THE LABORATORY IN GENERAL METHOD IN TEACHER EDUCATION

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

by

MARY DODD BRADBURY, B.Sc.Ed., M.A.
The Ohio State University
1952

Approved by:

[Signature]
Adviser
This dissertation is gratefully dedicated to

DR. JOHN M. DORSEY

who showed me a new way of life
and gave me a philosophy of teaching.
ACKNOWLEDGMENTS

I wish to express my appreciation for the advice, assistance, and cooperation extended to me in the making and writing of this study to the staff of Education 533 and Education 534: Dr. C. B. Mendenhall, Dr. Elsie Stalzer, Mr. James Rybak, and Mrs. Ida B. Morford. Their genuine interest in teacher education and their willingness to experiment to find ways to improve it have provided the basis for the study. They helped plan it, and gave criticism, encouragement, and inspiration while it was being written.

Thanks are due Dr. Earl W. Anderson and the other members of the advisory committee for guidance and direction in the planning and writing. I especially wish to acknowledge my appreciation to Dr. Anderson for his repeated readings and criticisms of the material.

Finally, I wish to acknowledge my gratitude to the College of Education at The Ohio State University, whose liberal point of view toward the improvement of teacher education provided the climate in which the experimentation described herein could take place.

MARY D. BRADBURY

111
| CHAPTER |
|----------------------|---|
| I  A Concept of General Method | 13 |
| II Principles and Purposes | 30 |
| III The Structure of Education | 45 |
| IV Specific Procedures in Education | 54 |
| V The Structure of Education | 102 |
| VI The Participation Experience in Education | 119 |
| VII Evaluation in the Laboratory | 149 |
| VIII Resources for Learning in the Laboratory Course | 184 |
| IX Evaluation of the Laboratory by the Students | 195 |
| X Evaluation of the Laboratory by the Staff | 228 |
| XI Problems Faced in Improving Education and Education, and Suggestions for Their Solution | 239 |
INTRODUCTION

The Ohio State University College of Education has been continuously engaged since its inception in finding ways and means to provide vital and effective professional courses in teacher education. Its primary purpose is to educate teachers to function adequately in the schools of the state in serving the needs of youth in a democracy.

The faculty of the College has defined certain basic characteristics of the effective teacher, the personal and professional attributes of an individual which they believe contribute to success in teaching. The list of these factors of competency includes professional personality, personal adjustment, thinking-planning skills, speaking skills, writing skills, informational background, health, and professional experiences. All the professional courses of the College are efforts on the part of the staff to help future teachers to develop these competencies. The sequences of required courses are designed to enable all candidates to understand these factors of competency, accept them as personal and professional goals worth working for, and
assist them in making desirable progress toward their achievement.

The professional program of the College is characterized by a spirit of experimentation. It emphasizes the laboratory approach to teacher education.

It visions teaching as a true profession and the College of Education as a professional college—in the finest sense of the phrase. The factors of competency which express its concept of the teacher call for a person prepared not merely to conduct the educational rituals of the conventional classroom. The teacher must have understanding of children, of the community, of the multiple functionings of the modern school; he must see his work as involving not only classroom but extra-class contributions to child development; must see himself as constructively participating in the community culture. If the program is to be true to its own philosophy, it must give laboratory experiences in all these various activities.

The laboratory concept functions from the first quarter of the freshman year, when the beginning teachers take Education Survey 407, the orientation course required of all entering students in the College of Education, through the senior year which is climaxed by student teaching. In the intervening years, the students are given opportunities to develop the factors of competency through step-by-step sequences of laboratory experiences, practical and relevant to their professional needs. The survey course is designed to introduce the aspiring teachers to some general ideas.

about the profession of teaching, to familiarize them with the program of the College of Education and the demands it will place upon them, to help them recognize their potentialities and limitations, and to plan a college program which will strengthen them as much as possible for their teaching careers.

Two professional courses follow in the freshman and early part of the sophomore year: general psychology and educational psychology. General psychology, termed Psychology 401, attempts to give the students some understanding of the facts and principles of human behavior and helps them to gain some insight into the pertinence of these in the teaching-learning relationship. The educational psychology course, Psychology 407, introduces the teacher candidates to a study of the capacities, abilities, and interests of children, their individual differences, the total process of development through the school years, and the nature of the learning process. In both of these courses, experimental data concerning the results of investigations regarding the process of learning in school are stressed, while practical problems of importance to teachers are emphasized in laboratory situations.

The next steps in the professional sequence for students majoring in academic teaching fields in the general secondary curriculum are two general methods courses, Education 533-534, each for four quarter hours of credit. These courses
are entitled "The Theory and Practices in Secondary School Teaching." They are taken by most students during their sophomore or junior years. They deal with materials and methods of instruction common to all academic areas of special interest, and therefore, constitute an introduction to the special-methods courses.

THE PROBLEM

This study consists of a description of the two general-methods courses in secondary education, Education 533-534, and an explanation of the needs they serve in the curriculum for secondary-school teachers. It is an attempt to show how the hypothesis of the laboratory in teacher education is tested in action. It contains a statement of the principles held by the instructional staff in charge of these courses, a detailed account of the procedures used to put into practice the philosophy and purposes of the College of Education, an evaluation by the students of the educative worth of these laboratory courses in their personal and professional lives, and recommendations for improving the program.

THE PURPOSES

The study is aimed at justifying the inclusion in the teacher-education curriculum of general methods courses of a laboratory type which, through the procedures and practices of teachers on the college level, give young people who want to teach insights into the human growth and development that
result from a teaching-learning situation wherein the teacher plays the role of the counselor and guide. Another purpose is to define and describe the activities of the teacher who uses the principles of mental hygiene to help students learn, and to improve the quality of human relationships in the classroom. These are the purposes of the laboratory courses in the general method of teaching.

THE ORIGIN OF THE STUDY

The general-methods courses, Education 533-534, were first included in the curriculum for secondary-school teachers in 1934. They resulted from a conviction held generally by the faculty of the College of Education that students would come better prepared to profit from their special-methods courses and from student teaching if they had had experience in the general method of teaching boys and girls how to learn, and a more specific introduction into teaching as a profession, its responsibilities, relationships, and ethics. It was at this time that the College was defining the factors of competency, and ways and means of helping students develop these competencies were being sought. The teacher educators of those days recognized that young teachers needed to learn the nature of the profession of teaching, the principles of the teaching-learning process that cut across subject-matter lines. They began to search for ways of educating teachers who could use their
subject matter, whether it be science, mathematics, English, or history, to help their students grow into effective citizenship in a democracy.

To develop the factors of competency considered necessary for effective teaching required an almost wholly new approach in teacher education. The faculty felt that its would-be teachers should be given some education in the general method of helping young people learn. Thus, the general-methods courses came into being in the teacher-education curriculum of the College.

From their inception, these courses have been experimental. A. J. Klein thus described the nature of such experimentation in the College of Education.

The laboratory experiences provided in the College program are not conceived of narrowly as participation in controlled experimentation. Any experience designed to give the student opportunity to deal at firsthand with reality, to enjoy the adventure of discovery, and to assume responsibility for his own activity is regarded as an experience of laboratory character.2

In the early years, the courses followed the usual pattern of teaching on the college level. Lectures about the general method of teaching were given by professors to large classes, composed of as many as sixty students. Evaluation of procedures by the teaching staff resulted in continuous experimentation to change the pattern and to

2Klein, ibid., pp. 4-5.
find ways of creating laboratory experiences that would have value for the students.

In 1946, C. B. Mendenhall was placed in charge of the general-methods courses and given the responsibility of making them laboratory courses. Through his guidance and initiative, his insight into the professional needs of young teachers, and his interpretation of the purposes of the College, a reorientation was brought about and significant innovations were made.

1. Classes were limited to thirty-two students. The number was determined as a maximum because it was felt that the laboratory course in general method should provide individual and group guidance for students and a close and meaningful relationship between the instructor and his students. A large pupil load would make this impossible.

2. Class time was changed from a one-hour period four days a week to four consecutive two-hour sessions in order to provide more time for experimentation.

3. Graduate students on doctoral level in guidance, secondary, and teacher education were brought into the program as instructors. This practice contributed to the fulfillment of the policy of the College of Education of "learning by doing." Graduate students in education are the professors of tomorrow, the men and women who will staff colleges of education throughout the nation. The advanced students employed in this program not only earn a livelihood
and do research, but they also gain practical and meaning­ful educational experiences as they help younger students learn.

4. Cooperative planning and continuous evaluation of principles, purposes, and practices used in the courses was instituted through regular weekly two-hour staff meet­tings throughout the quarter and a two-day workshop at the beginning of each new college term. This has constituted an in-service education program for all the instructors involved in the teaching of these courses. A graduate student who wishes to become part of the staff must spend at least one quarter sitting in on the weekly staff meetings, participating in the workshop, and observing in various sections of Education 533-534.

5. Vigorous experimentation in laboratory procedures in teacher education was continuously carried on. Through the close-knit staff relationships resulting from the shar­ing of common problems and concerns, C. B. Mendenhall and the graduate instructors with whom he has been associated for the past ten years, have worked unceasingly to find ways in which to improve these general-methods courses, to make them more valuable to the students.

The writer joined the staff in the Autumn Quarter of 1949 and has taught both Education 533 and 534 classes continuously, since that time. During these years, she was also pursuing her studies toward the degree of Doctor of
Philosophy with a major in teacher education. In these three years of association with the staff, she has taken an active part in the invention and creation of laboratory procedures designed to introduce students to the general method of teaching.

This study originated in the Autumn Quarter of 1951. A week before the quarter began, the staff assembled together in a voluntary four-day workshop. At that time, the group consisted of C. B. Mendenhall, the director of the program, the writer who had been associated with it for three years, two graduate instructors who had worked in it for two years, and a new member, who had followed the in-service procedure of sitting in on staff meetings and observing in the classes during the Spring Quarter. As a group, they had had long experience in thinking and working together on common problems.

One purpose of the workshop was to evaluate the work of the past year and to make plans for the coming year. During the discussions, two questions arose persistently, "What is the purpose of Education 533-534?" and "What values do our procedures have for students?" The feeling of the group was that the time had come to state their concept of general method, describe how they put their beliefs into action, and get an evaluation from the students of the educative worth of their procedures.
The writer was asked to take on the task of defining the concept of general method held by this staff, stating its principles and purposes, describing the procedures used, and getting an evaluation from the students. Her graduate advisory committee approved this as a problem for a dissertation. She has worked closely with the staff in the writing of this dissertation, has had the benefit of their advice and assistance, and their approval of her efforts to reduce their beliefs and practices into words.

ASSUMPTIONS

Certain assumptions upon which the study was based are:

1. The study should have value and significance for:
   a. The faculty of the College of Education and the staff of Education 533-534.
   b. Other colleges and universities engaged in professional education of teachers.
   c. Graduate students of teacher education.
   d. The writer's growing competencies as a teacher educator.

2. General method can be defined as it is practiced in the laboratory by the staff.

3. The students who experience the program can give a realistic evaluation of the courses.
THE ORGANIZATION OF THE STUDY

This study is organized in eleven chapters. These are:

Chapter I  The concept of general method held by the staff.

Chapter II  The principles and purposes, the beliefs from which this concept springs.

Chapter III  The structure of the laboratory: its experiences, relationships, and emphases.

Chapter IV  Specific procedures used in the opening days of the laboratory course, Education 533, are given in diagram, and the course development is discussed. Techniques used in group and individual guidance, the structuring of the course done by the teacher, the areas of concern are included here.

Chapter V  The structure of Education 534, the second general-methods course, is described.

Chapter VI  Education 534 provides the students with ten days of guided observation and exploratory teaching in the public schools. This chapter states the purposes of this field experience and describes procedures used in setting it up and evaluating it.

Chapter VII  Evaluation procedures used in the laboratory courses are described and analyzed for their value to the student as a developing teacher and for their use to him as a teacher in a secondary-school classroom.

Chapter VIII  Resources for learning in the laboratory course are discussed here, including physical setting of classrooms; the library; outside resources, both on- and off-campus; the staff; and the in-service training program.
Chapter IX

An evaluation of the laboratory course by students who have just completed it is given here through information gained from a questionnaire submitted at the end of Spring Quarter, 1952.

Chapter X

Evaluation of the laboratory in terms of student and staff growths as seen by the laboratory staff are discussed here, and the strengths and weaknesses of the program are discussed.

Chapter XI

Problems facing Education 533 and 534 are noted here with suggestions for their solutions. Recommendations are made for further studies.

LIMITATIONS OF THE STUDY

1. The dissertation is based on a description of the program as it functioned during the Autumn, Winter, and Spring Quarters of 1951-1952.

2. Only students who had taken both 533-534 were questioned. These include majors in the secondary-academic areas, English, science, social studies, history, language, and industrial arts.
CHAPTER I

A CONCEPT OF GENERAL METHOD

Teaching, the exciting and exacting profession of helping young people learn, is not a state of being; it is rather a process of becoming. No individual is a teacher because he has earned a college degree or has taken some courses in education. He becomes a teacher to the extent that he learns to use his knowledge to enrich his own life and to contribute to the growth of his students. The main business of any institution engaged in the preparation of teachers is to help the aspiring candidate learn how to become a teacher.

