concentrate on children's

⁴John U. Michaelis, Lucien Kinney, and Robert Bush, "The Evaluation of Student Teaching," Twenty-Eighth Annual Yearbook of the Association for Student Teaching, Lock Haven, Pennsylvania: Edwards Brothers, Inc., 1951, p. 6.

interest not outlined in the course of study and for which there may be little or no easily available material, to take an active part in making suggestions for needed changes in the work of the school, to have the zest for teaching which stimulates working effectively with parents who do not understand, and to plan and direct activities which will insure that the children under her guidance will acquire.

To develop ability and willingness in future teachers as described in the preceding paragraph requires a program of professional education which provides opportunity for individuals to understand the meaning of educational theory in action, its pragmatic value, to test their own ability to apply theory in the varied activities of the teacher, to grow in the ability to use basic principles in meeting and dealing with new and changing circumstances.⁵

These goals cannot be met through discussion and reading alone. Group discussion and exploration of a problem are important but does not insure ability to act in keeping with the judgments arrived at through that discussion. There must be contact with and participation in varied situations so that the prospective teacher and those

⁵Florence Stratemeyer, "The Expanding Role of Direct Experience in Professional Education," Thirtieth Yearbook of the Association for Student Teaching, Lock Haven, Pennsylvania: Edwards Brothers, Inc., 1951, pp. 3-4.

who guide him can evaluate his ability to function effectively. There is a need for putting-to-test of ideas. There is a need for direct experience as a vital part of the professional program in the sense of "personal trial," "observation," or "practice."⁶

The student teacher needs an opportunity to evaluate his own preparation to teach, which is best accomplished in a situation where he can gain first hand knowledge of the total school organization.

The student teacher needs to study at first hand theory in practice in order to check his understanding of theory and its application.

The student teacher needs an opportunity to check his ability to direct the actual teaching-learning situation and to check his ability to make proper school-community contacts, which are definitely connected with teaching and learning situation.⁷

Burr and others⁸ point out:

⁶Loc. cit.

⁷T. Ross Fink and Jesse F. Cardwell, A Report to the President of George Peabody College for Teachers on the Student Teaching Program. Tennessee: George Peabody College for Teachers, 1949-50, p. 4-5.

⁸J. B. Burr, L. W. Harding, and L. B. Jacobs, Student Teaching in the Elementary School, New York: Appleton-Century-Crofts, 1950, p. 1.

The experience of directed teaching will offer many stimulating professional opportunities. It will be the time to test theories in action, to develop learning, experiences with and for children, to guide children and various aspects of their growth and development, to learn more about children, as individuals and as groups, react, behave, and achieve in school situations. Student teaching provides many opportunities for one's growth, both as a person and as a professional worker. It enables one to learn, through observation, participation and actual teaching, more about schools, their goals and purposes, their operation, and their organization.

Student teaching opens up very rich experiences in the various aspects of the work of the teacher-experiences which could not be so well achieved in other ways.

Studies in the fields of psychology and human growth and development point out for an experience to have meaning for the learner two things are necessary: (1) the learner must have sufficient experience related to the situation at hand so that when the situation is presented he recognizes it and (2) he must be mature enough so that he can be helped to lead with the situation with some degree of satisfaction to himself.

Can I do it?--is an essential need of every teacher. There is need of the teacher-to-be to check his ability to act with reference to the area of study. As Sophocles states, "One must learn by doing the thing; for though you think you know it you have no certainty until you try."

Direct experience gives meaning to ideas and con-

tributes to functional understanding that goes beyond superficial verbalization, making meaningful basic theory and ideas considered in college classes. First-hand experience provides opportunity to test ideas in action before rejecting them as non-important, by raising questions and pointing to needs which give focus to work in college courses. Direct experience is the means through which the student discovers his own problems and special abilities, his ability to translate ideas into action in a variety of situations and under varying conditions. Laboratory experiences are a resource turned to by students and teachers to give meaning to ideas and to help the learner more clearly see the importance of those ideas.

Evaluation of Student Teaching

In the teacher training programs it is believed that only through actual participation in a real classroom situation that the prospective teacher is able to see the relationship between philosophy, content, methods, and their practical application.

The values are so widely recognized, that today practically every institution attempting to train teachers for elementary or secondary schools provides some type of opportunities for student teaching. Practically every

agency concerned with the certification of teachers in the United States insists upon student teaching as a part of required professional courses.

Schorling⁹ says, "Student teaching always has been and is likely to continue to be the most important phase of the professional of the prospective teachers."

Student teaching consists of the experiences provided in the teacher education program in which students guide the learning of children under professional supervision.

Breslech and others¹⁰ of the School of Education, University of Chicago, give the major results to be secured through practice teaching or student teaching:

1. A progressive, professional attitude which includes a desire to advance and excel in teaching, a spirit of inquiry and investigation toward problems of teaching, an interest in modern educational methods, the development of desirable personal qualities of a successful teacher, a feeling of responsibility for the progress of each pupil, and a willingness to cooperate in all undertakings of the school.

⁹Raleigh Schorling, Student Teaching an Experience Program, p. v.

¹⁰Ernest R. Breslich, William S. Gray, Charles Pieper, and William C. Reavis, "The Supervision and Administration of Practice Teaching," Educational Administration and Supervision, Vol. XL, January, 1925, pp. 1-12.

2. Knowledge of appropriate material of instruction and an understanding of modern educational methods of the purposes of testing, of valid principles of classroom management, and standards of accomplishment.
3. Skill in the technique of teaching, in classroom management, in effective student leadership, and the selection and organization of appropriate units of subject matter.

Two student teachers of Iowa State give their reactions about student teaching, "We suspect that we have learned more than our students. The greatest single value is the feeling of self-confidence that has resulted from our practice teaching--a feeling of readiness and eagerness."¹¹

An administrator of a high school expresses the advantages of cadet training from the administrative angle, as follows: "From our standpoint, it means two teachers in a class where there is a cadet, and their youngsters get more individual help."¹²

C. M. Ogren, principal of a Montana High School, states, "I don't know of any better way of their getting experience."¹³

¹¹Eugenia Vanderheyden and Natalie Clayton, "Practice Teaching Can Teach a Lot," Business Education World, February, 1951, pp. 280-281.

¹²Montana Education. op. cit., p. 30.

¹³Loc. cit.

Recent Trends in Student Teaching

McGrath,¹⁴ head of the Education Department of Arizona State College, has listed the following trends and innovations that constitute improvement for student teaching:

1. Provision for a seminar tie-up with student teaching. In a seminar the student can discuss problems he is facing. The supervisor will be able to iron out problems and stimulate him to continue to improve.
2. Requirement of participation work experiences with youth before doing student teaching. At least 100 hours of experience with youth--as summer camp counselors or assistants, in church or community recreation activities are required. In such practice experiences, the trainee learns how to get along with boys and girls, how to understand them better and to supply leadership for their energies and enthusiasm.
3. Utilization of a cumulative folder about the student teacher to plan his student teaching experience. The folder should be prepared by the trainee and the counselors, and it should include the records, experiences and participations, personal and academic data, and anecdotal reports of reactions of instructors to the student.
4. Development of personality analysis designed to place student teachers more advantageously with co-operating teachers. The relation between the student and critic teacher should

¹⁴G. D. McGrath, "The Picture of Student Teaching is Changing Fast and for the Better," The Nation's Schools. Vol. XLVII, No. 6, June, 1951, pp. 49-51.

be very close. It should be the responsibility of the supervisor to study the student teacher and the co-operating teacher to insure the maximum of pleasant working relations between the two persons. In some institutions the student teacher is required to accept a tentative assignment in a school and then to visit and observe for orientation purposes for a week in September before the beginning of the term in the teaching institution. If proper adjustments have not been made during this period, a transfer is effected before much damage is done.

5. Provision for adequate informational sources. Directives or brochures of information that anticipate most of the problems and offer suggestions for meeting them should be prepared for the student teacher, for the co-operating teacher, for the supervisor, for the school system used as a facility unit, and for staff members connected with the entire pre-service training program.
6. Provide student teachers with a newsletter, issue frequently and containing appropriate information and exchange of ideas of interest.
7. Provide for a small percentage of the total number of student teachers to use the campus laboratory school for remedial work, extended corrective experiences, and special assistance for problems growing out of student teaching.
8. Insistence on better method courses being given during the professional semester. Method courses should be taught by trained persons who have enthusiasm for the new philosophy of methods.
9. Inauguration of follow-up supervision and in-service training help during the first two years the young teacher is employed in a school system. Some of the best training grows out of diagnosis and assistance to the teacher when he is faced with the harsh realities encountered in teaching.

10. Inclusion of treatment of the structure of the public education system in schools of America.
11. Requirements for better understanding of social realities, interpretation of great trends, and learning how to implement orderly change before student teaching can be taken. The individual who is to have charge of our important asset, youth, must have clear perspective about and awareness of great social realities, such as competitors against our way of life, crime, delinquency, racial and social prejudice, and religious intolerance.
12. Provision for research experience in a learning study in conjunction with student teaching. All teachers should be consumers and producers of research.
13. Requirement of a balanced program of general education before teaching. Teachers must be educated as well as trained.
14. Provision for a better social climate prior and following student teaching. Trainees need opportunities to become acquainted with staff members and to meet outstanding educators who can be brought to the campus to participate in panels and conferences.
15. Development of a seminar following student teaching, as a part of the professional semester, to attack problems that grow out of student teaching. While the problems and questions are fresh in the thinking of the trainee, approach to suggested procedures and technics to meet them are most appropriate. This may reduce the amount of assistance that need to be given at later intervals, on the new teacher's first job.
16. Inauguration of an evaluation system based largely on continuous self-evaluation by the trainee and related to judgments made by

pupils, supervisors, co-operating teachers, and other institution staff members.