No single course in academic or professional education can "make" a teacher out of a human being. The entire context of college courses and experiences contributes to the education of the would-be teacher. His academic courses give him knowledge, information, and facts about the world surrounding him. For example, the student who has gained significant learnings in the field of science and wishes to impart his knowledge to others spends a large part of his college time learning more about general science, biological science, chemistry, and physics. As he progresses through the professional sequence, he is helped to equip himself to teach science through the special-methods courses in his
field. The English teacher-to-be is given a broad background in literature, poetry, and composition. His special-methods courses are designed to assist him in teaching boys and girls how to read literature and poetry with appreciation, and how to write and speak more effectively. His psychology courses teach him facts about human behavior and the process of learning. These academic and special-methods courses in subject-matter teaching are an important part of the pre-professional program.

By its very nature, however, teaching demands of those who would practice it effectively more than a knowledge of subject matter. It requires an awareness of a profession of teaching apart from what is being taught. Certain principles that cut across subject-matter lines are inherent in the teaching-learning process, and the recognition and mastering of these principles are an essential part of the professional education of teachers.

The principles of effective teaching are similar to the principles of mental hygiene. The forces at work in a given classroom are the direct result of the cause-and-effect relationship established between the teacher and individual student and the teacher and the group. The psychological role that the teacher plays can either create problems so difficult for the students to solve that they gain a distaste for school and the process of learning, or greatly ease and
contribute to individual and group development and learning. "No matter how a classroom is conducted, the teacher either with deliberate forethought or by unthinking ignorance affects the context which molds group life in the room." ¹

The teacher-education curriculum today must provide courses which give students insights into their role as expediters of human growth. The principles of modern education, and these are thought to be exemplified by the factors of teaching competency as defined by the College of Education, require that teachers learn not only how to teach their subject matter but also how to cultivate in their students self-respect, self-management, self-confidence, the ability to take responsibility and carry it through, friendliness, and cooperation. Education of teachers for today's schools demands special, professional training in principles of the profession of teaching, in the "know-how," of becoming a teacher who helps young people grow.

The general-methods courses seem to be the answer to the need of young teachers to learn how to put subject-matter learnings to work; to gain a new concept of the role the teacher plays in the learning process; to learn through experiencing it on the college level, the dynamic quality of the teaching-learning relationship; to get a grasp of

¹Fritz Redl and William W. Wattenburg, Mental Hygiene in Teaching, p. 234.
the general method of teaching; to advance toward teaching competency.

As stated in the introduction, the faculty of the College of Education at The Ohio State University recognized as early as 1932 the need for the inclusion of general-methods courses in the teacher-education curriculum. During the intervening twenty years, the college teachers whose responsibility it was to teach these courses entitled Education 533-534 have labored to define their concept of general method and to find ways to create learning situations appropriate to putting this concept into action. It has been an ever-changing process of invention and creation; of formulating hypotheses, testing them, discarding some and keeping others; of seeking to discover better ways of helping young teachers learn how to become teachers.

The present staff has attempted to reduce its beliefs to writing through this dissertation, to state its concept of general method and to define its principles and purposes, and describe the course activities which result. It must be emphasized here that this concept is not a static thing. The staff does not believe that it has arrived at an answer, nor does it believe that it ever will because effective teaching is a growing, changing profession which does not arrive at final solutions, but rather seeks always to find new and better ways to help people learn. So the concept
stated today probably will be changed somewhat after the
evaluation of another year's work.

General method, as the staff now sees it, consists of
those experiences, relationships, and subject-matter emphases
which teachers use with pupils when they play the role of
counselor and guide, when they serve as friendly helpers in
learning, as facilitators of child growth and development.
It is differentiated from special method in this particular
aspect. The teacher who has an understanding of child growth
and development, a comprehension of the principles of mental
hygiene and the way to use these principles in the classroom,
a knowledge of individual and group behavior, and a realistic
understanding of himself and the role he plays in significant
learnings for young people, becomes a member of a profession,
not just a teacher of English, mathematics, science, or the
like.

College courses in general method can help candidates
for the teaching profession learn to integrate the vast body
of knowledge that students in the fields of medicine,
psychiatry, sociology, psychology, religion, and more recently
group interaction, disciplines indigenous to an evolving
democratic society are amassing. For the teacher of today,
it is no longer sufficient that he know subject matter only.
The time is past when laymen and professional educators are willing to accept the accumulation of time spent in college or the holding of one or more academic degrees as the sole proof of skill and ability to undertake the difficult task of teaching. ²

The job of the teacher today is a strenuous and exacting one. Certainly he needs as much, if not more professional training, as do his colleagues who are preparing to practice in the fields of medicine, dentistry, engineering, or industry. This necessity demands more exacting preparation in the disciplines related essentially to the job of leadership he will be called on to perform.

That teaching is not an easy job, is only too apparent. It requires the best that any person can give. A broad background is essential, for the teacher must know children and know the "how" and the "what" and the materials "by which" teaching can be most effectively done. ³

According to this staff, teaching is a profession that requires extensive, careful preparation, not only in subject matter but in method. Earl Kelley says, "We seem to be coming into an era of method. There are signs all about the country that people are becoming interested at last in how we put beliefs into action." ⁴

⁴Earl C. Kelley, The Workshop Way of Learning, p. xii.
The beliefs of this staff of teachers stem from a wholehearted commitment to the democratic faith. Democracy as a form of government and a way of life seems to have contributed more than any other way of government and living to the highest development of human beings. The schools of a democratic society should be centers of human development, workshops in human relationships, and places where children can gain knowledge for use. The teachers best fitted to teach in these schools must believe in the democratic ideal; be devoted to the belief in the worth and dignity of every child; and dedicated to the task of helping children to grow, to learn, and to take their places as functioning and contributing members of a democracy.

Putting democratic beliefs into action in the teacher-education program, learning to implement those beliefs, to make teachers out of the raw material of human beings who say they want to teach, is the problem faced by this staff. It stems in part from methods used by teachers in institutions of higher education that are devoted to the teaching of teachers, whether they be liberal-arts colleges or professional colleges of education. The writer feels safe in saying that most college courses are conducted by the lecture or formal recitation method. These methods are not creative teaching methods and do not always lend themselves to the teaching of young children. Granted that there are many fine and creative teachers on the college level, the findings of the
President's Committee on Higher Education\(^5\) indicate that much of the teaching in institutions of higher education consists of lectures, recitations, question-and-answer routines, a regurgitation of facts set forth by a given professor in a given subject.


> The point that is being reached for is not primarily that the lecture and the formal recitation are in themselves "bad" methods, but that, being the methods of greatest convenience, they are so widely and uncritically and habitually used. That they are also methods of limited effectiveness makes it worse. The problem is not what are "good" methods of higher education, but how can we make the learning situation the one most appropriate to the learner, to what he is to learn, and to those aids, personal and material, which the institution is able to offer.\(^6\)

The problem of making the learning situations most appropriate to the learner, the teacher-in-training, has become the preoccupation of this staff concerned with general methods. Teachers tend to teach as they are taught. The modern educational and psychological principles presented to them in college receive only lip service unless the method by which they are taught represents visceral learning, a change in attitude or behavior, an evolving state in


professional and personal growth. The laboratory method of learning seems the most appropriate way of bringing about the integration of subject-matter learnings, self-understandings, and the understanding of human behavior necessary for teachers for the schools of a democratic society. This is the general method espoused by this staff and herein described by the writer.

The problem of putting knowledge and beliefs into action in teacher-education courses is a pressing one. Research on the deficiencies of beginning teachers reported by John Stout indicates that many young teachers fail to do the job expected of them in today's schools not because they lack knowledge in their subject-matter areas, but rather because of deficiencies in ability to maintain discipline in their classroom, lack of knowledge of children's behavior, and of basic skills in classroom management. The Division of Appointments of the Bureau of Educational Research at The Ohio State University reports that in the evaluations of beginning teachers by employing superintendents and principals, there has been no single instance of a complaint that any new teacher was lacking in subject-matter knowledge.


8Notes from a lecture delivered to an Education 534 class by Miss Margaret Vesey, Division of Appointments, Bureau of Educational Research, The College of Education, The Ohio State University, April 2, 1952.
This statement underscores and re-emphasizes John Stout's conclusions that deficiencies in beginning teachers lie in the area of human relationships, basic teaching skills, and personal adjustment.

The implication seems to be that colleges need to teach would-be teachers how to teach, that the teaching of general method is necessary and important. Earl Kelley says, "Perhaps the era of 'how' has to come soon because we have all given lip service to the tenets of democracy as long as we can without doing something about it."⁹

That effective teachers who can help children grow and learn the ways of democracy are needed seems to be taken for granted. That teachers need to be educated specifically for the task of guiding children's growth in a democratic society, that such education cannot be left to accident, and that it requires special skills and techniques is still a matter of controversy. The teacher, this staff believes, is neither an automaton who must teach the facts of English, or mathematics, or history only; nor should he be a dessicated, lifeless person who has sought refuge in teaching because he cannot succeed at anything else. The teachers for our times need to be alert, growing individuals who are enthusiastic about the opportunity they have in their chosen profession

⁹Earl Kelley, op. cit., p. xii.
to help young people gain knowledge for use in a democratic society, and be professionally educated for the task.

Because the character of the American home is changing, greater demands are being put upon our schools. Parents used to be the most important teachers of young people, and in a sense, still are. The role of the teacher is, however, becoming more important, since education can make such a vital contribution to the growth of an individual in a democratic society. The school is called upon to supply more extensive services to children. The teacher is "in vital daily contact with the boys and girls in our schools. Upon his character, convictions, knowledge, skill and capacity to work with others, the effectiveness of the school must ultimately depend."\(^10\)

The teacher has a great influence upon the lives of the boys and girls with whom he comes into contact. There seems to be little disagreement on this point. That he teaches more than his particular area or subject matter also seems to be widely accepted. John Dorsey writes thus about the profession of teaching.

No one questions that a spelling teacher must know a good deal about spelling, or that an instructor in mathematics must know a good deal about mathematics, but we do not teach spelling or mathematics only. We teach content to persons, be they children or graduate

\(^{10}\)American Council on Education, Teachers for Our Times, p. 145.
students. More than this we teach persons to persons. Even to teach spelling to children we should know ourselves, whom we are teaching, and what we are teaching. (Underlining mine.)

How to train the teacher to be the vital influence in the lives of young Americans that he should be an undeniably is, is the question, and this staff is continually in the process of attempting to define its role in the training of these persons so important in our culture. No single course in academic or professional education can "make" a teacher. Rather, all college courses contribute to the growth of the would-be teacher. However, in general methods courses, so this staff believes, the candidate for the teaching profession can be helped to look at himself, his potentialities for teaching, and at his subject matter so that it can contribute to the enrichment of the lives of boys and girls.

General-methods courses in teaching of a laboratory type can help the teacher candidate to learn about activities carried on by the teacher in the classroom (and outside) that facilitate learning and assist in individual and group growth. While acknowledging that there is no one way of teaching; that teachers must be permitted, nay, encouraged to teach according to their individual insights; this staff holds the belief that the good, the effective teacher knows and understands himself and what he is trying to do; knows

---

and understands children and has acquaintance with some fundamental concepts of human growth; is a responsible member of society; has a working knowledge of how learning takes place; has some understanding of and skill in classroom procedures which enable him to assume the role of the teacher effectively; and has thought through the "how" of making his subject matter, whether it be history, English, science, or mathematics contribute to the growth and development of each student. The development and growth of unique personalities enrich personal and group life. This applies to the teacher and his pupils alike. The young man or woman who chooses teaching as a profession, who is helped by his college program to know that he is fitted for the task; that he is able to live more abundantly and grow in adequacy and competency will be able better to educate young people to live a better, richer, more useful life.

These learnings, so necessary to the professional growth of teachers-in-training, can come about best, so it seems to this staff through methods courses, practical in content, yet geared to inspire the creative imagination of young people who desire to make the schools in which they will work laboratories wherein human worth is recognized and developed for the contribution it can make, when developed to its fullest, to a democratic society.
... no matter how effective a methods course may be, it should be considered a failure if the student goes into the profession with a determination to maintain the status quo. We already have too many teachers who are willing to accept past or present procedures, materials, and philosophies as being the final answer. The greatest inspiration which a student can obtain from a methods course is a desire to improve the educational facilities throughout the nation.¹²

CONCLUSION

General method, then, as viewed and practiced by this staff, is an evolving and creative process through which students on a college level learn about teaching through taking part in, experiencing, learning about their chosen profession. The students learn about teaching, not through formal lecture or recitation courses, but rather through learning situations "most appropriate to the learner, to what he is to learn, and to those aids personal and material, which the institution is able to offer."¹³ Some assumptions basic to this general-methods design are:

1. The method used to teach teachers-in-training, termed general method, can be used by the students experiencing it, as general method in their own classes in secondary schools, beginning with student teaching.

2. Teachers-in-training should be taught in learning situations appropriate to the philosophy and skills they need to develop in order to create learning situations in their own classrooms.

¹³Herbert Schueler, op. cit., p. 91.
3. Teachers tend to teach as they have been taught. Therefore, their college teaching should exemplify the best that is known in creative teaching methods.

4. Teachers-in-preparation must be provided with opportunities on the college level for developing insight into the need for improving the quality of their human relationships, training in skills in classroom management, and elementary teaching techniques. They have little chance to put into practice the theory of modern educational methods they are learning about, until student teaching which, in most cases, comes at the end of their college course, unless a professional laboratory situation is created for them in their professional courses.

This thesis of general method of teaching requires that classroom situations be set up on a college level, approximating as nearly as possible, the teacher-learning situations that the teacher-in-training will meet when he is working in a secondary-school classroom today, in order that he will be adequate to "keep school."

To help young teachers merely to learn to "keep school" is not enough, this staff believes. It subscribes to the belief that teachers should be trained to accomplish specific tasks they will be required to perform in order to function adequately in the schools as they exist today.

They also believe that teaching is a growing profession, the practice of which requires training in a body of basic skills that can be taught by the college teacher and mastered by the teacher candidate. The surgeon and the dentist in training have to be taught the basic procedures necessary to make them capable to do their jobs. The necessity for
professional training for these persons seems to be taken for granted. Yet these practitioners work with, in a sense, only the physical body of the human being. The teacher works with, and helps develop the minds and lives of young people. Certainly he needs, according to this thesis, specific training not only in basic instructional skills, in the "how" to teach reading, writing, and arithmetic, but also in the "how" and "why" of helping young people learn to develop themselves in order to realize their fullest potentialities; to live better together; and to contribute more creatively to an evolving democratic society.

These needs cannot be met, so this staff believes, through four college years of training in the traditional disciplines of a year's apprenticeship under a master teacher. Teachers-in-training have to taught how to teach; how to function adequately in the teaching-learning process; how to help young people begin to take responsibility for their own learning; how to grow toward self-definition and self-reliance. Colleges of education must learn how to teach this "know-how."

Another characteristic of teachers for a democratic society, as yet not too well identified or defined, is that of insight or vision into the capacities that individuals possess for contributing to the well-being of human nature, for freeing man's natural energies to create and perpetuate the good life for all men. To foster and develop this
characteristic in teachers of the future calls for college courses in general method, staffed by growing teachers who, having developed such insights themselves, believe that it is possible to educate young aspirants to the teaching profession not just to hold a job in teaching as it is now, but to see the creative possibilities for human growth inherent in their calling, and strive to develop themselves and their students to the fullest.

How to do this is quite another matter and remains the chief preoccupation of this staff. Democracy is not a static thing. Neither is teaching. The teaching profession deepens in significance and strength as teachers in so-called "higher education" gain a greater sense of the dignity and worth of their calling and strive to create courses that will pass on to their students what they know of the joyous and creative process, termed "teaching," the general method of communicating knowledge for use.

This staff tries always to act upon the conviction that the teacher teaches as much by what he does as by what he says to his students. Therefore, the practices in these college courses in general method are an attempt to translate into action the deepest insights these college teachers have been able to gain into the profession of teaching.
CHAPTER II

PRINCIPLES AND PURPOSES

The primary purpose of the staff of Education 533-534 is to provide educative experiences in general methods for the young teacher that will assist him in developing the factors of competency demanded by the profession of teaching. These experiences must be educative in the sense that they make the would-be teacher a more effective expediter of human growth; that they give him a greater respect for his own thinking and unique interpretation of the role of the teacher; and that they make him more capable of performing the tasks that will be required of him in the classroom he is hired to manage in the school as it exists today. They should also give him insight into the ways he needs to develop in order to help schools play more effectively the role that the demands of our society put upon him, and give him a chance to help plan with the teacher those professional activities that will be helpful to him.

To gain these ends, this staff has formulated a set of guiding principles upon which it tries to act in the teaching of these general-methods courses. Teaching, like democracy, is an evolving concept, and these instructors are continually revising their practices in line with newer and
deeper insights into the needs of their students. They recognize, take into consideration, and act upon what they believe to be a fundamental concept of professional growth—that teachers learn how to teach better from their students and from their colleagues when all work together cooperatively. The following set of guiding principles are the interpretation of this writer of the bases for the procedures and practices used in these courses in general method.

1. The most important characteristic of a teacher is his attitude toward the learner. The learning process for any given individual depends in a large measure upon the attitude of the person who would teach him. Children (learners) are a teacher's business. If he has a receptive attitude toward them as human beings, they are much more likely to learn than they are if he thinks of them as a receptacle into which he can pour knowledge. "When the child is thought of as a reacting organism rather than that of a receptacle, the teacher's role becomes that of stimulating and guiding rather than that of dispensing predigested pellets of knowledge."¹ From the time an individual is born, his growth depends completely on contacts and relationships with other people. He lives in a social world. His basic approach to others is greatly determined by the kinds and

qualities of his first contacts as an infant with human beings. If his needs are satisfied with kindness, love, and encouragement, he is much more likely to become the kind of person who gives kindness, love, and encouragement to others. Margaret Ribble\(^2\) discusses the right, the necessity of every baby to have love from parents or parent substitutes in order to live, to develop, to mature. Children of parents who love them, accept them as individuals, and have a desire to foster the growth of their unique set of personal characteristics, have a much greater chance to grow and mature in a satisfying manner both to themselves and to society than do those who are rejected.

Teachers are parent substitutes. This staff believes in the right of all children to have teachers who love them, accept them, and try to foster their growth. It believes that teaching should be a demonstration of affection, that young people are helped to learn when they have the feeling that they are loved and wanted. The effective teacher has an attitude of professional affection toward each child. This attitude is part of his professional personality. It develops from a basic interest in children and a desire to help them grow, the ability to think diagnostically about them, to make judgments about their problems, and to form a

\(^2\)Margaret Ribble, *The Rights of Infants*, pp. 3-14.
realistic plan of action for working with them. The most effective teacher for any youngster is the one who administers affection "not by honeyed words or sympathetic smiles, but by friendly assistance in learning."\(^3\)

2. The primary need of the teacher is to learn how to relate himself more meaningfully to his students. Meaningful relationships on any school level between students and teachers imply the acceptance by the teacher of the necessity to understand the behavior of the student, to be sympathetic with his problems, and to provide knowledge for use. Secondary-school teachers need more understanding of adolescent behavior in order to establish dynamic teaching-learning relationships. A study by Wilkinson and Ojemann showed that

\[\ldots\] as teachers acquired more insight into the backgrounds, ambitions, worries, and concerns of their pupils, conflict between teacher and pupil lessened, the pupils' attitudes toward school changed in a more favorable direction, and the pupils showed a tendency to achieve higher scores in their school work.\(^4\)

High-school teachers who understand young adolescents, who know how to establish good human relations with them, to make the subject matter taught meaningful and helpful to them in solving their problems, could reduce the large number of drop-outs in our secondary schools.

---


3. **Teachers need to recognize that every human being has worth and a contribution to make to the common good.** Respect for the worth of every individual is a basic tenet of our democratic faith, yet teachers-in-service and teachers-in-training are too often likely to think of this principle as applying to their pupils only. A real understanding of the meaning of this fundamental concept of democracy and of effective teaching can come only as each teacher learns how to assess his own worth, to gain self-respect, and to recognize the contribution he can make to human growth. As he discovers how to develop his unique characteristics and set of experiences through learning situations that enhance his personal and professional growth, he gains insight into the role played by the teacher, who, as a friend, guide, and counselor contributes to the maximum development of each human being with whom he works.

Each candidate for the teaching profession should be helped to learn to respect himself, to recognize his own worth, to evaluate himself, to find out whether or not he is fitted for the job of teaching, to learn how to develop his unique set of personal characteristics that they may contribute to the exacting and exciting career he has chosen.

4. **Teachers need to recognize that the human organism has needs that it continuously seeks to satisfy.** As students learn to satisfy their needs in a socially acceptable manner, they seek more learning and are, therefore, continuously
faced with unanswered questions. Human beings are naturally curious. They have goals they seek to reach which, when attained, lead them to aspire to higher achievements. This is true, however, only if the purposes of the individual are being served.

As children aspire, they are spurred on their way to maturity by dreams, hopes, and visions of what the future may hold for them. Such aspirations provide the intrinsic motives which assist the understanding teacher in guidance of individuals and groups. The aspiring youth visualizes himself in the role of the teacher, and makes better use of his education as he is helped to realize how it carries him forward to his own goals. The aspiring teacher when faced with new problems is challenged to learn by experience, and plans ahead to further opportunities for study.5

As teachers-in-training, aspiring to learn about teaching, their accepted, purposeful goal, gain satisfactions (learnings), about themselves and their chosen profession in their professional courses, as the courses serve their purposes, they will be led to seek new knowings, activities, and experiences. These seekings and findings will add to the aspirants' competencies and lead them to further searching.

5. The learner's current problem (or unanswered question) leads him to the most crucial learning. The young teacher-in-training frequently finds his professional education pedantic and theoretical. When he goes out into the field, he tends to term it "impractical" for this reason.

5Laura Zirbes, Teachers for Today's Schools, p. 6.
The problems of dealing with young people, of helping them learn, are remote to him when his preparation for teaching comes through textbook assignments, lectures, and term papers, the usual procedures of the college classroom. His college teachers tell him about the problems he will face in working with youngsters and helping them learn. He has, however, little real curiosity about finding a solution for these problems or understanding how to deal with them until he is placed in contact with pupils in a school situation where he (the aspiring teacher) must assume the role of the teacher and deal firsthand with pupils in a schoolroom. The problems of discipline, of classroom management, of helping the slow learner, are unreal to him when he is merely told about them or urged to read about them in a textbook.

However, professional courses in general method which contain selected and guided experiences in human relationships, first with peer groups and then with youngsters in school situations, furnish live learnings to the prospective teacher. Through these experiences he becomes concerned, not only with learning English, science, or mathematics, but in solving the problem of how to adjust himself to others, how to learn about children and help them grow.

Any argument about the necessity for a medical student to work with a cadaver in order to learn the anatomy of the human body would be considered foolish and not even be entertained in professional schools concerned with the
training of medical practitioners. Nor is there any argu-
ment against internships or clinical training. Professional
educators of medical students know that young doctors need
experiences with the live people also in order to learn how
to put into practice the theories expounded in textbooks.
They know that crucial learnings about the practice of
medicine come out of clinical and laboratory courses where-
in young medical students deal firsthand under trained in-
structors with the problems of sick human beings.

If teaching is to gain the status of a profession, the
profession of helping young citizens learn to grow, to
understand themselves, to gain knowledge for use, professional
courses in education must provide opportunities for teachers-
in-training to gain the learnings inherent in clinical and
laboratory courses. To learn how to teach, it seems to this
staff, implies that learning situations be set up on a
college level that provide for actual contact with school
children. How to teach a secondary-school pupil, what to
teach him, and when to teach him becomes the current and
pressing problem of the developing teacher in situations
where actual contacts are established in teaching-learning
situations. The problems of teaching, of helping students
learn, become real and alive, and crucial learnings take
place.
6. **One of the most important aspects of education is** the teaching of human relations, the development of the socially competent individual. Human beings depend on each other for survival. They are social beings. Ashley Montagu says, "Cooperative behavior clearly has great survival value. When social behavior is not cooperative, it is diseased." The dynamic structure of learning embodies the intellectual, physical, and emotional experiences of human beings. Cooperation first learned in the home must be followed by consciously directed experiences in the school that give insight into its importance. William Rossman says,

> Classroom teaching, viewed in its broadest sense, is a form of group therapy. In this setting not only is the subject matter discussed of importance, but also are the attitudes and the play of emotions between teacher and pupil of vital concern.

The principle of cooperation, so necessary to the furthering of democratic living, must be taught consciously by the secondary-school teacher. Its advantages and uses can be learned by him, this staff believes, through experiences in student-teacher planning on a pre-professional level. Experiences of this kind are rare in college because the business of working for a grade through memorizing facts, passing examinations, and writing term papers, the all-too-

---

usual classroom procedures, demands and encourages competitiveness. If the young teacher is to learn the principle of cooperation as a teaching skill, he must have a chance to see how it operates in actual classroom situations.

Earl Kelley says,

> When people cooperate, they are learning about each other, depending upon each other, and developing confidence in each other. The process throws people into situations where it is possible for better human relations to emerge. It is an attack upon the barriers that separate people and tend to make them suspicious of each other.

> When they compete, they must work alone, because to share ideas or materials would help the competitor. This would hardly make sense. By working alone, to one's own advantage and to the detriment of others, the walls of isolation between people are built higher and stronger. These walls work directly against the improvement of human relations so essential to living in our complex society.

The idea of cooperation has great implications for teacher education, this staff believes, for it seems necessary to remove the barriers that have existed, and still do exist, between the teacher and the pupil. Teachers must be helped to learn how to cooperate with their students in order to take part, actively and dynamically, in the on-going process of learning.

PURPOSES

These principles which this staff hold in common may be called by some a philosophy. If philosophy is, as Harold

---

Taylor so aptly states it, "the name for the process by which people come to make sense from the disorder of common experiences," the principles stated above constitute their philosophy of general method in teacher education. Eric A. Johnston in an address to the graduating class of the University of Virginia said,

Philosophy is something more than a course in your curriculum to be passed and forgotten. It is something each of us has, whether we know it or not. It is the aggregate of our enthusiasms and prejudices. It is the moral code by which we live. It is the equipment we bring to life and the responses we expect from life.

The philosophy that a staff of teacher educators holds is responsible for the choices it makes as to the kinds of experiences young people should have in college to prepare them best for the profession of teaching. When thoughtful educators think through what they believe in as good educative experiences for teachers-in-training, they can then decide what it is they want to do, what purposes they have.