During the school year of 1937-38, an innovation of student teaching was made in the State Teachers College at Trenton, New Jersey.¹⁵ A new plan, the practicum, was introduced. The practicum is a nine-weeks course given in the junior year of the college. It is believed the organization of the practicum would provide excellent foundation for the nine weeks of student teaching in the senior year.

1. The practicum was used by the kindergarten-primary group during the second quarter of the school year, followed by one elementary group in the third quarter, and another in the fourth.
2. This course included a study of objectives of education in general, objectives of the elementary school, and objectives of the practicum itself.
3. A course in child study was given by an instructor of psychology, in which students had opportunities to make case studies of individual children. Standardized and informal tests, records, and reports were utilized and evaluated as contribut-

¹⁵Winifred Weldin, "Setting a New Pace in the Education of Student Teachers," The Elementary School Journal, Vol. XXXIX, September, 1938, pp. 54-59.

- ing factors in understanding the whole child.
4. Lessons taught by teachers in the demonstration school were observed by students. This furnished opportunities for directing the students' attention to children's reactions to the learning situation and to note the place of the teacher in the selection of appropriate stimuli for desirable learnings. Conferences were conducted by members of special departments in the college in connection with the special subject-matter fields. Periods were devoted to the general field of language arts and others to social studies, science and mathematics, music, art, health, and physical education.
 5. Faculty members spent time in the classrooms of the demonstration school observing children and educational procedures. These contacts enabled them to be of assistance to students in relating the objectives of the general fields to specific classroom needs, thus theory and practice were coordinated.
 6. During the nine weeks each student carried on some special type of research in connection with problems of teaching. Some of these studies had to do with the problem of improvement of speech

habits, the science program in kindergarten and Grade I, the teaching of the spelling, the testing program in an elementary school, and music appreciation in the elementary grades.

7. Five weeks of the practicum were devoted to observations, conferences, readings, reports, and study of research problems. For two weeks students participated in activities in certain assigned classrooms, for kindergarten through Grade IV. These two weeks provided opportunities for contacts with children and close acquaintance with the organization of classroom procedures. The eighth week was spent in visits to schools of various types for the purpose of observing how other educational institutions attempt to meet their responsibilities to the children entrusted to their care. The last week of the course was used in evaluating the research studies, and in administering various examinations.

Fliess¹⁶ of Western Michigan College of Education gives suggestions which to build the foreign language practice

¹⁶Frank F. Fliess, "How Can We Try to Create a Satisfactory Student-Teachers Program in the Modern Language Field." Modern Language Journal, Vol. 34, April, 1950, pp. 298-301.

teaching program in colleges.

1. The requirement for student teaching in the modern languages should be such as to insure an adequate preparation in the language. The amount of language classes for the future language at the college should be considerably increased, still more for the student teacher without any or inadequate high school language courses.
2. Just as lawyers and physicians have to acquire a sound knowledge beyond the undergraduate level, before they can go through their first field of experience, the prospective teacher should have the same experience. Nobody should start practice teaching, before he can give adequate proof that he can undertake the experience of language teaching with a background which will make that experience a fruitful and happy one.
3. Practice teaching should be a full-time job. One's college education in subject matter or other fields should be finished, before he starts this full-time job.
4. There should be a method course in his special field. All problems arising in the classroom

will be discussed in this course. The student will learn how to create an atmosphere of action, friendliness and natural discipline, how to formulate his foreign language questions, to assign, check on and correct home assignments, to utilize chorus speaking, pictures, films, records, the blackboard, etc. The course will give an opportunity for the students to learn about testing and grading.

In the 1944-45 school year, the College of Education, Bowling Green (Ohio) State University introduced the "Bowling Green Plan."¹⁷ The plan is designed to provide the student with a semester of full-time participation in those activities which are related to teaching. They are:

1. The student elects the semester in his senior year which he wishes to devote to student teaching. This semester is called "the semester of professional concentration." The plan involves courses as principles of teaching, methods, teacher's relation to administration, and student teaching.

¹⁷H. Litherland, "The Bowling Green Plan for Student Teaching," School and Society, Vol. 72, September 9, 1950, pp. 164-66.

2. The semester of concentrated professional experience consists of four phases: Preparatory, Supervised Teaching, Off-Campus and Evaluation phases.
3. During the Preparatory phase the student is under the guidance of campus staff members whose major interests are in the areas of principles of teaching, methods, and administration. Under the guidance of the staff committee the student makes an intensive study of objectives, materials of instruction, methods, evaluative techniques, and curriculum problems which are pertinent to the school situation in which he is to assume responsibilities. Personal contacts are made with the school, the administrative officer, and the staff member with whom he is to work. Pupil groups are observed in their various activities and instructional materials are made available for study. During this stage the student takes the first step in planning resource units which are to serve as a basis for his instructional activities during the supervised teaching phase.
4. The Supervised Teaching phase involves eight to twelve weeks of full-day contacts in a co-operating

- school. The supervising teaching assumes major responsibility for the guidance of the student during this period. The university staff committee keeps in close contact with the student and supervisor. Specific periods are established for conference and discussion of student problems and related theory.
5. Types of experience that students are expected to receive include: classroom instruction, work with home-room groups; supervising study hall; participation in school activities; library work; preparing, administering, and interpreting tests; developing and keeping individual and group records; preparing instructional units; conducting excursions and field trips; counseling with individual pupils; helping with reports; visiting homes of pupils; attending faculty meetings, working with faculty committees.
 6. The Supervised Teaching Phase closes with several days devoted to a recapitulation of the student's experience. The campus committee resumes direct responsibility at this stage. Attempts are made to discover points of strength, to correct weaknesses, and to provide the student with additional

insight into his work as a teacher. At this stage the student is also briefed on his Off-Campus assignment.

7. In the Off-Campus phase the student spends two or three weeks in an entirely different school situation. This assignment is to provide experience in a non-laboratory situation; to increase the student's understanding of the school and its relation to the community it serves; and to provide experiences in community living.
8. The student selects the school system for his off-campus experience. The approval for the assignment must be obtained from the administration in the school system of the student's choice; the administrator must provide assurance that the student's activities will be under the guidance of an experienced staff member. University authorities assume the responsibility of working out details for the assignment. No financial obligations are entailed.
9. Responsibility for transportation and living costs is assumed by the student. He moves into the community, establishes residence, and becomes a participant in the activities of school and community life.

10. The Evaluation phase consists of a two or three week period devoted to critical analysis of the student's total experience during the semester of professional concentration. Attempts are made to determine the actual effects of the whole program in developing competency in the student, what additional experiences are needed to insure competency and what changes in procedure are necessary to meet more adequately the needs of the student; and to what extent has the student been able to integrate his thinking into a working philosophy of education.
11. A written report of the total experience is required of each student. Reports are also obtained from the affiliated school and the Off-Campus center in which the student secured his Supervised Teaching and Off-Campus Experiences. The reports serve as the basis for individual conferences, group discussions, and general appraisal of the total program.

In the school year of 1942-43, Hendricks and Ross¹⁸ of Teachers College of Connecticut, in one class, set up for Juniors a workshop approach to practice teaching. This

¹⁸Jennie L. Hendricks and Hazel I. Ross, "Workshop Approach to Practice Teaching," The Elementary School Journal, Vol. XLIV, October, 1943, pp. 93-96.

arrangement was made for students who were preparing for actual practice teaching, the assumption being that it is beneficial to relate problems of theory to practice while the students are in the college class.

1. As a result of this experiment they found that the student-teachers, children, and the teacher in charge seemed to benefit from this experience. The Juniors had the opportunity to work actively with children. The children experienced individual learning enhanced by the advantages of participation in small groups.
2. The students' reports indicated that subject matter took on a new meaning for them. They began interpreting informational material in terms of its functioning. Since the experiment was undertaken, some of the Juniors have gone into their regular first period of practice teaching and have reported that they made adjustments early and had broader understandings, owing to this experience.
3. The children with whom the students worked profited by the experience. The small group situation made possible for more individual attention, recognition of individual interests.

4. The investigators concluded that it would seem that experience before students enter into practice teaching would offer certain advantages over the usual scattered and formally scheduled observations of teaching.

CHAPTER III

THE ROLE OF THE TRAINING SCHOOL IN TEACHER EDUCATION

Origin of Student Teaching at Prairie View Training School

The practice of having student teaching in the training of prospective teachers at Prairie View started as early as 1925. It was in this year the first school building was constructed to serve the children of the institution and the nearby community. The school was also used as a laboratory for the training of student teachers.

The student teachers learned to solve problems in classroom management by actually taking charge of classes and classrooms.

Supervision was poor the first few years after the Training School was built. The student teachers were poorly supervised. The student teachers did not teach the fundamentals that would interest and meet the needs of the pupils. The parents grew discouraged and the pupils did not co-operate with the student teachers.