All honest and thoughtful action springs from beliefs held. We say honest and thoughtful action because not everybody follows his convictions. Some keep a watchful eye on policy or on what others will think, and then there is a disparity between what they seem to believe and what they do. Others accept automatic procedures, somewhat like rituals, established by habit and custom. These procedures are

apparently unrelated to beliefs or to the nature of the organism to be educated. These procedures are thoughtless and do not necessarily reflect beliefs.\textsuperscript{11}

The philosophy and principles thought through co-operatively and stated by this staff result in purposes, guide lines for action, and determine what these teachers do in their classrooms in these courses in general method for young teachers-in-training. Through long in-service training in sharing problems, defining goals, and searching for ways to arrive at them, they have evolved these purposes or objectives which they believe are in line with the philosophy and principles held by the College. It is necessary to emphasize the staff feeling that the methods of teaching used by the instructors in these courses reflect the best they know about how to help young people learn. In so far as they are able, they believe that their teaching must show beliefs put into practice.

Having accepted cooperatively the foregoing principles of effective teaching and desiring to act upon them, the staff of Education 533-534 has decided upon the purposes of the laboratory courses. They conform as nearly as possible to the principles held.

1. They want to provide teacher candidates in these general methods courses a vital and growing experience with a teacher whose attitude toward him, as a learner, is one of

\textsuperscript{11}Earl Kelley, \textit{op. cit.}, p. 7.
interest, acceptance, and a desire to help him develop to the fullest in personal and professional competency.

2. They wish to help each student learn through experiencing it, that a meaningful relationship can be developed between himself and the teacher who knows his background, understands his capacities and ambitions, is concerned with, and anxious to help him solve his problems, and is aware of the necessity of making the subject matter of the course serve his needs as a growing professional person.

3. They desire to provide in the college classroom a psychological climate of acceptance and warmth in which every student can gain a feeling of self-worth through free expression and opportunity to make his unique contributions to the common good.

4. They try to provide purposeful learnings that will advance each student teacher toward his professional and personal goals. The experiences, activities, and relationships developed in the course should excite his curiosity, develop his natural bent for learning, advance him in teaching competencies, inspire him to seek further learnings, understandings, and proficiencies, and give him insights into ways that his particular subject-matter area can be used to help his pupils of the future learn how to live better.
5. They attempt to make the young teachers aware, through these courses, of the vital problems confronting the teacher as he seeks to help boys and girls learn. Getting the subject matter across, managing a group, planning a lesson, meeting discipline problems gain reality for him, as he has opportunities to stand, direct a learning situation, and experience the actuality of what it means to be a teacher who is responsible for the growth of other human beings. Crucial learnings of a professional nature take place best in situations when teachers-in-training are confronted with the actual problems of teaching.

6. They feel the necessity to provide candidates for the teaching profession opportunities to learn, through cooperative planning of their own courses in teacher education, the advantages of the principle of cooperation in all classroom work. Teacher pre-planning is necessary. College instructors in these courses should be master teachers. College teachers can present areas of need or concern from their own experience. These are called in educational parlance, *predicated needs*. Students aspiring to be teachers have *felt needs* too, and these must be respected and taken into consideration in professional courses in teacher education. Cooperation, however, is felt to be implicit in the process of education. Students can help plan courses in line with their needs, and learn the benefits of cooperative planning by experiencing it. The survival and progress of
the teaching profession depend upon the mutual efforts of college teachers and their students to make professional education courses more meaningful.

These principles and purposes are held in common by all instructors of Education 533-534 as they attempt to put into practice their concept of general method in teaching. All do not express them in the same way. Every teacher on this staff is free to teach in his own classroom as he sees fit. It has taken this staff several years to learn how to put in practice what it believes to be true, and in line with the belief that teaching method is not static, the staff is always in the process of learning how to do better those things believed worthwhile in the education of teachers.
CHAPTER III

THE STRUCTURE OF EDUCATION 533

The laboratory courses in general method are an attempt by the staff to put into practice some of the theories of modern education and psychology that the students are "learning" about teaching in other professional classes. The prospective teachers find themselves daily in courses prescribed for them in the curriculum. Classroom procedures in these courses, in many instances, violate much that is known concerning the nature of the learning process and the part the teacher plays in it. The conventional authoritarian role of the teacher is reinforced all around them, yet they are "learning" a different theory. One of the required textbooks in the professional curriculum of the College of Education at The Ohio State University makes the following summary of the relationship of the teacher and learning process:

...a modern teacher recognizes...that the most important features of the learning situation are not physical but psychological. She attempts to make the social atmosphere cooperative and free from conflict and to develop a group spirit of friendly association in working toward a common goal. She recognizes her position of leadership in the group and the importance of the ways in which she exercises that leadership. 1

1Sidney L. Pressey and Francis P. Robinson, Psychology and the New Education, p. 444.
Because of the strictly academic character of most of their college courses, many young teachers are insensitive to the importance of better personal adjustment, the necessity of improving human relations. They are unaware of their sometimes negative attitudes toward teaching, and do not recognize the necessity for a change in perception of the role of the teacher. In many college classes, it is possible for a student to "complete a text-centered or teacher-centered course without opportunity to express his feelings and frequently to do other than regurgitate data of text and lecture."2

The laboratory provides a teaching-learning situation wherein prospective teachers gain new insights into the role of the teacher through experiencing teacher behavior and classroom atmospheres which reflect verbal learnings. In order to structure and reinforce appropriate teaching behaviors, the students should experience teaching that exemplifies all the best that is known in meaningful content, varied materials, tested methods, and valid evaluation. Through appropriate procedures, the students are helped to move from the typical teacher-dependent, passive role toward

---

a more teacher-independent active role in the learning process, toward taking greater responsibility for self-direction.

In analyzing the structure of the laboratory course, Education 533, the staff felt that three aspects should be considered: 1) experiences, 2) relationships, and 3) emphases. These three aspects are taken into account in enumerating and describing the types of procedures used in conducting the course. They are interrelated, and the placing of one in a certain category does not mean that it belongs only there. Types of experiences, personal relationships, and psychological emphases are all part of the whole, and do not lend themselves to a hard and fast analysis. The analysis of the structure resulted in a working formulation of what takes place in a typical Education 533 course, an attempt at grouping various types of experiences that most students have, into combinations that appear to possess functional relatedness.

EXPERIENCES

1. Each student has an opportunity to do some exploratory teaching in his peer group. To aid him in this, instruction is given in making a lesson plan, techniques of using a textbook, devices in getting and holding attention of students.

2. Each student assists in planning the course with his instructor and the other members of the class. Attention
is drawn to the scope of the class as pre-planned by the instructor, and emphasis is placed upon the process of the planning and its use as a teaching technique.

3. Each student is encouraged to take part in small and large group discussions.

4. Each student is helped to begin to evaluate his strengths and weaknesses for the teaching profession. This is brought about through taking the Washburne Social Adjustment Inventory, and discussing the results with his instructor or a counselor recommended by the instructor; through selected readings on self-evaluation; through peer evaluation; through writing a self-evaluation paper based on the factors of teaching competency stressed by the College.

5. Each student has an opportunity to have his reading, writing, and speaking skills evaluated by the instructor and to receive remedial help in any of these areas.

6. Each student is aided to see that he must take some responsibility for his own learning, to experience the dynamic quality of the teaching-learning relationship, and to assume the role of teacher as well as learner.

RELATIONSHIPS

1. An informal atmosphere is maintained in the classroom situation. To bring this about:

   a. Ritual is eliminated as much as possible according to the size of the group. For instance, instead of holding up hands to gain permission
to speak, students are encouraged to speak spontaneously. Classroom furniture is not arranged in rigid rows. Students are seated facing each other, usually in a large circle. They are given no mid-terms or final examination.

b. Given names or nicknames are used.

c. Students are given an opportunity to talk spontaneously in group sessions rather than waiting to be called on by the teacher. They are helped to learn to respect others by not interrupting a person who is speaking, and they are encouraged to share what they have to say with all members of the class instead of whispering remarks to a few on the side.

2. Students are helped to feel a sense of freedom, to express themselves.

   a. They are encouraged to recount their own experiences.

   b. Expression of feelings not ordinarily spoken, such as, hostility and resistance is accepted and further expression of such feeling by the group is encouraged.

3. Continuous acceptance of each student is maintained.

   a. Staff members really try to feel acceptant. A feeling of irritation or rejection of a student felt by any staff member is brought to the weekly staff meetings and an attempt is made to work through this feeling by talking it out.

   b. A conscious effort is made to eliminate censure, blame, condemnation, or moralizing about any attitude or feeling. Instructors attempt to help each student look at his behavior and understand its source in his own background.

   c. Criticism, opposition, and disagreement with points of view and procedures are welcomed, respected, and taken into account.
d. Students are assured that they will not be punished for expressing their true feelings, that grades or recommendations will not be influenced.

4. Each individual is respected and helped to gain status in the group.

   a. Each person has some responsibility.
   
   b. Each has an opportunity to contribute in some way.
   
   c. Stress is placed upon the worth and dignity of each individual and his right to be himself.

5. Each student is given the opportunity to know his instructor as a counselor and guide. Attempt is made through individual conferences and group guidance to help each individual feel that his problems are of importance and that if he makes them known, he will receive help in working them out. The emphasis here is on helping students experience a counseling relationship.

6. A closeness and variety of contacts with all members of the staff is provided.

   a. Staff members serve as resource persons for any class problems where their background and experience can serve.

   b. Instructors refer individual students to a specific staff member for advice or counsel.

   c. Graduate students in the guidance area work with the staff in helping individual students with personal and professional problems.

   d. Students are encouraged to bring in as resource persons, professors or students from the entire university, teachers in the field, members of the community agencies related to teaching.
EMPHASES

1. **Planning**—Two aspects are considered here:
   a. Learning about the planning that a teacher must do in setting up the approach to his teaching in any area.
   b. Learning some methods and techniques of teacher-student cooperative planning.

2. **Self-evaluation**—This is constituted of actual experiences in self-evaluation and emphasizes the need for the teacher constantly to evaluate himself and his teaching procedures in order to improve his personal and professional personality.

3. **Learning**—Before coming to Education 533, the students have been introduced to theories of learning in their educational psychology course. This unit provides an opportunity for practical application of these learning theories in exploratory teaching and for gaining insight into "how" learning takes place. This happens if the student has a successful learning experience in the classroom situation.

4. **Guidance**—Current theories of guidance as they apply to the classroom teacher and his work are explored in guided readings on the subject and in the counseling and guidance experiences provided by the course.

5. **Discipline**—The problem of discipline in the classroom is studied thoroughly. The emphasis here is to help the prospective teacher gain a new concept of discipline as
guidance rather than control and punishment of pupils. Selected readings, discussions, observations of teaching situations, and learning new and different techniques of classroom management and pupil guidance tend to give new insights into this problem. Through these activities, class members who come in wanting to learn how to make children behave, questioning what to do with lazy pupils or slow learners, eventually find themselves faced with the desire to study adolescents, their growth, development, and motives.

SUMMARY

The need for the laboratory for prospective teachers grows in part from their past and present educational background. If they are to learn to act in accordance with the principles of modern education and psychology they are being taught, they must experience a change in values concerning the role of the teacher. They must have the emotional experience of taking part in a teaching situation wherein they observe, analyse, and learn from a teacher who exhibits new teaching behaviors.

The general framework of the laboratory consists of those experiences, relationships, and psychological emphases provided for the students which help them shift the focus of their professional development from that of merely learning to teach subject matter, to learning the general method
of relating subject matter to teaching children, to helping them grow and develop. Its procedures are in direct contrast to the typical college-lecture classroom. The classroom atmosphere set up by the laboratory teacher is informal, unguarded, permissive, and relaxed. The experiences he provides for his students through his own behavior create a subtle difference in the whole framework of personal relationships. The teacher's attitude is acceptant, warm, and un-critical. The course emphases are subjective rather than objective, dynamic instead of mechanistic. They are based on the problems and needs of the students.

The following chapter will be devoted to an elaboration of details in the conduct of these laboratory courses in general method in teacher education. These details will include the procedures of getting started, the minutiae of teacher behavior and student reaction, and a description of activities generally pursued in a typical Education 533 course at The Ohio State University.
CHAPTER IV

SPECIFIC PROCEDURES IN EDUCATION 533

This chapter will attempt to describe in detail what the staff of Education 533-534 calls action research. It has not seemed feasible, up to this time, to set up a specific research design with an experimental and a control group. The staff has been preoccupied with formulating its hypotheses about general method and working out the means to put these beliefs into operation. The general agreement at this point in the continuous process of formulating and discarding is that it is necessary to be quite specific about the procedures in the laboratory, to put down in detail, the methods used in conducting these courses because in so far as their insights have lead them, the staff believes that their practices make vital use of new understandings of the dynamics of human behavior and they may constitute new techniques of value to teacher education. Detailed description is thus given to the procedures of the beginning days and the general design of a typical course as it progresses in Education 533.

The teacher, the key figure in the laboratory course, behaves in certain ways in order to create the setting wherein the experiences can be arranged, the relationships established,
and the course emphases can be considered. He creates, through his pre-planning, through his knowledge of the needs of his students and his desire to learn more about their needs, a frame of reference for the course. Through the activities of the beginning days, he establishes certain kinds of relationship with his students in order to introduce them to the role of the teacher as a counselor and a guide. This relationship must be established at four levels:

1) at the individual level;
2) at the work level;
3) at the leadership level; and
4) at the professional, as-it-were, "colleague" level. In order to establish these relationships and set the stage for meaningful experiences in teacher education, the teachers follow a general method of conducting the laboratory course on the opening day.

GETTING STARTED IN EDUCATION 533

The activities of the first day of the course are thought by this staff to be of great importance. These instructors believe that everything they do in the classroom has significance, that their activities can provide patterns for developing teacher attitudes and teaching techniques. The process of re-education in the role of the teacher begins to take place as students gain new insights into teacher behavior that affects their learning, gives them a sense of security, and an interest in their own developing role. The method of conducting the class these first days is intended
to be a laboratory experience in starting a class. If it has any merit, it should provide young teachers with insights and techniques into processes and procedures for starting their classes when they are teaching in secondary schools. Students need to be initiated also through the activities of the first days in the laboratory course into learning what it means to have a successful group experience and to establish a meaningful relationship with a teacher.

THE STUDENTS

In each of several classes in Education 533, approximately thirty-two young people meet together the first day of the quarter for the first of their two general-methods courses. They have varying expectations about the course which is entitled in the college catalogue, "Theory and Practice of Secondary Education." Any given class is composed of men and women with a fairly similar education background. The age range is from nineteen to twenty-six, although there are occasionally much older students. In education background, they range from sophomore rank to graduate student. They have one thing in common. They want to or think they want to teach. Some of them, inspired by gifted teachers, know they want to teach, others are not sure. Some are unfitted emotionally, intellectually, and even physically to be dealing with young people. These have to be guided out of the field. Others need to learn how to take a look at
themselves, to see where they need to improve, to learn how
to solve the personal problems that plague them and stand in
the way of their professional development. All of them need
to improve the quality of their human relationships since
it is one of the basic concepts of this staff, that getting
along with others is a prime factor in teaching success, to
learn some skills and techniques of classroom management,
and to gain insight into the role of the teacher.

These students have been accustomed in college, and too
often in high school, to the teaching method of lecture and
recitation. They are unprepared for a new kind of classroom
situation, wherein they must take a large share of the respon­
sibility for their own learning, for planning the course, for
self-growth and development. They are strangers to each
other, and in many cases, to themselves. They know that this
course is called a laboratory, that it meets four times a
week for two-hour periods.

THE INSTRUCTOR

The instructor who meets these students is usually a
graduate student who is working for an advanced degree in
secondary education or teacher education. He has been
through at least one quarter of in-service education with
other members of the staff, has observed in their courses,
has some grasp of and allegiance to the principles to which
the staff adheres. He has a secure personality; he has a
realistic acceptance of himself; and he has freely chosen to be a teacher educator, rather than a graduate student who is working merely for a degree. Sharp describes this graduate instructor in teacher education as a person who

... has a realistic grasp of his own abilities and has accepted himself as he is. He is therefore free to meet with others on the common ground of one human being meeting with other human beings. He does not require their submission to maintain his picture of himself as a superior person. Nor does he feel inferior if they prove superior to him. He accepts them as they are without worry about who is superior or inferior.¹

He does not look to his status for power to cause his students to submit to him. Rather he sees himself as one of the many persons in the college environment who can help the student move toward and gain success in achieving his chosen goals. His, the instructor's aim, is to carry out with his pupils, the aims and purposes of the College of Education. His purpose is to help the student grow toward teaching competency. His is an integrative and service role. His integrative function is to attempt to bring about a two-way system of communication, as it were, in the student's mind between his subject-matter and his professional courses. The service aspect of his role is to start, as quickly as possible, to establish a meaningful relationship with the student, meaningful in that the individual and group contacts

¹George Sharp, Curriculum Development as Re-Education of the Teacher, pp. 89-90.
should demonstrate to him, the beginning teacher, that the
instructor is interested in him and in helping him solve
his problems, and that his problems have a universality in
the sense that they are common to the group in which he
finds himself.

On the first day, the instructor starts the process of
focusing on problems of concern to the young teacher and
begins the structuring of his role as a general-methods
teacher, the cooperating agent in the solution of the
students' problems. From the start, he works to win the
acceptance of the group as a participating member, but he
must also establish himself in the students' minds as the
leader, the guide, the counselor, the person who gives
friendly assistance in learning.

The diagrammatic outline presented here describes in
detail the beginning days of one section of the course in
Education 533. It is an attempt to show how the principles
and purposes formulated by the staff are translated into
specific behaviors by one teacher and to describe the re-
actions of the students to these behaviors.

**PHYSICAL SETTING**

The classroom in which the students assemble for their
first meeting is traditional in aspect. The furniture con-
sists of chairs, with arms for writing, arranged in even
rows. At the front of the room is the teacher's desk and
chair. As the instructor enters the classroom, he sees his students, seated side by side, each one alone and strange, yet somehow expectant. The expectancy consists usually of the almost typical college-student attitude, "I wonder what he (the teacher) wants me to do? What will I be required to do to get a decent grade out of this course?"

SPECIFIC DESCRIPTION AND ANALYSIS OF THE FIRST SESSION IN THE LABORATORY COURSE

In the following pages, an attempt has been made to show, in outline form, teacher behavior on the opening day of the course, to state the principle from which each action springs, and record student reactions. The principles are overlapping, but the writer has tried to choose the specific one that best seemed to fit each instance of teacher behavior.

---

2Observations of student and teacher behaviors recorded here were made by Mrs. Ida B. Morford, graduate student in Education, who acted as a group observer in various sections of Education 533 during the Autumn Quarter, 1951.
<table>
<thead>
<tr>
<th>PRINCIPLE</th>
<th>TEACHER BEHAVIOR</th>
<th>STUDENT REACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The most important characteristic of a teacher is his attitude toward the learner.</td>
<td>Teacher enters the room smiling. She introduces herself and the name of the course in a warm and friendly manner. She writes the name of the course on the blackboard, then writes her own name, giving students three choices. She suggests that they call her, &quot;Mrs. Bradbury,&quot; &quot;Mrs. B.,&quot; or &quot;Mary&quot;—which ever seems most comfortable for them. She states that she will need some information about them. Gives a number of printed cards which ask for details of name, address, telephone number, major, and minor to a student asking that he pass them around. As students are passing cards around, she goes over details of the card, explaining how certain information asked for will be helpful. She asks students to look card over carefully before beginning to fill it out. She waits for one or two minutes while students look over card. Then she says, &quot;Do you think that fifteen minutes will be sufficient time for you to fill out this card?&quot; She continues then, &quot;As long as there seems to be no disagreement about the time</td>
<td>Students are seated in rows. They are silent. Many have notebooks open. Some students take notes. Silence. Some look bewildered, others amazed. Various reactions. Students pass cards around. Students comply with request. Some begin to write on card. Silence. Some students nod. All students begin to fill out cards.</td>
</tr>
<tr>
<td>PRINCIPLE</td>
<td>TEACHER BEHAVIOR</td>
<td>STUDENT REACTIONS</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| The most important characteristic of a teacher is his attitude toward the learner. Teachers need to recognize that the human organism has needs that it continuously seeks to satisfy. | required, let's try to be finished in fifteen minutes.  
As students write, the teacher moves around the room, smiling, and offering help to any student who looks puzzled.  
As teacher walks through the aisles of chairs, she hands each student a copy of the course outline. This is a two-page description of scope and purpose of the course entitled, "What is Education 533?"  
She speaks aloud several times as she moves about, telling students that they do not need to be afraid to talk or to ask questions. She continues to talk in a soft, relaxed voice. She tells students that as soon as they are finished they should get up and put their cards on her desk. She states that if any student cannot finish his card in the allotted time, he can give it to her the next day. She encourages those who finish quickly to get up, move around, go out in the hall and introduce themselves to each other. She reminds them that she will call the class together when the fifteen minutes are up. | There is little talking. Some individuals ask questions about particular items.  
Some students look at outline. Most of them continue to fill out cards.  
Some students finish quickly. Some sit still. Some converse quietly. Others get up and go out into the hall. |
<table>
<thead>
<tr>
<th>PRINCIPLE</th>
<th>TEACHER BEHAVIOR</th>
<th>STUDENT REACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner's current problem (or unanswered question) leads him to the most crucial learning.</td>
<td>At the end of the fifteen minute interval, the teacher stands behind the desk, and begins to talk about the purposes of Education 533. She does not call in those students who have wandered into the hall and forgotten the time. She says to those still in the room, &quot;You remember that we agreed we would come together at the end of fifteen minutes, to talk about the purposes of the course and the course outline. Each one of you should have a course outline. Does everybody have one?&quot; She stops to make sure. Teacher sees that every one has the two-page sheet. She continues. &quot;Education 533 is the first of your two general methods courses in the College of Education. The course outline which I have given you describes briefly this professional course. Its general purpose is to help you develop teaching competencies, to assist you to move toward your desired goal. Its specific purpose is to prepare you for student teaching.&quot; Teacher moves around to front of desk, assumes an informal posture, leaning on desk. With this gesture she removes the desk as the barrier between herself and the students. She continues to talk in a relaxed voice.</td>
<td>There are some late-comers who signify they do not. Some students take notes, others look at outline sheet.</td>
</tr>
<tr>
<td>Teachers need to recognize that the human organism has needs that it continuously seeks to satisfy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

PRINCIPLE TEACHER BEHAVIOR STUDENT REACTIONS
<table>
<thead>
<tr>
<th>PRINCIPLE</th>
<th>TEACHER BEHAVIOR</th>
<th>STUDENT REACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The most important characteristic of a teacher is his attitude toward the learner.</td>
<td>She looks at her watch and says, &quot;We have an hour and a half left of our class session today. Let's think together for a few minutes about how we might use the remaining time to the best advantage. Teachers should initiate planning, I believe, so I have some suggestions to make. I think we have three things to do.&quot; She walks around desk to blackboard and writes, 1. Planning for tomorrow 2. Getting acquainted 3. Summarizing what we have done today. She turns to class and says, &quot;Do you think we can begin to plan from this outline?&quot; She looks from one individual to another. She continues. &quot;I believe that the teaching-learning process involves two kinds of planning: the short-time plan and the long-time plan. The short-time plan involves thinking about what the group would like to do with a particular session or with the planning for the next day. The long-time plan involves</td>
<td>Some students look at their watches. Some students write in notebooks. Others look blank or puzzled. No comment or specific reaction from students. Many students write in notebooks. Little response. Some students nod; others whisper together.</td>
</tr>
<tr>
<td>PRINCIPLE</td>
<td>TEACHER BEHAVIOR</td>
<td>STUDENT REACTIONS</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>mapping out activities for the quarter or semester.</td>
<td>Blank looks. Students seem a little uneasy.</td>
</tr>
<tr>
<td></td>
<td>&quot;You remember that this is a laboratory course. We meet for two hours, four days a week. I hope you will soon learn that you are to help me plan how we can use this two-hour period to serve your purposes. I know that many of you are not used to planning your courses with your teachers. I believe, however, that teacher-student planning is an integral part of the general method of teaching, and that one of the best ways of learning it is to experience it. Maybe you won't like it. It may make you feel a little uneasy at first because you're accustomed to having the teacher tell you what to do. But let's try some cooperative planning today, just as an experiment. You know, in a laboratory course, you're supposed to experiment.&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;We need to do a little of both kinds of planning now. In order to plan for the quarter, I think you'll need some time to go over the course outline. I suggest that you take it home with you, look it over, and come to class tomorrow, prepared to discuss it, to ask</td>
<td></td>
</tr>
<tr>
<td>The learner's current problem (or unanswered question) leads him to the most crucial learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRINCIPLE</td>
<td>TEACHER BEHAVIOR</td>
<td>STUDENT REACTIONS</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Teachers need to recognize that every human being has worth and a contribution to make to the common good.</td>
<td>questions. Try to think whether or not it suits your purposes. It may be that we'll have to change it somewhat to suit the needs of the individuals in this class. You won't know until you've read it, thought about it, and discussed it. We can do our long-time planning then, and we'll probably need the entire two-hour period to do it. Does that sound like a workable plan for tomorrow?&quot;</td>
<td>Blank looks. Some laughter.</td>
</tr>
<tr>
<td>Teachers need to recognize that human organism has needs that it continuously seeks to satisfy.</td>
<td>Teacher replies in a calm acceptant voice, &quot;Of course we can. That might be a good point at which to start our discussion. Look at page two of your outline sheet.&quot;</td>
<td>One student raises hand and says, &quot;Can we talk about what we have to do to get a grade out of this course?&quot;</td>
</tr>
<tr>
<td></td>
<td>She holds an outline sheet up and indicates a spot on the second page. &quot;You'll want to pay particular attention to Item 4 on this page which is entitled, 'What Do You Have To Do?' If you read that carefully, and think about it, you'll undoubtedly have many questions. Shall we start there tomorrow?&quot;</td>
<td>Students turn to page indicated by teacher.</td>
</tr>
<tr>
<td></td>
<td>She looks around the group and asks, &quot;Would you like to start discussing grading, I call it evaluation, tomorrow?&quot;</td>
<td>Students nod agreement.</td>
</tr>
<tr>
<td>PRINCIPLE</td>
<td>TEACHER BEHAVIOR</td>
<td>STUDENT REACTIONS</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>One of the most important aspects of education is the teaching of human relations, the development of the socially competent individual. Teachers need to recognize that the human organism has needs that it continuously seeks to satisfy.</td>
<td>She waits calmly, looking around at the class.</td>
<td>There is a silence of two or three minutes then one student raises his hand, says, &quot;What about quizzes, mid-terms, and term papers? Can we discuss those too?&quot; Other students look interested. Facial expressions show agreement with this question.</td>
</tr>
<tr>
<td>The primary need of the teacher is to learn how to relate himself more meaningfully to his students.</td>
<td>Teacher replies, &quot;Certainly, our discussion is taking shape already, isn't it? Let's list those things we want to talk about.&quot; She hands chalk to a student in the front row and says to him, &quot;Among the many things teachers need to learn to do is to write on the blackboard. We'll try to provide opportunities in this laboratory course for all of you to practice that a little. Would you make a list of those items on the board for us?&quot; Teacher walks to side of room and student assumes teacher's place at blackboard. She continues to the</td>
<td>Student looks surprised, but complies. Walks to board. Looks around a little uncertainly.</td>
</tr>
<tr>
<td>PRINCIPLE</td>
<td>TEACHER BEHAVIOR</td>
<td>STUDENT REACTIONS</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Teachers need to recognize that the human organism has needs that it continuously seeks to satisfy.</td>
<td>She turns to the student at the board, seeming to sense his uncertainty, and says, &quot;You'll want to write down grading, mid-terms, term papers.&quot;</td>
<td>Hands begin to come up. Students ask such questions as, &quot;Is this another one of those democratic classes that isn't democratic?&quot; &quot;Is this class really going to be different?&quot; &quot;Can we really say what we think?&quot; &quot;What is the textbook?&quot;</td>
</tr>
<tr>
<td></td>
<td>She turns to class and asks, &quot;What else?&quot; She accepts every question or item offered and helps student at board phrase it in outline form. She uses such acceptant replies as, &quot;Of course you'll need to know that.&quot; &quot;I'm sure you'll be interested in that.&quot; &quot;We'll try to clear that up for you tomorrow.&quot;</td>
<td>Student at board begins to write.</td>
</tr>
<tr>
<td></td>
<td>&quot;How many mid-terms do we have?&quot; &quot;Do we have a term paper?&quot; &quot;Aren't you going to give us assignments?&quot; &quot;How will we get a grade?&quot;</td>
<td></td>
</tr>
<tr>
<td>PRINCIPLE</td>
<td>TEACHER BEHAVIOR</td>
<td>STUDENT REACTIONS</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The following outline emerges on blackboard:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Grading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Mid-terms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Textbook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Final examination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Most students take notes from board.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student smiles as he takes his seat, says, &quot;It feels sorta different.&quot; Other students smile.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students look at watches. One student raises hand, says, &quot;An hour.&quot;</td>
</tr>
</tbody>
</table>