A practical solution to the problem of inadequate facilities for student teaching was met at this institution in 1938-39. It was some time during this school term that Anne C. Preston entered into some working arrangements with school officials of Waller County, Brenham, Navasota, and

Sugarland to improve the training of teachers by providing practical experiences in public schools for all prospective teachers. Thus, the student teaching periods were lengthened and divided into nine-weeks periods on-campus and nine-weeks periods off-campus.¹

In 1951-52, Prairie View placed student teachers in eighteen training centers, scattered over eight towns and one large city, a distance from campus ranging from 6 to 220 miles.

Organization and Administration of the Training School

The training school of Prairie View College maintains grades one through twelve, with the average pupil enrollment of 237.

There are six teachers in the elementary school and five full-time teachers in the high school. Secondary teachers carry a load of six periods a day, while elementary teachers have a teaching load of a full day with the number and length of class periods adapted to the age and interest levels of the pupils.

The school offers college preparatory and general curriculums. A vocational curriculum is maintained in the

¹Ruth Ella Gee, "The History of the Prairie View Training School from 1916 to 1946." Unpublished Master's thesis, Prairie View Agricultural and Mechanical College, Prairie View, Texas.

school, also life adjustment, correlated curriculum organizations.

The educational philosophy is written. The President of Prairie View Agricultural and Mechanical College, the Dean of the School of Arts and Sciences, the Chairman and faculty of Department of Education, the critic teachers in the Prairie View Training School, the pupils and their parents have had a share in helping to formulate the philosophy and the objectives.

Nine weeks of student teaching are required in both elementary and secondary grades; fifteen hours per week. The school delegates student teacher supervision to several persons with the supervising teacher functioning. All student teachers have scheduled conferences with supervising teacher.

The college administrators permit student teachers to carry college classes in conjunction with their period of student teaching.

The training school does not require student teachers to take an active part in Parent Teachers Association nor faculty meetings. However, the "doors" have been opened for them to participate in Parent Teachers Association meetings, but have not opened "doors" to faculty meetings.

As yet community surveys are not conducted by student teachers to determine the instructional resources and the

health conditions of the community. On special occasions student teachers are asked to visit parents' homes by the critic teacher.

The number of student teachers vary from two to six. There are seldom more than two actually to participate. The other student teachers are required to observe. The student teachers in the high school teach one subject, the major subject. In the elementary school the student teachers are required to teach all subjects.

Progressive Educational Practices in Campus Laboratory School

1. The training school provides extensive training in the organization and guidance of effective learning situations.
2. The mastery of various teaching skills, is required.
3. The ability to work co-operatively with individuals as well as groups.
4. The use of democratic procedure in the school and community.
5. The school provides the use of audio-visual aids, however the training school does not instruct all student teachers in the operation of audio-visual equipment.
6. The campus school trains student teachers in the techniques of pupil-teaching planning.

7. In the program of education for life adjustment the school gives special attention to the development of ideas, interests, attitudes, understandings, concepts, and habits and organized subject matter broadly around problems, topics, interests, and needs.²

Practices Used in the Training of Student Teachers

1. At the end of each mid-semester, a general meeting is held for all students who expect to do student teaching the following semester. The meeting is well advertised in advance and every student concerned is expected to attend. At this meeting the general plan of student-teaching is outlined and explained. Questions are answered and student problems discussed. At the conclusion of the meeting, each student is given a student teaching application blank to fill in. This form must be carefully executed and returned to the Office of the Head of the Education Department within ten days after receiving the notice.
2. All application forms are checked by the Education

²Statement by Herman T. Jones, Principal of Prairie View Training School, personal interview, March 31, 1953.

Department for the purpose of determining the professional qualifications of students in secondary areas. If the applicant has satisfied his professional requirements, such as psychology, methods, a recommendation form is passed over to the major professor in the student's chosen field. When this form is properly executed and returned to the Office of the Head of the Education Department, the student is given a teaching assignment if eligible. All students majoring in Elementary Education must satisfy all requirements as set forth in the college bulletin relative to Elementary Education. These applicants are recommended by the chairman of Elementary Education, if eligible.

3. After the general meeting followed by filing an application for student teaching, the student might come in for an interview with the Supervisor of Student Teaching, School of Arts and Sciences. Practical information is given to the individual student as to his obligations and responsibilities. A preference of on-campus or off-campus teaching for the first nine weeks is indicated. Assignments are only tentatively made.

4. During general registration for the semester, each student presents his class ticket for student teaching at the office of the Supervisor of Student Teaching. All on-campus student teachers are sent to the office of the Principal of Prairie View Community School.
5. An orientation period for off-campus student teachers generally constitutes three meetings. Definite assignments are made, the cost of living and adjustments in various communities, transportation schedule and specific rules and regulations are discussed. Each student is given his specific assignment form to present to his supervising teacher which must coincide with the one previously mailed by the college supervisor to the principal of school in which student teachers will work.

Duties, Responsibilities, and Procedures of Student Teachers

During the initial observation period, student teachers do the following:

1. Get acquainted with the pupils individually and as a group. A "seating chart" should be made and used by the student teacher until complete

familiarity with pupil's names is attained.

Learn not only the name of every pupil, but as far as possible, the individual behavior and instructional problems presented by each.

2. Discuss with the resident teacher the various features of the classroom life. (Do this at times convenient to the supervising teacher).
3. Make a table including the names of the pupils (alphabetically arranged) and showing the chronological age, mental age, and reading age of each pupil. Where data on mental age and reading age are not available, this assignment cannot be carried out.
4. List the facilities available for purposes of instruction, including the school library.
5. Note carefully how the resident teacher deals with teaching problems, such as the following:
 - a. How desirable behavior habits are developed.
 - b. How the work habits of pupils are guided and fostered.
 - c. How the supervising teacher deals with pupil conflicts and disputes.
 - d. How pupil's attention is gained and held.
 - e. How instructional techniques are adapted to the individual child--the timid child, the

"forward" child, the bright child, and the slow child.

- f. How pupil's initiative is stimulated and individual and group responsibility fostered.
- g. How pupils are brought into (1) work plans and (2) the activities following.
- h. How subject matter and materials are selected and used.
- i. How individual and group assignments are made; and how an attentive "follow-up" of stimulation and interest is sustained.
- j. How the theme of instructional purpose carries through the procedures and activities of the classroom.
- k. How the procedures and activities of the "instructional day" are correlated and integrated into a profitable "experience day" for the child.

Among the ways a student teacher may be useful are the following:

1. By taking charge of the room for intervals when conditions make this desirable: as when the teacher is called from the room, or when a visitor enters. (Ordinarily the student teacher should not be left unsupervised for long periods of time. In no case should the student teacher take the place of a substitute teacher.

2. By bringing materials to class such as flowers for the nature study lesson, illustrative materials for geography or history, apparatus for science, are used.
3. By coaching retarded pupils in the area of their weakness.
4. By finding materials for and guiding the learning activities of pupils who should do more work than the course of study calls for.
5. By helping in group activities--creative, constructive, and dramatic.
6. By reading children's books and reporting to children in ways that will be interesting. Such work may come as an introduction to teaching.
7. By discovering new ideas or methods and interesting subject matter which may fit in with the work of the class and presenting them to the resident teacher.
8. By reacting promptly to suggestions by the resident teacher.
9. By assisting in grading papers, scoring tests, graphing pupil's achievements, and making out reports.
10. By helping on the playground at noon and recess. Contacts here are especially valuable to the prospective teacher.

Evaluation of Student Teachers

The supervising teacher will be expected to evaluate the work of the student teacher at the end of each nine weeks' experiences. The evaluation will include:

1. Professional attitudes
2. General characteristics

3. Professional characteristics
4. General professional ability
5. Preparation and specific classroom procedures.

The final rating of student teachers is made by the College Supervisor who gets an overall view of all student teachers on the field. (See appendix for evaluation sheets).³

Plans, Methods, and Procedures Used by Other Teacher Training Institutions

According to Tapp⁴ if the following practices are incorporated by teacher training institutions, the possibilities for improving teaching quality are almost unlimited:

1. During their undergraduate years, students are given opportunities to observe children closely in a variety of educational activities in the role of assistant teachers.
2. Student teaching experiences are provided in terms of an all day assignment in approved public schools within the state, the student lives in the community, and participates in all school and community activities as he will on his first job.
3. Public school administrators and others inform college students on matters which might be neg-

³Anne C. Preston, "Follow the Handbook," Unpublished Handbook for Student Teachers, Prairie View Agricultural and Mechanical College, Prairie View, Texas, 1953.

⁴Robert F. Tapp, "Student Teachers in the Public Schools--A Productive Alliance," The School Executive, Vol. 71, September, 1951, pp. 31-33.

lected in college courses. Panel discussions are held in which public school and college leaders discuss important aspects of teaching.

4. Public school teachers and administrators are given free tuition to attend college courses to prepare them for the program.
5. The proportion of college instructors who will devote part of their time to providing service for the public schools, is increased and definite programs of in-service training for teachers on the job are co-operatively planned, activated, and maintained.
6. A continuous communication system between public schools and teacher training institutions is created taking the form of periodic two-way newsletters or magazines and frequent inter-visitations.