When there are no more hands raised, teacher says, "Well, there is our outline for the discussion tomorrow."

She smiles and says to student at the board, "Thankyou very much for helping us. How did it feel to be on the other side of the desk?"

Teacher walks to front of room, faces class and says, "That takes care of planning for tomorrow. How much time do we have left?"
<table>
<thead>
<tr>
<th>PRINCIPLE</th>
<th>TEACHER BEHAVIOR</th>
<th>STUDENT REACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the most important aspects of education is the teaching of human</td>
<td>Teacher says, &quot;I think we did very well to accomplish that much in fifteen minutes. Teacher-student planning takes time, and teachers must be willing and ready to give time to it if students' needs and problems are to be served.&quot;</td>
<td>Students take notes.</td>
</tr>
<tr>
<td>relations, the development of the socially competent individual.</td>
<td>&quot;I think we're ready now to go on to the next item. We need to get to know each other since we're all going to be working together this quarter. We have one hour left. We'll need at least ten minutes to summarize what we've done at the end of the hour. That leaves us forty-five minutes to get acquainted. Can one of you suggest a way to go about this?&quot;</td>
<td>Some look restless, bored.</td>
</tr>
<tr>
<td></td>
<td>She stops, waits, for one or two minutes.</td>
<td>Students look uncomfortable. Silence.</td>
</tr>
<tr>
<td></td>
<td>She says then, &quot;Maybe I can expedite the process by suggesting a way to go about this business of getting to know each other.&quot;</td>
<td>Some students nod.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There are various reactions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There are no replies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students look at each other and at the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is some whispering.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students wait, they seem expectant.</td>
</tr>
</tbody>
</table>

The learner's current problem (or unanswered question) leads him to the most crucial learning.
<table>
<thead>
<tr>
<th>PRINCIPLE</th>
<th>TEACHER BEHAVIOR</th>
<th>STUDENT REACTIONS</th>
</tr>
</thead>
</table>
| Teachers need to recognize that every human being has worth and a contribution to make to the common good. | She continues, "One of the ways that other Education 533 classes have accomplished this business of getting acquainted is to break the class up into small groups of five or six persons. Students have helped us realize that most persons find it easier to talk in a small group. It is certainly easier to talk to five persons than to thirty-five. So let's experiment again. Let's all get in groups of five."
Teacher moves over to side of room as she is saying these words, approaches five students and says, "These chairs are movable. Suppose you five people arrange your chairs in a circle and begin to introduce yourselves."
She says to the students, "Will you help to get these chairs arranged?" | Students look puzzled. |
One of the most important aspects of education is the teaching of human relations, the development of the socially competent individual.

<table>
<thead>
<tr>
<th>PRINCIPLE</th>
<th>TEACHER BEHAVIOR</th>
<th>STUDENT REACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>She starts to move chairs around indicating with a circular motion of her arm the desired activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Now,&quot; she says to the next group, &quot;let's get this whole class broken up into small groups such as this one.&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>She moves to another group of students and helps them move out of straight rows into a circle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>As soon as the teacher becomes aware from the movements of the students and from the noise of conversation that the class members have taken the responsibility for grouping themselves, she moves to the front of the room, raises her voice over the hub-bub and says,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Remember that the purpose of this group activity is to get to know each other. Let's find out these things.&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>She writes on the board,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Name</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Address</td>
<td></td>
</tr>
</tbody>
</table>

Students look amazed but help move chairs into a circle. Students begin to follow teacher's lead and to form small circles. They look surprised and self-conscious. Students begin to talk together. Students tend to become quiet and listen.
<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>TEACHER BEHAVIOR</th>
<th>STUDENT REACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner's current problem (or unanswered question) leads him to the most crucial learning.</td>
<td>3. Age (unless you're sensitive about it) 4. Major and minor areas 5. Interests, hobbies, and so forth</td>
<td>Laughter</td>
</tr>
<tr>
<td>The most important characteristic of a teacher is his attitude toward the learner.</td>
<td>She faces the class again, and says, &quot;I'll call you back together at the end of fifteen minutes and each one of you can introduce a new friend to the class. Shall we start now?&quot; Teacher moves from group to group, listening in, helping a group member who finds it difficult to participate. She reminds each group of time limit and what is to be accomplished in the discussion.</td>
<td>Students begin to talk together and the room is filled with the noise of friendly but rather subdued conversation. Some students take notes as they talk to each other. Some copy directions from board.</td>
</tr>
<tr>
<td></td>
<td>At the end of fifteen minutes she calls class together by standing in front of room, raising her voice, and asking for help in rearranging the furniture for class discussion. She suggests chairs be arranged in a large circle instead of in straight rows. She starts to move chairs.</td>
<td>Students help.</td>
</tr>
<tr>
<td>PRINCIPLE</td>
<td>TEACHER BEHAVIOR</td>
<td>STUDENT REACTIONS</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The primary need of the teacher is to learn how to relate himself more meaningfully to his students.</td>
<td>When the circle is arranged and students are seated, the teacher makes herself one of the group by taking one of the chairs instead of standing behind the desk. She opens the class discussion by introducing herself, gives her age, some humorous thing about her background. She gives it all a turn of humor, but follows outline on board. When she has finished, she turns to the student on her left and says, &quot;I've introduced myself to you. Now I'd like you to introduce yourself to me and to the group.&quot;</td>
<td>Students listen. There is some laughter which seems to relieve tension. Some take notes.</td>
</tr>
<tr>
<td>One of the most important aspects of education is the teaching of human relations, the development of the socially competent individual.</td>
<td>After student has finished his introduction, the teacher thanks him by saying, &quot;I'm glad to know you Joe,&quot; (Makes a point of using his given name) &quot;and to welcome you to the group. Could you introduce one of the new friends you have made to the class?&quot;</td>
<td>Student (Joe) introducences a class member (Bill).</td>
</tr>
<tr>
<td>PRINCIPLE</td>
<td>TEACHER BEHAVIOR</td>
<td>STUDENT REACTIONS</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>When the introduction is finished, the teacher asks Bill to introduce someone he has gotten to know. This activity continues until all students have been introduced.</td>
<td>Students start introducing each other. Tend to be rather inarticulate. Follow the pattern of name, major, home town, occasionally one deviates with a joke e.g., &quot;His major is women.&quot; Laughter. (Seems to relieve tension)</td>
<td></td>
</tr>
<tr>
<td>Teacher rises then, goes to blackboard and says, &quot;Now let's take a look at what we have done today.&quot; She asks the group, &quot;What are some of the things we have accomplished?&quot; She waits, chalk in hand, smiling encouragingly. Accepts any response. Writes responses on board. 1. Gotten to know each other. 2. Gotten an idea of what the course is about. 3. Learned a little about the teacher. 4. Made a plan for tomorrow. 5. Gotten some homework to do.</td>
<td>Student participation is free and fairly general. &quot;Gotten to know each other.&quot; &quot;Been introduced to the course.&quot; Planned for tomorrow.&quot; Many students copy list.</td>
<td></td>
</tr>
<tr>
<td>PRINCIPLE</td>
<td>TEACHER BEHAVIOR</td>
<td>STUDENT REACTIONS</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>The learner's current problem (or unanswered question) leads him to the most crucial learning.</td>
<td>Teacher ends this first session on a positive note. She tells students that she has enjoyed working with them. She states that she is looking forward to tomorrow, to getting to know them better, to discussing the course with them, and helping them set up goals.</td>
<td>Some students leave immediately. Others stay around to talk with each other. Some stop to consult the teacher about various matters.</td>
</tr>
</tbody>
</table>
SUMMARY EXPLANATION OF DIAGRAMMATIC ANALYSIS OF THE OPENING DAY

As stated earlier in the chapter, the opening day of the laboratory is an attempt by the instructor to establish in the minds of the students, certain kinds of teacher-student relationships which are felt by this staff to be the core of general method. These relationships, if successfully established, should have value for every teacher-education candidate, in the sense that they give him insight into the role the teacher can play in the teaching-learning process.

If during the beginning days and in the successive days of the course, the college instructor can establish dynamic relationships with his students on the individual level, the work level, the leadership level, and the professional level, he has taken the first steps toward helping young teachers gain an insight into the general method of teaching, into learning about the practice of the profession of teaching. This is thought to be made up of certain attitudes toward, and understanding of students, a knowledge of the teaching-learning process. To gain this insight, students must have an active learning experience with a teacher who demonstrates in his relationships with them the nature of the principles of the profession of teaching.

The above outline of the beginning days of the course is concerned more with describing the process of learning in this laboratory course than with telling what students
learn. It is not possible within the limits of this dissertation nor would it be desirable to go into specific detail about each succeeding day's activities in the course. An attempt has been made to describe the beginning. The remainder of the chapter will be devoted to delineating the development of a typical Education 533 course as it proceeds throughout the college quarter.

GENERAL DEVELOPMENT OF THE COURSE

When the group assembles the second day, the students are to some degree prepared for a different kind of classroom activity. They know a little about each other as individuals. They have had a part in planning the day's work, in relating it to their own personal and professional purposes. Most of them have read the course outline presented on the first day because they think of it as an assignment. They are accustomed to following the teacher's orders, and are anxious about following directions. They need to find out what the teacher wants them to do in order to get a grade out of the course because of their past and present educational background. It is precisely here that one of the principles of the teaching-learning process held by this staff, and reflected in teacher behavior on the opening day of the course begins to operate, and be reflected in different and dynamic student reactions: The learner's
current problem (or unanswered question) leads him to the most crucial learning.

The current problem for most of these students is to learn how to act, to behave, in this course, in order to get a grade. The activities of the first day, the behavior of the teacher, and the assimilation of the contents of the course outline may raise many questions in their minds of a new and perplexing variety. In the second session of the class, students begin to react differently to this classroom situation because the methods that the teacher employed in the opening session, being different from accustomed modes of teacher behavior, present a problem to them. Usually they are disturbed and many of them are challenged by the teacher behavior they have witnessed, the attitude of the teacher toward the learner. Crucial learnings about the dynamics of the teaching-learning process begin to take place at this point for many students because the teacher has already created a subtly different relationship between himself and his students.