In 1938, Ryan⁶ Director of Integration, New Jersey State Teachers College at Montclair, made a study on the maximum amount of effective practice-teaching experience which the campus high school of two or three hundred pupils can furnish.

A questionnaire was sent to 76 universities and teachers colleges in the North Central territory. Sixty-five institutions replied. The following findings were made:

1. Most institutions do not look upon observers as serious liabilities; but that the general practice

⁶Herber Hinds Ryan, "The Practice Teaching Load in Laboratory Schools," Educational Administration and Supervision, Vol. 34, January, 1938, pp. 143-145.

is to limit the number of practice-teachers. The typical university in the territory sets a limit of two practice-teachers to a given class; and the typical teachers college sets a limit of three. On the average, there are one or two practice-teachers to a class.

2. The typical teacher-training institution supplements the facilities of the campus school with those of off-campus schools.
3. It seems that many of these laboratory schools are so heavily loaded with observers and student-teachers that provision for effective teaching opportunity will be dependent upon one or all of the following changes: (a) Increase in size of laboratory school; (b) use of other schools as supplements; (c) restriction of admission to practice-teaching; (d) recourse to "participation" as a substitute for "practice-teaching."

In 1945-46, Blyler⁶ of Black Hills Teachers College, Spearfish, South Dakota, made a study of the trends and practices in practice-teaching among the member schools of the American Association of Teachers College. The findings

⁶Dorothea Blyler, "Student Teaching in the American Association of Teachers Colleges," Educational Administration and Supervision, Vol. 33, January, 1947, pp. 75-87.

of the study are as follows:

1. There seemed to be a general feeling that laboratory schools are not being used as much as they should be--that they are not laboratories in the true sense of the word. The laboratory school should be the proving-ground of all educational theory. All such theory taught by instructors who have no actual contact with children and the teaching of children is likely to become impractical. The college and the laboratory school must be brought closer together.
2. Directors of student-teaching agree that practice conditions should approximate as closely as possible actual teaching conditions.
3. The greatest number of colleges use the plan whereby the student teacher teaches one hour a day per quarter; it does not necessarily follow that they think this plan is the best one. Observing and teaching a half day or a whole day is regarded as the ideal.
4. The section on the requirements for entering practice-teaching indicated that teachers colleges are lagging far behind the education departments of the state universities in the matter of teacher selection. Ninety-seven colleges require a "C" average, four require

C+, eight require B, one requires B-, one requires a passing grade, and one stated that not more than twenty-five per cent of the grades can be D.

5. A majority of the colleges require lesson plans of student teachers during the entire period they are teaching.
6. The following subjects are required before entering practice teaching by the colleges:

Methods
 Educational Psychology
 Principles of Teaching
 General Psychology
 Child Psychology
 Educational Measurements
 Integrated Courses
 Classroom Management
 The Child and the Curriculum
 Curriculum (Elementary and Secondary)
 Observation and Participation
 Educational Sociology
 Children's Literature
 Administration
 Physiology and Hygiene
 Professional Adjustment of the Teacher
 Educational Biology
 History of Education
 Childhood Education
 Fundamentals of Speech
 Environmental Basis of Geography
 Preliminary Student-teaching
 Seminar for Seniors

7. A comparatively new idea has emerged--that of an integrated course in teacher-training, the integration of theory and practice.

CHAPTER IV

ANALYSES OF FINDINGS

Analyses of the Pupils' Reactions to Student Teachers Teaching Them in Classrooms

The data in Table I reveal that the general reaction to having student teachers was a favorable one. Of the 138 pupils who replied to Form A of the questionnaire (see appendix), 45 high school pupils and 54 elementary pupils expressed favorable reactions, while 21 or 27.3 per cent in the high school had some misgivings concerning student teachers teaching them in classrooms, and 18 expressed disapproval, 11 or 14.3 per cent of the 18 being members in the the high and 7 or 11.5 per cent being elementary children.

TABLE I

GENERAL REACTIONS OF PUPILS TO STUDENT TEACHERS TEACHING THEM IN THE CLASSROOMS

Reaction	Number of Elementary Pupils	Per Cent	Number of High School Pupils	Per Cent
Approved	54	88.5	45	58.4
Did not fully approve	-	-	21	27.3
Disapproved	7	11.5	11	14.3

The reactions of high school pupils favoring student teachers fell into six categories. First, 10 high school pupils expressed satisfaction with the program, but gave no reasons for their favorable attitude; they are as follows:

1. "I think we should have student teachers."
2. "I feel fine having student teachers."
3. "I like the teachers."
4. "I think student teachers are good."
5. "They are all right."
6. "I think it's important."

Second, 12 high school pupils indicated they approved of the program because the student teachers tended to make the classes interesting, presented new ideas, etc., as follows:

1. "I enjoyed student teachers because they make a change in the atmosphere of the class."
2. "I think classes are much more interesting with practice teachers."

Third, three pupils indicated they approved of the plan because they knew it would help the student teachers. They indicated they welcomed an opportunity to help the future teachers with their education. The following answers were given:

1. "I think it is very nice to have student teachers to teach pupils, because it will help them to know how to get along with boys and girls, and it will give them much experience in their future career."
2. "I think the student teachers are learning something from us, and we are learning something from them."
3. "I think the student teachers are nice people because we understand they are students just as we are and are working for a grade just as we are."

Fourth, seven mentioned that they enjoyed student teachers because they understood them.

1. "I understand them very well and I think they understand me."
2. "They are more understanding and enjoyable."

Fifth, only two pupils indicated that having student teachers provided more time for individual help or enabled them to carry on extra activities.

1. "We could work in groups."
2. "They help us to get through our books faster and know the work better."

Sixth, eleven pupils indicated that student teachers helped them to learn more.

1. "I think student teachers help more on the whole than my regular teachers."

The unfavorable reactions expressed by 11 high school pupils fell into five categories. First, six pupils felt that the student teachers were inferior to their regular teachers and that their learning was impaired. They believed they could learn and understand lessons better when their regular teachers taught them. These answers are as follows:

1. "I don't like student teachers because they don't bring out the point as well as the classroom teacher."
2. "I sincerely feel that the student teachers should observe rather than teach. The student teacher does not possess qualities for a teacher."
3. "Some of them don't know as much as we do. There are some exceptions. We don't like to obey anyone almost the same age as we are."
4. "Some of the practice teachers are rather dumb, otherwise they are okay."
5. "I don't like them, period. Most of them don't know anything, and they are mean."
6. "I would do better without student teachers. I would learn more with my regular teacher teaching me."

Second, one pupil felt that having student teachers upset regular class routine.

1. "I think we would do better without them. I think they upset the teaching schedule."

Third, two pupils indicated that the student teachers were not very kind to them. They had the following to say:

1. "I don't like them because sometimes they are mean to us; I can learn more from our regular teachers."
2. "They don't like us and do mean things to us."

Fourth, one pupil objected to student teachers because she found it difficult to adjust to more than one teacher.

1. "We have to change student teachers too often. It would be different if we kept them longer, but by the time we are used to them and their methods they leave. Then we have to get adjusted to another one, and the same thing happens. What can we learn when they teach different methods?"

Fifth, one pupil indicated disapproval of student teachers because of deterioration of classroom routine.

1. "You can get away with more things and so you do not fully work as hard."

Typical comments by twenty-nine high school pupils who did not fully approve of student teachers, as follows:

1. "It would be all right for them to teach for a limited time."
2. "Some of them are all right. Some of them are bossy, and some don't have patience."
3. "Depends entirely on the student teacher. Some are good; some are not."
4. "Most of them are nice, but are not accustomed to teaching teenagers."

5. "It all depends on his or her personality, characteristics, and interpretation of the particular subject they are to teach."
6. "I like the student teachers, but some of them think we should be more than we are. They think we should be like they were when they were going to school."
7. "Some of them do a fairly good teaching job. Some are quick to get angry."
8. "I think the student teachers should get the experience, but they should teach on a lower level."
9. "On the whole the student teachers are all right, but they teach so different from our regular teachers."
10. "Some of the student teachers were nice, and some were too strict."
11. "Some of them were mean, and some were problems."
12. "In my opinion it is all right to have student teachers to teach classes if they will treat the pupils all right."
13. "I would like to have some, and some I would not like to have to teach me for nine weeks."
14. "I like the idea of student teachers when they can teach in an interesting manner."
15. "They will do since they have to come over."
16. "I like some of the student teachers and some I don't like. I learn from some and others, I don't."
17. "I think some of the practice teachers are all right, but there is one teacher who is very high tempered and explodes every minute."
18. "In a way I like to have them. Some of them are too mean."
19. "I don't like all student teachers, because they are not so nice."

20. "Some of them are all right, but some of them are not. They are mean."

Of the 54 elementary pupils who gave their approval of student teachers, 28 indicated such approval without giving any reasons, i. e.:

1. "I like the student teacher."

Twenty-six said they liked the student teachers and made the following comments:

1. "They help the children. On holidays they can help decorate the room."
2. "I like the student teachers because they help us."
3. "I like them. They make us understand our work."
4. "I like the student teachers because they are kind."
5. "I think they are nice and do good teaching. They are nice. They help us to learn more."
6. "They are nice to me. They do not whip me. They help me with my lessons."
7. "I think the student teachers are needed to teach because our real teacher has to teach two grades, and they are helpful."