Awareness of the meaningful relationship that can and should exist between teacher and student in the teaching-learning process begins to be felt by many students and is in operation in the second-day session. To some students, this different relationship, unknown and never experienced by them before, constitutes a threat. They are uneasy and insecure. The are in the minority, however. The majority
of the students have gained from the first day's activity certain satisfactions. They have a problem (or unanswered question) of learning how to behave in this new situation in order to attain their goal of getting a good grade through finding out what the teacher wants them to do, and they have unwittingly become partner with the teacher in a relationship where some of the responsibility for making decisions, for planning, for taking part in the teaching-learning relationship rests on them.

Discussion in the second session is usually free and student participation is widespread. Most students feel free to talk and to ask questions. They have gained the impression from the opening day that they will be respected, that their purposes will be taken into consideration, that they will not just be told what to do by the teacher.

As students and teachers plan and work together from the second session on the course takes shape as a maturing and growing professional experience in learning about teaching. The role played by the teacher, that of giving friendly assistance in learning, and the arranging by him of experiences, relationships, and emphases form a pattern of successful learning for many students. Students gain through experience new insights into the nature of the profession of teaching. The individual student's will-to-learn, his
"want," is utilized to the fullest because his purpose (wanting to become a teacher), is being served. At the same time, he is being helped to learn (to gain satisfaction of his needs), by daily contact with a teacher who plays the role of counselor and guide. At no time does the teacher pit himself against the students in an effort to "make" them learn what he thinks they ought to learn. On the contrary, he attempts to set up a working relationship that develops new ways of thinking about teaching, of getting along with people, a different approach to the teaching-learning process. He strives to help each student have a successful learning experience, to help him see how his so-called "subject matter" can contribute to the growth of young people.

**DEVELOPING THE COURSE EMPHASIS**

1. **Planning**—Teacher and students plan together the activities of the course. Each student has an exploratory teaching experience. No matter what his subject-matter area is, and in these general methods courses, it may be history, music, science, home economics or any one of the many areas, each student teaches a lesson to his peer group (the students in his Education 533 class). For many students this exploratory teaching experience puts them, for the first time, on their feet in front of a group and makes them responsible for group management. For the young teacher, this involves
making a lesson plan and carrying it out, executing it, as
it were, before a critical group of people whose function
it is to evaluate his effectiveness in speech, communication,
and the validity of his assumptions about the learning
process.

Students also have the opportunity to plan together for
social events for the group such as coffee hours (times when
students can relax, drink coffee, eat doughnuts, and learn
to know each other); parties in each other's homes; or
picnics, weiner roasts, campus or off-campus get-togethers.

The students also plan for observations in a real
school. These observations may take the form of a field
trip to a high school in any part of the state, or they may
consist of a series of guided observations in several
schools, in many classrooms. One emphasis in this activity
is to help teachers-in-training to observe how experienced
teachers in the field plan and carry out learning activities
with pupils, how the pupils respond to various types of
teacher behavior, how the total program of a given secondary
school is planned, and how it contributes to the growth of
young people. Some Education 533 classes divide themselves
into two groups. One group may undertake a community survey
and attempt to find out what are the living conditions, the
occupations of the wage-earners, the attitude of the community
toward its school, and the stated purposes of the school.
Another group may visit classes, interview the superintendent
and principal, talk with individual teachers and students in an attempt to learn how the school is doing its job. Back in the college classroom, the two groups compare notes and try to come to some conclusions about the relationship of the particular school to its community.

Planning the varied course experiences involves maturing and dynamic activities. Individuals assume responsibilities for their own learning and for learning activities for the group under the guidance of the teacher who acts as an arrayer and expediter of experiences and relationships. Students begin to develop insights into the general method of planning a learning experience through the dynamic activities and relationships involved in taking an active part in the planning of this particular class. The behavior of the teacher throughout the course brings into play the resourcefulness of the students and encourages them to take some responsibility for their own learning.

2. Self-Evaluation—One of the main tasks of the teacher-education program is to help the young teacher define his role. If he really wants to be a teacher, he has some idea of the role he wants to play in the lives of his pupils. Almost all students who enroll in the Education 533 course are aware of the subject-matter aspect of teaching. The most commonly stated problem is, "How can I get my subject matter across to pupils?" Many, however, are only dimly aware of the psychological aspects of the role they need to play in
promoting human growth. One of the most important contributions that the laboratory can make to the young teacher is to help him clarify for himself the teacher he would like to be. This definition of the role he would like to play should go hand-in-hand with a recognition of the reality of his personality and how he is fitted to play that role.

Here, the stated principle, the most important characteristic of a teacher is his attitude toward the learner, is called into play in this course. The young candidate must be helped to understand the cause-and-effect relationship of the teacher's personality on the growth and development of his pupils. He must be helped to understand his own personality, his attitudes toward the learner. He must be given opportunities for self-guidance and self-criticism in order to gain a real perception of his personality and how it affects others.

To this end, techniques of self-evaluation play an important part in this general-methods course. Each student is required to evaluate himself on the factors of competency required by the College of Education at The Ohio State University. They include professional personality, personal adjustment, thinking-planning skills, writing skills, and speaking skills. The students are already familiar with these factors. They are defined specifically in Teaching
as a Profession, the handbook given to all students in Education Survey, a required course in the professional sequence and discussed at length there.

The Washburne Social Adjustment Inventory is given to each student as a further help in self-evaluation. After considering the various factors of social adjustment measured by many other inventories, it was decided by the staff that those factors measured by this test were most suited to the purposes of these courses in general method. The Manual for Interpreting explains the purpose of the inventory thus:

The Washburne Social Adjustment Inventory is to determine the degree of social and emotional adjustment of an individual. The score is designed to give a separate measure of development in each of six traits, which are very slightly correlated with intelligence and highly correlated with social and emotional adjustment. The score is also designed to give a measure of adjustment in all traits combined. In the interpreting total social-adjustment score, strength in one trait may compensate for weakness in another, as is also the case in actual social situation. Scores for the separate traits reveal particular difficulties, and this is of service in diagnosis and remediation.

The factors of social adjustment mentioned here are felt by this staff to be basic elements of a good teaching

---

3Lyle L. Miller and Alice Z. Seeman, Guidebook for Prospective Teachers, pp. 171-88.
4Washburne Social Adjustment Inventory, Manual for Interpreting, p. 3.
personality. The effective teacher, according to them, should be a person who can be objective, truthful about himself, his strengths and weaknesses. He should be a happy person who has a sense of well-being, and a feeling that life is worthwhile if he is to be a leader of youth. A sense of social membership, of psychological and emotional security in a group is felt to be essential if a teacher is to relate himself meaningfully to others. He must respond sensitively and positively to others if he is to identify himself with young people, understand them, and help them solve their problems. He has to have purpose, in the sense that he knows he wants to teach and is willing and ready to make the plans and take the steps that lead him toward his desired goal. And, in order to attain this goal, he must have good impulse judgment, the ability to choose between immediate and long-range satisfactions. Self-control, self-regulation, the ability to make and execute plans are necessary attributes of the mature, well-adjusted person that the teacher must be if he is to function adequately as a model for youth.

The factors of social adjustment measured by this inventory are **truthfulness**, or relative freedom from deliberate or unintentional inaccuracies in answering questions about personal adjustment; **happiness**, a feeling of contentment, a sense of well-being, and the feeling that life is
worthwhile; alienation, a sense of social membership and acceptance, also a sense of basic similarity, of common humanity with others, and of psychological security and emotional stability in group situations; sympathy, the social and emotional adjustment reflected by sensitive, empathetic, and non-negative responsiveness to people; purpose, desire definitely directed toward a goal involving plan, evaluation, and selection; impulse-judgment, the ability to judge between conflicting impulses so that satisfactions which are recognized as greater, but more remote or more difficult, are not discounted in favor of easier or more immediate but obviously lesser satisfactions; control, satisfactory adjustment indicated in a sense of self-control, self-regulation, and the ability to make and execute plans; wishes, indicating well-developed values, values which are differentiated, organized, and related to the broad realities of the individual's life circumstances.

After each student has taken the inventory, he is counseled individually by the instructor, if he wishes it. If unsatisfactory adjustment is indicated by the score of any one item, he is helped to recognize this lack of adjustment and see how it might interfere with his professional purpose. If the maladjustment seems serious, he is referred to a professional counselor for help. In most cases, however, the instructor and the student map out a plan that the student may follow to correct his difficulty. For example,
one young candidate discovered through the test that she felt a sense of alienation in groups. She never really felt that she belonged, always thought of herself as an outsider. She and the instructor agreed that if this feeling persisted, she would have a difficult time in making herself a part of a group of secondary-school students in order to establish a working relationship with them. She wanted to correct the difficulty because she really wanted to teach. A plan was worked out through which she was able to become part of the planning committee for the class. By participating in the activities of this small group, performing actual services for the group such as making telephone calls in arranging field trips, consulting with other committees about their needs, making announcements to the class, she was able to begin to overcome the feeling of shyness and alienation.

Another woman student had a test score which indicated a lack of sympathy. After talking this over with the instructor, she was able to plan realistic steps to overcome this difficulty. She, a junior, lived in a dormitory on campus. She voluntarily applied for and received the position of dormitory counselor for the freshmen women in her corridor. She was given support and encouragement by the instructor, and helpful reading materials. At the end of the quarter, she told the group and the instructor that she felt she had made significant progress in overcoming her
non-sympathetic feelings because of the opportunity she had had to identify with freshmen girls who had problems, and she expressed feelings of satisfaction in watching various girls grow through her help.

Not all students need counseling help in social adjustment. However, the Washburne Social Adjustment Inventory usually singles out those individuals who stand in great need, whose personal adjustment in one facet or another is so poor that they must either be given help to correct the difficulty or be guided out of teaching.

The uses of the inventory in teacher education are manifold. It has been found by this staff to be a useful instrument in counseling, teaching, grouping, and experimenting. Further experimentation is planned by the staff to extend its possibilities as a guidance instrument.

Only a few of the self-evaluation techniques used in Education 533 have been described. In conferences with the instructor and in their writings, students express satisfaction about these activities. Concerning these experiences, students make such remarks as, "It's good to be given a chance to figure out just where you stand." "I thought I knew what my problem was, but it's good to recognize it and get help with it." "I have never before had a chance to evaluate myself as a teacher." "This course gets down to business in helping you see yourself as a prospective teacher."
The opportunities for self-criticism and self-guidance in the course will be extended as instructors and students working together discover other instruments and activities suited to their purposes. The continuous emphasis of the self-evaluation activities is to help the would-be teacher direct his attention to his own state of mind about teaching, to define his own role as a prospective teacher. Some sample questions used in this area are, "What is my attitude toward teaching?" "Do I really want to teach?" "Am I fitted for it?" "What deficiencies do I have?" "How can I overcome the deficiencies I feel I have?"

The idea is to start the student thinking about himself and his role, to throw some of the responsibility for his success on himself, to get him to realize that he is the only one who can do anything about changing himself so that he will have a better chance to succeed as a teacher. In all his efforts, he has the instructor's help, interest, and support.

3. Discipline—Young teachers are preoccupied with the problem of discipline. They are interested in learning how to make children behave, how to maintain order in the class, how to get ideas across. The reading and discussions in discipline in Education 533 are an attempt to help students move out of this narrow concept of teaching into a broader one of learning how to help young people behave emotionally and socially in order that the goals of
education may be achieved. In a smoothly functioning classroom where effective learning takes place, the teacher likes and understands adolescents and is sympathetic with their problems; has some insight into the dynamics of a group, and has mastered certain techniques of classroom management and activities that provide for student satisfactions, and eliminate the confusion that may lead to disorder and misconduct.

To many students, this is a wholly new concept. Some of the suggested readings include Dorothy Baruch's New Ways in Discipline, Redl and Sheviakov's Discipline for Today's Children, and Redl and Wattenburg's Mental Hygiene in Teaching. The library serving these classes is well-stocked with books and pamphlets which provide the students with resources for thought and discussion.

The young teachers are also encouraged to begin to become aware of the relationship between adult behavior and child conduct, to observe it in child-parent relationships, teacher-student relationships, and to ask themselves what the dynamics of the situation are when a child "misbehaves" and an adult "corrects" him. When the general-methods class takes a field trip to a school, group members are alert, perhaps for the first time, to observe how teachers relate themselves to pupils, how teacher behavior influences student behavior. Further they are encouraged to project themselves into the position of the teacher, to ask
themselves, "What would I have done in that situation? How would I have handled a child who behaved that way?"

Teacher behavior in their own Education 533 class begins to take on meaning to the students as the teacher draws attention to his own techniques of classroom management in this particular situation, as the students analyze with the teacher the elements involved in a classroom climate that contributes to self-discipline, that fosters personal adjustment of individuals. They are encouraged through reading, analysis, observation, and discussion to think of three kinds of classroom climates that are important to encouraging self-discipline: 1) a moral climate which implies respect for and acceptance of each individual; 2) a democratic climate where pupils participate with the teacher in planning and carrying out activities; and 3) an emotionally satisfying climate wherein students discipline themselves because their needs are being met, and they feel part of the on-going process of learning.

Each student is given assistance in thinking through and writing down his own philosophy of discipline. Students frequently make use of role playing in thinking through a new concept of discipline. They act out episodes of student misbehavior and teacher reaction, and try to think of a number of different ways that a certain situation might be handled. They bring in teachers from the field as resource persons and question them.
4. **Learning**—This category of activities, relationships, and experiences overlaps all the others. It is the thread that runs through all and helps the students reorganize their definitions and concepts of the teaching-learning role. At every step of the way, the college instructor attempts to help the students look at what they are doing and ask themselves what meaning it has for them, what they have "learned."