The unfavorable reactions of seven elementary pupils were expressed as follows:

1. "I don't like them because they are mean teachers."
2. "I would do better without student teachers."

3. "I would like to have my regular teacher, because she does not give us much home work."
4. "We can do without them. They don't like to help us. We want our regular teacher."
5. "I don't like them because they give us home work."

Appraisal of the Competencies of Student Teacher by Elementary School Pupils

The responses shown in Table II of the evaluation of the competencies of student teachers by elementary pupils indicated that 18 or 29.5 per cent of the teachers were "outstanding" in the use of records, maps, and films. Forty-one or 67.2 per cent were "satisfactory", while only 3.3 per cent needed improvement.

Eighteen or 29.5 per cent of the teachers were "outstanding" in helping individuals; 37 or 60.7 per cent were "satisfactory," and 6 or 9.8 per cent should improve.

Eleven or 18.0 per cent of the teachers were "outstanding" in keeping the pupils busy and interested; 47 or 77.0 per cent were "satisfactory," while 4.9 per cent which indicates three pupils say there is a need for improvement.

Twelve or 19.7 per cent of the teachers were "outstanding" in making the classes interesting; 40 or 65.6 per cent were "satisfactory" and 9 or 14.8 per cent needed improvement.

TABLE II

APPRAISAL OF THE COMPETENCIES OF STUDENT TEACHERS BY SIXTY-ONE ELEMENTARY SCHOOL PUPILS

	Out-stand- ing	Per Cent	Satis- fac- tory	Per Cent	Need Im- prove- ment	Per Cent
Kept class in order	1	1.6	41	67.2	19	31.1
Knew the subject he taught	2	3.3	46	75.4	13	21.3
Used records, maps, films, etc.	18	29.5	41	67.2	2	3.3
Helped different individuals	18	29.5	37	60.7	6	9.8
Kept us busy and interested	11	18.0	47	77.0	3	4.9
Helped us with personal problems	5	8.2	43	70.5	13	21.3
Conducted the class democratically	8	13.1	43	70.5	10	16.4
Made the class interesting	12	19.7	40	65.6	9	14.8
Spoke and wrote so we could understand	3	4.9	43	70.5	15	24.6
Understood the pupils	9	14.8	38	62.3	14	23.0
Made us think for ourselves	7	11.5	46	75.4	8	13.1

Seven or 11.5 per cent of the pupils rated the teachers as "outstanding" in making them think for themselves; 46 or 75.4 per cent were "satisfactory" and 8 or 13.1 per cent needed improvement.

One or 1.6 per cent of the teachers were "outstanding" in keeping classes in order; 41 or 67.2 per cent were "satisfactory" and 1.9 or 31.1 per cent needed to improve.

Two or 3.3 per cent of the trainers indicated that they were "outstanding" in their preparation for teaching specific subject matter; 46 or 75.4 per cent were "satisfactory" and 13 or 21.3 per cent showed need of improvement.

Five or 8.2 per cent of the student teachers were "outstanding" in assisting pupils with personal problems; 43 or 70.5 per cent were "satisfactory;" and 13 or 21.3 per cent needed improvement.

Eight or 13.1 per cent were evaluated as "outstanding" in conducting the class democratically; 43 or 70.5 per cent, "satisfactory; while 10 or 16.4 per cent showed the need of improvement.

Only three or 4.9 per cent of the students in training were rated as "outstanding" in speaking correct English effectively; 43 or 70.5 per cent were "satisfactory;" and 15 or 24.6 per cent indicated need of improvement.

Nine or 14.8 per cent of the teachers were evaluated as being "outstanding" in being able to understand the

pupils. Thirty-eight or 62.3 per cent were graded "satisfactory" and 14 or 23.0 per cent felt that there was need for them to improve.

Appraisal of the Competencies of Student Teachers By Seventy-Seven High School Pupils

The tabulations of Table III evaluated by the high school pupils indicated that 3 or 3.9 per cent of the teachers were rated "outstanding" in keeping classes in order; 41 or 53.2 per cent of the student teachers were "satisfactory," and 33 or 42.9 per cent needed improvement.

Ten or 13.0 per cent were rated "outstanding" in knowing the subject he was teaching; 45 or 58.4 per cent were placed in the "satisfactory" category, and 22 or 28.6 per cent were said to need "improvement."

As to their use of records, films, maps, etc., 6 or 7.8 per cent fell in the "outstanding" group; 45 or 58.4 per cent were graded "satisfactory" and 26 or 33.8 per cent according to the pupils in high school, show evidence of needing improvement.

When it came to being helpful to the pupils individually, the following rates were given: 10 or 13.0 per cent, "outstanding;" 48 or 62.3 per cent, "satisfactory;" and 19 or 24.7 per cent, "need improvement."

So far as maintaining interest and keeping the

TABLE III

APPRAISAL OF THE COMPETENCIES OF STUDENT TEACHERS BY SEVENTY-SEVEN HIGH SCHOOL PUPILS

	Out-stand- ing	Per Cent	Satis- fac- tory	Per Cent	Need im- prove- ment	Per Cent
Kept class in order	3	3.9	41	53.2	33	42.9
Knew the subject he taught	10	13.0	45	58.4	22	28.6
Used records, films, maps, etc.	6	7.8	45	58.4	26	33.8
Helped different individuals	10	13.0	48	62.3	19	24.7
Kept us busy and interested	6	7.8	34	44.2	37	48.1
Helped us with personal problems	1	1.4	38	49.4	38	49.4
Conducted the class democratically	11	14.3	53	68.8	13	16.9
Made the class interesting	10	13.0	36	46.8	31	40.3
Spoke and wrote so we could understand	9	11.7	45	58.4	23	29.9
Understood the pupils	7	9.1	44	57.1	26	33.8
Made us think for ourselves	10	13.0	46	59.7	21	27.3

children busy, only 6 or 7.8 per cent were "outstanding;" 38 or 44.2 per cent "satisfactory;" and 37 or 48.1 per cent "need improvement."

According to their rating 1 or 1.4 per cent of the trainees helped the pupils with their personal problems; the number and percentages were the same for "satisfactory" and "improvement" groups; 38 or 49.4 per cent, respectively.

The rating of democratic teaching ranged as follows: 11 or 14.3 per cent, "outstanding;" 53 or 68.8 per cent, "satisfactory;" and 13 or 16.9 per cent "need improvement."

Ten or 13.0 per cent of the persons in training were rated "outstanding" in making the class interesting; 36 or 46.8 per cent were chosen "satisfactory" and 31 or 40.3 per cent "need improvement."

The student teachers who spoke and wrote understandingly received the following tabulation: "outstanding" 9 or 11.7 per cent; "satisfactory," 45 or 58.4 per cent and "need improvement," 23 or 29.9 per cent.

Did the student teachers understand the pupils? According to the pupils, 7 or 9.1 per cent were "outstanding;" 44 or 59.1 per cent, "satisfactory;" and 26 or 33.8 per cent, "need improvement."

Ten or 13.0 per cent were "outstanding" in making the pupils think for themselves; 46 or 59.7 per cent, "satisfactory;" and 21 or 27.3 per cent, "need improvement."

Appraisal of the Extent Student Teachers Affected High School Pupils

The tabulation of the data presented in Table IV indicates 11 or 14.3 per cent of the high school pupils believed that the student teachers interfered with their learning "much;" 61 or 79.2 per cent felt their learning was hampered "some;" and 5 or 6.5 per cent believed that having students teach them, did not affect their learning in any respect.

TABLE IV

APPRAISAL OF THE EXTENT STUDENT TEACHERS AFFECTED HIGH SCHOOL PUPILS

	"Much" Per Number Cent	"Some" Per Number Cent	"Little" Per Number Cent
1. Interfered with our learning	11 14.3	61 79.2	5 6.5
2. Stimulated us	5 6.5	62 80.5	10 13.0
3. Enabled us to receive more individual attention	18 23.4	47 61.0	12 15.6
4. Lowered the discipline of the class	16 20.8	33 42.9	28 36.4
5. Made the class more enjoyable	20 26.0	46 59.7	11 14.3

The larger percentage of pupils, 62 or 80.5 per cent, indicated they were stimulated "much," while 10 or 13.0 per cent were not roused at all by the student teachers.

The teachers were rated 18 or 23.4 per cent on giving "much" individual attention to pupils; 47 or 61 per cent gave "some" attention and 12 or 15.6 per cent indicated they did not receive any attention by the teacher.

Sixteen or 20.8 per cent lowered the discipline of the class "much;" 33 or 42.9 per cent of the pupils believed that the discipline was lowered "some;" and 28 or 36.4 pointed out that the student teachers' presence did not affect the class discipline.

Pupils rated teachers as making the classes more enjoyable as the following: 20 or 26 per cent, "much;" 46 or 59.7 per cent "some." Eleven or 14.3 per cent did not think the student teachers made the class more enjoyable.

Appraisal of the Extent Student Teachers Affected Elementary Pupils

Table V indicates what elementary school pupils felt about the affect student teachers have upon them.

Seven and 11.5 per cent interfered with their learning "much;" 45 or 73.8 per cent, "some;" 9 or 14.8 per cent rated "none."

How the trainees stimulated the pupils were rated thus:

12 or 19.7 per cent, "much" and 49 or 80.3 per cent "some."

The benefits of receiving more individual attention as the result of having student teachers, were grouped as 11 or 18 per cent "much;" and 50 or 82 per cent, "some."

TABLE V

APPRAISAL OF THE EXTENT STUDENT TEACHERS AFFECTED ELEMENTARY SCHOOL PUPILS

	"Much"	Per Cent	"Some"	Per Cent	"None"	Per Cent	Total
1. Interfered with our learning	7	11.5	45	73.8	9	14.8	61
2. Stimulated us	12	19.7	49	80.3	-	-	61
3. Enabled us to receive more individual attention	11	18.0	50	82.0	-	-	61
4. Lowered the discipline of the class	26	42.6	33	54.1	2	3.3	61
5. Made the class more enjoyable	30	49.2	24	39.3	7	11.5	61

The affect students in training had upon lowering the discipline was 26 or 42.6 per cent, "much;" 33 or 54.1 per cent, "some;" and 2 or 3.3 per cent, "none."

Thirty or 49.2 per cent made the class more enjoyable; 24 or 39.3 per cent helped "some," and 7 or 11.5 per cent did nothing to improve the class atmosphere.

Ability of Student Teacher to Discipline the Pupils

Data (see Table VI) concerning the discipline maintained by student teachers in elementary school are as follows:

TABLE VI

APPRAISAL OF STUDENT TEACHERS' ABILITY TO DISCIPLINE BY ELEMENTARY PUPILS

	Number of Pupils	Per Cent
Much too strict	0	-
Too strict	4	6.7
About right	20	32.8
Not strict enough	27	44.3
Not nearly strict enough	10	16.4

None was found to be "much too strict."

Four or 6.7 per cent "too strict."

Twenty or 32.8 per cent were said to be "about right."

"Not strict enough" was the answer given by 27 or 44.3 per cent and 10 or 16.4 per cent said, "not nearly strict" enough.

The tabulations found in Table VII indicated pupils rated student teachers as to the discipline maintained by them as follows:

"Much too strict" rated none.

"Too strict" was 2 or 2.6 per cent.

"About right" revealed 15 or 19.5 per cent.

"Not strict enough" indicates 40 or 51.9 per cent.

"Not nearly strict enough" shows 20 or 26 per cent evaluating.

TABLE VII

APPRAISAL BY HIGH SCHOOL PUPILS OF THE STUDENT TEACHERS' ABILITIES TO DISCIPLINE

	Number of Pupils	Per Cent
Much too strict	0	-
Too strict	2	2.6
About right	15	19.5
Not strict enough	40	51.9
Not nearly strict enough	20	26.0

Personality Evaluation of Student Teachers by Pupils

Only the high school pupils were asked to evaluate the personality traits of student teachers. It was

TABLE VIII

PERSONALITY EVALUATION OF STUDENT TEACHERS BY HIGH SCHOOL PUPILS

	Number	Per Cent
1. Appearance		
Ill-groomed and sloppy	13	16.9
Good appearance Appropriately dressed	59	76.6
Well groomed, in good taste Exceptionally attractive	5	6.5
2. Emotional stability		
Stable at all times Meet emergencies easily	5	6.5
Unstable Uncontrolled Easily moved to anger	35	45.5
Appear at ease in different situations Excellent self-control	37	48.1
3. Relations with others		
Friendly, pleasing, and well-liked	13	16.9
Gets along well On good terms with most pupils	53	68.8
Unsocial Pupils dislike them	11	14.3

believed that the questionnaire was too difficult for the elementary pupils to discern clearly and thoughtfully.

As a result of tabulating the responses of these high school pupils as has been shown in Table VIII on page 69, with reference to the traits of personality, we find 13 or 16.9 per cent of the student teachers were rated ill-groomed; 59 or 76.6 per cent had good appearance and appropriately dressed; 5 or 6.5 per cent were well groomed, in good taste and exceptionally attractive.

The pupils indicated 5 or 6.5 per cent of the teachers were stable at all times, met emergencies easily; 35 or 45.5 were unstable, uncontrolled, easily moved to anger; and 37 or 48.1 per cent were rated as being able to appear at ease in different situations and had excellent control of themselves.

Concerning relations with others, 13 or 16.9 per cent were thought to be friendly, pleasing, and well-liked; 53 or 68.8 per cent got along well and were on good terms with most pupils. Only 11 or 14.3 per cent were unsocial and pupils disliked them.

Opinions of Having Student Teachers Another Year

Of the 120 pupils who indicated they would like to have student teachers to teach them another year, only 30 indicated why they favored them.

The summary of responses presented in Table IX expresses the major reasons given by pupils.

TABLE IX

REASONS GIVEN BY THIRTY PUPILS FOR WANTING STUDENT TEACHERS
IN CLASS ANOTHER YEAR

Reason	Number of Pupils	Per Cent
1. "We were helped and so were they." "By the two working together we can improve."	2	6.7
2. "Helped us with our personal problems."	1	3.3
3. "We can get more individual help when there are more than one teacher in the classroom."	3	10.0
4. "I have learned much by having student teachers." "I felt at ease with them. I don't mind asking questions."	6	20.0
5. "Enjoyed student teachers more than regular teachers." "They are very nice and will help you."	12	40.0
6. "The student teaching program enables us to come in contact with many types of teachers and methods of teaching."	1	3.3
7. "We have fun with student teachers."	5	16.7

Eighteen pupils stated they did not want student teachers to teach them again. Seven indicated their reactions, as shown in Table X on page 72.

TABLE X

REASONS GIVEN BY SEVEN PUPILS FOR NOT WANTING A STUDENT
TEACHER IN CLASS ANOTHER YEAR

Reason	Number of Pupils Per Cent	
1. "I feel that the regular routine is broken." "The student teacher seems to be learning along with us, rather than teaching."	1	14.3
2. "I prefer my regular teacher." "I don't like for someone to learn at my expense."	1	14.3
3. "Student teachers are not thorough enough."	1	14.3
4. "We have too many different teachers."	2	28.6
5. "I will do better in my class work with just my regular teacher."	1	14.3
6. "The student teachers are not familiar with subject matter."	1	14.3

Suggestions for Improving the Program

A total of twelve pupils suggested ways in which the student teaching program could be improved. These are as follows:

1. "Student teachers should interpret what they are to teach before coming to us so we can have a better understanding."

2. "Student teachers should realize we are human and the pupils should realize the student teachers are here for a purpose and not here just for grades."
3. "Have more co-operation and relationship with the students and teachers."
4. "The regular teachers should have conferences with each group of student teachers that come over to teach, so as to let them know definitely their duties."
5. "The student teachers should improve their conduct. When they come over here they try to be "Miss It," then when you see them on the campus they are buming boys out of money or trying to slip off the campus, or hear them cursing one another out."
6. "The student teachers should have more patience and control their anger."
7. "The program can be improved by not having a student teacher teach too long, let the regular teacher do most of the teaching and let the student teacher observe."
8. "The student teachers should use more audio-visual aids that are related to the subject."
9. "The student teachers could be more strict and make the classes more interesting."
10. "The student teaching program can be improved by not having so many teachers, one right after the other, and not too many at a time."
11. "The program can be improved by sending student teachers that are interested in teaching, understand children, and who want to help teach them something, rather than ones who have to do it but do not want to."
12. "By having student teachers to know what they are teach and be able to put it over to the class."

Pupils' Attitudes Toward Having Student Teachers in a Class as Expressed in Interviews

Interviews were conducted among the principal and supervisory teachers of the training school. The elementary critic teachers, from general observations, felt the pupils love and respect good student teachers.

In the secondary school the following comments were given by the principal and supervisory instructors:

1. Many like the student teachers very much because they feel less will be required of them. Some pupils object to them because they do not require work from them."
2. "Some resent them if they (teachers) have stern characteristics or personalities. But they love and study hard for one whose pleasant countenance and personality greet them."
3. "Some of the pupils like student teachers because they feel that less work is required. Others object for the same reason. Some pupils complain about the constant changing of teachers."
4. "They usually don't want them. They have, however, seemed happier with the men student teachers, than with the lady student teachers. Then, on the other hand, they are very well pleased with them."

The Attitude of Critic Teachers Toward Having Student Teachers in Their Classrooms

In interviewing the supervising teachers concerning their reactions toward the student teachers in the class-

rooms, the following comments were made:

1. "As long as I have student teachers who major in the subjects they teach and who can adjust their schedules to our schedule, they do not hamper us too much."
2. "Prairie View Training school was fundamentally set up for a training center. It is thoroughly understood that student teachers must have practice in order to learn to teach. In accepting the position, I accepted this responsibility as a part of the job."
3. "I accept it as a part of my responsibility in helping the school carry out its obligation to the college."
4. "In my honest opinion there are advantages and disadvantages in having student teachers. Advantages exceed disadvantages. Student teachers make it possible for us to have a much broader and enriched program."

Most of the teachers believed they could do a better job of instructing their pupils if they did not have to supervise the student teachers. Typical comments were:

1. "In most instances student teachers require so much help, until I don't have the time to do properly all that is required, even when, many "after school" hours are used."
2. "I do feel that I could do a more complete job of teaching the subject matter, without interruptions, but for a well rounded program for the development of the whole child, I think the student teacher is an asset."

Weak Points that have been Discovered by the Critic Teachers of the Training School

In supervising the cadet teachers, the following weak

points have been found by the critic teachers:

1. Lack of initiative.
2. Resourcefulness.
3. Thoroughness in subject-matter, especially spelling and English.
4. Lack of enthusiasm.
5. A better background in their major field.
6. Lack of ability to control discipline.
7. Lack of assuming responsibility.
8. The knowledge of understanding boys and girls.

Suggestions for Improving the Student Teaching Program

The following are suggestions made by the critic teachers and the principal of the elementary and high schools:

1. Longer periods for practice teaching.
2. A course in methods and materials offered in senior year, supplementing practice teaching.
3. Friendly or wholesome relationship continued between student teachers and supervisors.
4. Lighten college class load so that the student teachers can give more time to actual classroom teaching. My student teachers are usually so overloaded, their practice teaching is burdensome and they have that "just-a-few-more-days look" in their eyes, or "if I-didn't-have- this class" look, I could keep up with my many assignments that are due by the end of the week. If possible, allow them to finish classroom work in three and one half years and practice teach the remaining half year."
5. Use a better method of selecting those students

who are to become teachers.

6. Include more practical experiences in the college courses.
7. Have smaller classes and make them strictly laboratory classes.
8. Send students to practice teach only in their major or minor field, preferably major field.
9. Certify only those student teachers to practice teach who do not have to take campus classes, who have at least "B" average in their major field and a "C+" or "B" average in their major field and a "C" or "B" average in English.
10. No lazy person should practice teach. Laziness has reference to those persons who find working a difficult task.
11. A special effort should be made for those persons to practice teach who have a high regard for "human relations."
12. Supply critic teacher with list of prospective student teachers who will do teaching during the year and what terms they expect to come. This should be done at the beginning of the year.
13. There should be conferences between teacher and student teacher to ascertain teaching interest of student before he or she comes to do teaching.
14. Equalize the number of student teachers to teach each term.
15. A screening program, already in process can be a little more selective. Screen them on characteristics and aptitude.
16. Guidance should be provided by the Department of Education for students who are prospective teachers.
17. Reorganize courses so as to meet the needs of student teachers.

18. Courses in enrichment, such as audio-visual aids to be used in teaching.
19. There should be more practical problems related to everyday experiences.

Evaluation of the Student Teaching Program by Student Teachers

Interviews were conducted among 44 college seniors who had completed their teacher training at the laboratory school.

Of the 44 college seniors, 31 gave favorable opinions toward the critic teachers, as follows:

1. "I think he did his best to help us get set up and accomplish our goal; he is capable and knows his subject matter."
2. "She gave me full faith and credit."
3. "My critic teacher was considerate, helpful in every respect that could aid in my teaching."
4. "She is very understanding and allows for individual differences in each teacher."
5. "My critic teacher is very nice. We are able to confer with him at any time on any problem that we have. He always lets us know what might be wrong."

Thirteen of the student teachers had unfavorable reactions toward the supervising teachers. These opinions were expressed by the student teachers, as follows:

1. "She is very helpful, but highly critical."

2. "My critic teacher was very critical on some things, but on others she was weak."
3. "Too easy as far as principles are concerned, that is, of teaching."
4. "Not too critical."
5. "The teacher was not considerate of the student teachers."
6. "She did not give me a chance to exercise my ideas. Everything had to go her way."
7. "My critic teacher did not offer enough suggestions nor criticisms."
8. "Does not know how to criticize intelligently."
9. "Stereotype."
10. "Needs more discipline power."
11. "The critic teacher does not demand the discipline that she should."
12. "The supervising teacher was considerate in offering minor suggestions. Not much help otherwise."

Suggestions by Student Teachers to Improve the Teacher
Training Program

1. "There should be a better disciplinary program."
2. "There should be more facilities and courses which will aid in furnishing a suitable environment for school activities in the learning process."
3. "The period to do practice teaching should be extended longer than nine weeks. One group should teach a whole semester."

4. "The supervising teachers should instruct pupils that the student teachers are more than mere student on a higher grade level."
5. "There should be a better relationship between supervising teachers and student teachers."
6. "The program can be improved if the critic teachers will tell the student teacher what is wrong instead of discussing the problems with other student teachers."
7. "There should be less student teachers in one classroom."
8. "There should be more counseling with student teachers before going into the classroom to teach."
9. "There should be more conferences to discuss problems with student teachers and supervising teachers."

CHAPTER V

SUMMARY AND CONCLUSIONS

1. Recapitulation:

a. (Statement of the Problem) The major purpose of this investigation was to determine whether the pupils of Prairie View Training School looked upon their student teachers in a favorable or unfavorable manner; and to state reasons for answers that were given.

The solving of this problem was dependent upon findings to the following questions:

1. What are the pupils' general reactions to instruction by the student teachers?
2. How do pupils evaluate the student teachers as to: teaching procedure, use of correct English, the handling of discipline problems, knowledge of subject matter, and personality traits.
3. Do the pupils feel their learning is hampered by the teaching of the student teacher?
4. Is the discipline of the pupils affected by having student teachers?
5. Do student teachers make it possible for pupils to receive more individual help?

6. Do the student teachers understand and help the pupils with personal problems?

The subordinate purposes were to find out:

1. What interpretation of the reactions of the pupils to the student teacher is made by the regular teacher.
2. What attitudes are evidenced by the principal and supervising teachers with respect to teaching by the student teachers.
3. What evaluation of the student teaching program at Prairie View Training School was made by the student teachers, themselves.
4. What suggestions could be offered by those persons now in supervisory positions in Prairie View Training School to improve the teacher training program.

The general reaction of pupils having student teachers teach them was a favorable one.

Favorable Reactions

1. The pupils expressed their satisfaction of the student teachers because they presented new ideas, approaches, and tended to make classes more enjoyable.

2. The pupils indicated they approved of the program because they knew it would help the student teachers. They were glad to help them to get practical experience before going into the teaching profession.
3. The pupils pointed out that the student teachers were young and they understood them.
4. Pupils liked the student teachers because they felt they were "easy." They did not have to work as hard for them as they did for the regular teacher.
5. They thought the student teachers were interesting and kind to them.
6. Pupils felt that having student teachers provided more time for individual help and extra activities.

It was observed by the writer that there were no derogatory comments made by primary pupils. Psychologically, the response to people and situations on this level is very simple and uncluttered. They have not yet begun to read a lot of implications into a situation. It is later that specific events are crystalized in the mind of the younger elementary school child.

Pupils' Approvals with Misgivings

There were 21 or 27.3 per cent of the high school pupils who did not fully accept the student teachers to teach their classes.

1. The pupils indicated that they would find the student teachers more acceptable if they knew their subject matter and how to apply it.
2. They thought it would be all right for the student teachers to teach them for a limited time.

Unfavorable Reactions

Some of the unfavorable opinions probably stem from the homes where parents have openly voiced complaints about college seniors replacing the regularly employed teachers.

1. Pupils disapproved of student teachers because they felt they were inferior to their regular teachers.
2. The pupils found it difficult to make adjustments to a large number of persons teaching them during the school year.
3. Pupils indicated the training teachers lacked the knowledge of understanding boys and girls.

Appraisal of Competencies by Pupils

The elementary and high school pupils evaluated the student teachers' teaching procedures, their ability to communicate effectively, the techniques of handling discipline problems, and their knowledge of subject matter as "need of improvement."

Personality Evaluation of Student Teachers by High School Pupils

1. The high school pupils pointed out that the student teachers' appearance was appropriate.
2. Thirty-five or 45.5 per cent of the teachers were rated by the pupils as being easily moved to anger, while 37 or 48.1 per cent had excellent self-control.

Appraisal of the Extent Student Teachers Affected High School and Elementary Pupils

1. The high school and elementary pupils felt by having student teachers teach them affected them "some."

Appraisal of Student Teachers' Ability to Discipline by Pupils

1. The pupils thought the handling of discipline

problems were not strict enough. They indicated by having student teachers affected their discipline "some."

Do Student Teachers Make it Possible for Pupils to Receive More Individual Help?

1. The pupils indicated that having student teachers provided more time for individual help and extra activities.

Do the Student Teachers Understand and help the Pupils with Personal Problems

1. The data revealed the student teachers did not give much personal help. This, perhaps, is due to the fact that the student teachers have had no previous contact with the pupils, and they do not have the time to spend with them because of the heavy scheduled college classes.

The Interpretation of the Reactions of the Pupils to the Student Teachers made by the Supervising Teachers

1. The regular teachers, from general observation, believed the (elementary pupils) like and respect their student teachers.
2. The supervisory teachers in the high school indicated the pupils approved of student teachers

when they knew their subject matter and how to apply it, to understand boys and girls, and possess pleasing traits of personality.

3. The critic teachers felt the high school pupils preferred young men as student teachers.

The Attitude of Critic Teachers Toward Having Student Teachers in Their Classrooms

1. The critic teachers accept the student teachers as their responsibility in helping to carry out its obligation to the college.

Evaluation of the Student Teaching Program by Student Teachers

1. Thirty-one student teachers gave favorable opinions toward the critic teachers.
2. Thirteen student teachers stated that the critic teachers were very critical on some things, but on others they were weak.
3. The critic teachers did not give the student teachers a chance to exercise their ideas.
4. The critic teachers did not offer enough suggestions nor criticisms.
5. The critic teachers did not demand the discipline that they should.

Suggestions for Improving the Student Teaching Program by
the Principal and Supervising Teachers

1. The persons in supervisory positions gave such suggestions as the following: (a) longer periods for student teaching, (b) a course in methods and materials offered in senior year, supplementing practice teaching. (c) Lighten college load so that the student teachers can give more time to actual classroom teaching. (d) A better method of selecting those students who are to become teachers. (e) Equalize the number of student teachers to come each term. (f) Guidance should be provided by the Department of Education for students who are future teachers. (g) Reorganize courses as to meet the needs of student teachers. (h) Supply critic teacher with list of prospective students who will do teaching during the year and what semester they expect to come. This should be done at the beginning of the year.

Conclusion

Student teaching has been an essential part of the teacher training program since the nineteenth century. It is believed that experience gained through this process

will aid the prospective teacher to develop a sensitive understanding of pupils and problems peculiar to them. Also, future teachers are better able to check in real life activities their facility for functioning in teacher and learning situation.

Realizing a need for the teacher to observe and share experiences in a campus laboratory school, the Prairie View Training School, formulated objectives to meet the needs of the college teacher training program.

It was interesting for the writer to note that some of Prairie View Training School pupils accept student teachers in a favorable manner.

It is the considered opinion of the writer that total acceptance of student teachers would be possible in this situation, if there was greater understanding of the pupils and deeper insights of the subject matter and its application on the part of the student teachers.

If the findings revealed in this study and the suggestions and objective criticisms of those persons taking part in it can aid in the enrichment of the student teaching program as the Prairie View Training School, this work will not have been in vain.

Recommendations

From the data obtained in this study, the following recommendations are offered for the betterment of the student teaching program at Prairie View Training School:

1. The institution should require only those persons who show an interest in teaching and who like and understand boys and girls. The writer believes this would eliminate the lack of enthusiasm and initiative found in students when they are required to do student teaching and have no desire to do it.
2. There should be more conferences between the supervising teachers and student teachers to discuss problems they are facing in the classroom.
3. The number of seniors that do their student teaching should be distributed equally each semester of the school year. This would avoid too many trainees being in the classrooms at the same time.
4. Students who are to do student teaching should have a thorough knowledge of subject matter and know how to apply it. This would require a selected screening program.
5. Students required to do student teaching on the

campus should not take a full college load. This would enable the student teachers to do a better and more complete job of classroom teaching.

6. It is recommended that further study be made on this problem to evaluate the status and teaching ability of student teachers by parents of the pupils attending Prairie View Training School.

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APPENDIX

EVALUATION OF STUDENT TEACHERS BY PUPILS OF THE PRAIRIE VIEW TRAINING
SCHOOL

The writer wishes to discover what pupils think of the student teaching program at Prairie View Training School. As one way of learning what pupils think, the writer is asking you to respond to the following questionnaire. Your cooperation is solicited.

Your studied opinion is wanted but the writer does not want to know who said what. It is the desire that the investigation will contribute to the improvement of student teaching. Please return completed questionnaire immediately.

QUESTIONNAIRE - FORM A

Please give your opinions about having student teachers in your classes.

I. General reaction;

II. How did having student teachers affect the teaching or discipline?

Pupil Reactions to Having Student Teachers - Form B

How many different student teachers have helped teach you? _____

- I. On the basis of your contacts with student teachers, how would you rate them on the following items:

<u>Out- standing</u>	<u>Satis- factory</u>	<u>Needs im- provement</u>	
_____	_____	_____	1. Kept class in order.
_____	_____	_____	2. Knew the subject he taught.
_____	_____	_____	3. Used records, films, maps, etc.
_____	_____	_____	4. Helped different individuals.
_____	_____	_____	5. Kept us busy and interested.
_____	_____	_____	6. Helped us with personal problems.
_____	_____	_____	7. Conducted the class democratically.
_____	_____	_____	8. Made the class interesting.
_____	_____	_____	9. Spoke and wrote so we could understand.
_____	_____	_____	10. Understood the pupils.
_____	_____	_____	11. Made us think for ourselves.

II. Discipline:

Was the student teacher's Discipline

- _____ 1. Much too strict.
 _____ 2. Too strict.
 _____ 3. About right.
 _____ 4. Not strict enough.
 _____ 5. Not nearly strict enough.

PRAIRIE VIEW AGRICULTURAL AND MECHANICAL COLLEGE

Prairie View, Texas

Name of Student _____

Major Field _____ Minor Field _____

Student Teaching Experiences _____

QUALITIES AND TRAITS ON WHICH RATINGS ARE BASED

A. Personal Qualities:

- | | | |
|----|-------|----------------------------|
| 1. | _____ | General Appearance |
| 2. | _____ | Initiative & Self reliance |
| 3. | _____ | Reliability & Integrity |
| 4. | _____ | Resourcefulness |
| 5. | _____ | Sympathy & Tact |
| 6. | _____ | Versatility |
| 7. | _____ | Cooperation |
| 8. | _____ | Health |
| 9. | _____ | Reaction to criticisms |

B. Professional Equipment & Technique

- | | | |
|-----|-------|---|
| 1. | _____ | Classroom control |
| 2. | _____ | Provision for individual difference |
| 3. | _____ | Knowledge of subject matter |
| 4. | _____ | Daily preparation |
| 5. | _____ | Skill in making assignments |
| 6. | _____ | Ability to select & organize subject matter |
| 7. | _____ | Variation in methods of procedure |
| 8. | _____ | Ability to use community resources |
| 9. | _____ | Ability to use illustrative & Supplementary materials |
| 10. | _____ | Use of English |
| 11. | _____ | Use of current events |
| 12. | _____ | Service to the community |

Student's strongest characteristics _____

Student's weakest characteristics _____

Other Comments:

STUDENT-TEACHING PROJECT SHEET

NAME _____ DATE _____

MAJOR _____

NAME OF GROUP CHAIRMAN _____

- I. Name at least two major problem areas which are of concern to you, such as:

Example: Social factors which determine the efficiency of the learning situation.

Environmental factors which determine the efficiency of the learning situation.

- II. State one specific problem which has challenged you, and which grew out of one of these areas. (State this problem in the form of a question.)

Example: How can we improve human relations in the class?

- III. How do you define this particular problem?

Break the big question - the problem- down into subordinate questions which are answerable.

Example: 1. How do we help a pupil feel that he is accepted?
2. How do we help a pupil accept himself?
3. How do we help pupils accept each other?

- IV. State some specific suggestions or ideas for solving this problem.

- V. Make a statement of activities carried out in effort to solve the problem.

- VI. State tentative conclusions or progress made toward solutions.

- VII. A. State your limitations as a student-teacher.
B. State your assets as a student-teacher.
C. What courses have helped you most in student-teaching experiences?

CRITERIA FOR EVALUATION OF THE STUDENT - TEACHING
PROCESS FOR EFFICIENT LEARNING

In light of what we already know about the learning process as revealed by research in psychology, human relations, group process, group therapy, and evaluation, we assume that an efficient teaching-learning situation is one in which the emotional environment encourages venturing into new areas, the major objectives of pupils and teachers are harmonious, and the outcomes of pupil experiences in the class-room coincide with the goals of the society maintaining the school; therefore we seek to develop:

1. A class in which each pupil feels accepted, at ease successful, and responsible for helping others;
2. A class in which pupil leadership may emerge, morale is high, the feeling of group unity is strong, and pupils grow in self-control;
3. A class in which individuals and groups increase their skill in collecting and recording evidence of growth, making judgments, and revising plans;
4. A class in which the individual grows in understanding of himself and more adequately selects from the environment the experiences and resources which he may use to further his purposes.

The basic assumptions and major objectives serve as criteria for evaluating student-teachers for efficient learning in our elementary and secondary training schools.

Critic teachers are to check characteristic in the appropriate column in evaluation sheet and place a letter grade in the lower right hand corner.

EVALUATION SHEET FOR STUDENT-TEACHERS

* N * O * F

I. Improving Human Relations

Does teacher:

1. Encourage pupils to feel free to dare to try new things?
2. Make special effort to help each pupil feel that he belongs, that he is accepted by other members of the class?

II. Leadership in the Class Group

Does teacher:

1. Work within the group and seek to become a working member of the group?
2. Encourage pupil participation in planning?
3. Assume the responsibility for seeing that the class lives up to its decisions?

III. Evaluation

Does teacher:

1. Assist pupils in defining goals clearly?
2. Assist pupils in collecting evidence of change?
3. Assist pupils in making judgment about the change?
4. Assist pupils in revising plans in light of the judgment?

IV. Individualizing Instruction

Does teacher:

1. Seek to know pupil and his needs?
2. Seek to provide a wide range of stimuli for individual reaction?
3. Help pupils learn about themselves, and plan with each a program adapted to his purposes and needs?

V. Cooperating With Out-of-Class Groups

Does teacher:

1. Share resources and materials with others?
2. Plan with other teachers?
3. Undertake joint projects with other teachers and other classes?
4. Participate willingly in school-wide projects?

*N-Never

*O-Occasionally

*F-Frequently