Specifically, he does this by asking at the end of a class period, "What have we done today?" "Why did we do it?" "What did we learn?" "How could you use this general method in your own classroom?" He relates himself, as far as possible, to each student as a person who gives friendly assistance in learning, who is interested in the welfare of each individual and the success of the group. He tries to help the aspiring students see that effective learning activities are related to students' needs, to get over to them that the core of general method in any subject-matter area lies in the teacher's knowledge of his students and their needs and his skill in finding out how he can relate his subject to the students' lives.

The most important activity in this area is the exploratory teaching experience. Instruction is given in the making of a lesson plan. Students are given meaningful readings on the subject of lesson planning. For instance,
they are introduced to certain ideas about planning made by Rivlin.

a. Though the trend in secondary education is away from reliance on the teacher-dominated classroom recitation, there has been no reduction in the necessity for the teacher's very careful planning of classroom activities. The informality of present classroom procedures and the emphasis on student participation sometimes makes the teacher's part in planning and conducting classroom activities less obvious than formerly, but not less important.

b. The writing of a lesson plan has no value in itself. It is useful only to the extent that it enables the teacher to visualize the classroom situation in advance and in so far as it enables the teacher in class to profit from his advance preparation.

c. A good lesson plan is always prepared for a specific class and a specific time, and can rarely be used again in just the same form.

d. Although the teacher's preparation for a lesson is a prerequisite for successful teaching, it may also interfere with effective teaching. The plan should not be so detailed and so inflexible that it interferes with the learning situation that may develop. It should be flexible enough to take student reaction into account.

e. There is no set form for a lesson plan. If the lesson plan is viewed as a functional aid to the teacher, it should take whatever form the individual teacher finds most helpful. For example, some teachers prefer to write the keywords in the plan in large capital letters so that a quick look at the plan will remind them of the point they wish to make in class. For the lesson plan to be useful in class, it should be clearly legible.

f. In general, student teachers need to write more detailed plans than do experienced teachers.5

Each student makes a lesson plan in either his major or minor area and teaches it to the group of Education 533 students. It is here that another of the stated principles is called into play: The learner's current problem (or unanswered question) leads to the most crucial learnings. Faced with the actual situation of teaching his peers, the readings and discussions about lesson planning assume reality. The student must make a lesson plan because he has to teach. At this point, he cannot sit by idly while someone tells him what to do. The purposeful nature of this activity is borne in on him as he watches the first members of the group do their teaching and he is spurred on by the realization that he will soon be "on the other side of the desk."

Each young teacher is evaluated by the students and by the instructor as he teaches. He puts his lesson plan on the board, and at the end of the lesson, the instructor and the students discuss the plan, make suggestions and criticisms, and write down and discuss the assumptions about learning on which the student was operating. The instruments used in this evaluation are described in Chapter VII.

For many students this is the first real experience in teaching. They are helped to realize that this is the first in a series of steps leading them toward competency
in teaching, an introduction to Education 534, the next course in the sequence wherein they will have a participation experience of ten consecutive days of guided observation, participation in helping a teacher, giving assistance to individual students, and exploratory teaching under an experienced teacher in an actual classroom situation.

In addition, the college instructor shares his lesson plans with the students in order that they may see how he has planned for their learning. Students are encouraged to keep a notebook or logbook of the experiences, activities, and emphases of the course in order that they may get a picture of the over-all organization of this particular learning experience as planned by this one instructor. They are given opportunities to criticize, to analyze, and to make helpful suggestions as to ways in which the course might have been planned better.

5. Guidance—The guidance emphasis of the course is carried out in a variety of ways. Two of the stated principles are of paramount importance here. First, the most important characteristic of a teacher is his attitude toward the learner. The students are brought into daily contact with a teacher whose attitude toward them is that of friendly assistance in learning. The teacher is not a person who stands behind the desk and tells them what to do. Rather, he is a person whose avowed purpose is to help them attain their personal and professional goals. His
attitude is warm, kindly, acceptant, and helpful. He acts as an organizer of experiences, not a giver-out of facts. He utilizes his own knowledge and experience in a way that makes of him a resource person. Second, the primary need of the teacher is to learn how to relate himself more meaningfully to students. The college instructor attempts to relate himself to each student in a meaningful fashion. He becomes a counselor and a guide.

In practice, the guidance function is carried out in a variety of ways. Through individual conferences in which personal problems are discussed, evaluation of writing and speaking skills, observations of classroom behavior and relationships with other students, the instructor sets up a personal relationship with each student. He discusses with him his personal and professional problems and helps him map out a series of steps he may take in order to solve them.

If the student seems to need professional counseling on some serious problem, the instructor refers him to a graduate-student counselor who works with him on these problems. Where writing skills are deficient, the student is referred to a graduate student in the English methods courses in the College of Education, where he gets help in overcoming his difficulties. Graduate students in the speech department give assistance to those students who have speech problems. Some students who have reading
difficulties are helped by the Department of Psychology. This department also gives assistance to individuals who have special problems in studying.

Sometimes, the student's greatest need in a large university is to find someone who is interested in him, to whom he can talk, and with whom he can share his problems, get friendly counsel on even such a minor thing as a scheduling difficulty. A student may be having difficulties because his academic load and his work requirements conflict. The Co-ordinator of Student Personnel supplies what help he can here, or a student is referred to the Student Financial Aids Office. A health problem may be causing the problem, and the student is referred to the Health Center.

The college instructor utilizes his knowledge to bring all the facilities of the university to the aid of the students. In some instances, a student needs to be guided out of teaching. Through his classroom experiences, self-evaluation, exploratory teaching, and observations, he may conclude that he does not belong in teaching, because he is not fitted for it. The teacher helps these students think through their vocational problem and find other fields of endeavor.
Group guidance plays its part too in this emphasis of the course. The processes of individual and group guidance are both aspects of the learning situation, the general method of teaching. The common needs, problems, and interests of the students are the center of the development of the general methods courses, and students and teacher plan and work together to create a learning experience helpful and satisfying to all. The entire program of class activities is carried on with reference to teaching as developmental guidance of individuals and groups. Subject matter is not neglected, but a different use is made of it.

The instructor makes an attempt to help students gain a recognition of the broad and deep implications of the guidance function of the teacher as a developing factor in helping them learn. Selected readings and discussions along with the specific guidance services rendered to each student and the group, begin to develop in these would-be teachers a growing awareness of this important function of the teaching role, and encourage him to ready himself to assume it.

If the instructor does his job well, the young teachers begin to see that the entire teacher-education curriculum is permeated with implications for the guidance role they will be called upon to assume. They begin to see that their psychology courses have given them understandings and
insights into child development, adolescent growth and behavior, the nature of learning, and the dynamics of the teaching-learning process. They start to develop ideas about the ways in which their particular subject-matter area can be used to guide students and help them grow into effective adults.

**SUMMARY**

The purpose of this chapter has been to describe how this staff puts into practice the principles and purposes outlined in Chapter II. Details of the beginning days are described in diagram form in order to spell out specific behaviors used by teachers in setting up the laboratory course. A delineation of the experiences, relationships, and emphases of the course as it evolves from the procedures of the opening day are merely an attempt to indicate the broad, general development of the first laboratory course in general method in teacher education.

The students are helped to see that Education 533 is an introduction to, and preparation for Education 534. In this first course, through self-evaluation and exploratory teaching, they take their first steps toward preparing themselves for teaching, generally. Specifically, they are readying themselves for the next step, Education 534, in which they will have a participation experience and an
opportunity for some exploratory teaching in an actual school situation.

They are helped to see also the relation of general method to special method, in order that, as they go into their special-methods courses, a further step in the professional sequence, they will be able to relate the principles of general method to learning how to teach in their specialized area. They gain insight too into the relationship of these courses to student teaching. In a sense, Education 533, and 534 are an introduction to student teaching, but it is felt that the principles practiced in these courses, termed general method, are applicable to teaching any subject matter to any student, in any school situation.
CHAPTER V

THE STRUCTURE OF EDUCATION 53^4

Education 53^4 is the second course in general method required of all secondary academic students in the teacher-education program of the College of Education at The Ohio State University. For most students, it follows directly after Education 533, and constitutes the next step in the ladder of experiences designed to help them develop teaching competencies. Education 533 is an attempt to introduce the young teacher to a core of personal experiences around which he can build his own sense of self-realization as a potential leader of youth, to get him to think about teaching and his fitness for it, to assist him in developing through laboratory experiments the possibilities of his own unique personality, to gain some conscious measure of his growth toward maturity, and progress toward his chosen goal. The first course in general method is an attempt to make concrete applications of the abstractions about teaching that the young teachers are learning. It is an attempt

To present these concretions within the framework of university level teaching . . . to show that progressive education techniques, which are so frequently and eloquently urged upon teachers-in-training for them to use with their pupils, are just as applicable to adults, and can be more effectively preached if they are practiced.

102
To present a few substitutes for the old devices of lecture, required readings, and required papers, all of which present some incongruity with presently held views of educational philosophers and psychologists. The devices here presented are consistent with self-directed learning.¹

It is assumed that most young teacher candidates want to learn to teach, that they have a desire to gain some conscious measure of their progress toward their chosen goal. It is recognized by this staff that no one can teach an individual how to teach, or tell a young person how to succeed in his chosen profession. However, the concept of general method herein supported holds that teacher educators can discover and create laboratory experiences through which would-be teachers can be educated for their unique function, the general method of conducting a learning experiences for adolescents.

Education 533 gives students a chance to expand their horizons of self-expression. It affords them opportunities to understand themselves, to gain insights into their limitations and capacities for the teaching profession. It provides experiences in self-directed learning; in planning with others, actions that have mutual consequences; and situations wherein they may "try their wings" as teachers-in-the-making. The atmosphere and spirit of the classroom created by the college instructor as he brings into play

¹Marie I. Rasey, This is Teaching, p. XI.
the positive factors of group interaction create patterns of teacher behavior which help students understand "the way in which the teacher as a person influences and is influenced by group forces."²

The second general methods course, Education 53⁴, attempts to expand and deepen the educative experiences of Education 53³. The students are different in that they no longer expect the teacher to lecture to them, to "tell them" what to do. They have had an individual and a group experience which gives them a different expectancy toward the class. They have learned, in the sense that they know they can behave differently in this classroom situation and toward the teacher. They have had the experience of learning, of progressing toward their chosen goal, of having their problems and needs considered by a teacher whose general method is that of a friendly helper in the learning process. Most of them have, through their experiences in the introductory course, gained some insight into the different role that the teacher may play. They know that the teacher is not just a giver-out of facts, that teaching is not just a business of tricks and devices. They have begun to get the idea of the general method of the teacher who is the

²Fritz Redl and William W. Wattenberg, Mental Hygiene in Teaching, p. x.
. . . scene shifter and stage manager manipulating circumstances about the learner (not manipulating the learner), turning full spotlight on some items, shrouding others in intriguing shadows . . . Teachers do not educate. They are bystanders. It is experience that educates. We facilitate the learner's experiencing so that he becomes more skilled in living and learning.3

In the case of most students something has happened to the individual self in Education 533. Some deeper organization of self and reorganization of experience has taken place. They are aware, somewhat dimly perhaps, that the teaching-learning process is connected with their will-to-learn, that they must assume some of the responsibility for their own learning. In Nathaniel Cantor's words,

Learning is a private individual matter. Each one utilizes opportunity and experience in light of one's unique capacities and interests. You can lead a student to a classroom or textbook, but you can't make him learn unless he wants to or wills to learn.4

The living experience of Education 533 has taught these young teacher-candidates that to learn is to change. The opening days of Education 534 are characterized by much greater student participation. Most students have gained from Education 533, at least one single understanding: that the learning process is a two-way proposition and that each individual must exert effort if he is to be taught, if the teacher and the class are to serve his individual needs.

3Rasey, op. cit., p. 5.
4Nathaniel Cantor, Dynamics of Learning, p. 185.
GENERAL PROCEDURES IN EDUCATION 534

The emphases, relationships, and experiences of Education 534 are grouped and described here in the outline form used in Chapter III to describe the various types of experiences of a typical Education 533 course.

CHARACTER OF EXPERIENCES

1. Each student has an opportunity to help in planning the course with his instructor and the members of the class.

2. Having evaluated his strengths and weaknesses in Education 533, each student is helped to plan realistic steps for improvement of his personal and professional personality. Counseling help is provided for any student who feels he needs it. The instructor refers those students who seem to need help but who do not recognize it to a graduate student counselor.

3. Continuous evaluation of reading, writing, and speaking skills is carried on by instructor and students. Remedial help is made available in any area where the student is weak.

4. Each student spends one hour on ten consecutive days participating in the learning activities of a particular class in his major or minor area, under an experienced teacher in a public school. This experience consists of guided observation of the class and teacher, helping the teacher with routine classroom duties, giving assistance to individual students, and doing some teaching. This is
known as the participation experience. (It is discussed in
detail in Chapter VI.)

5. Each student is guided toward assuming a greater
responsibility for his own learning, for planning class
experiences, bringing in resources, contributing to class
discussion, and furthering group thinking.

RELATIONSHIPS

The relationships in Education 534 are similar to those
established in Education 533 in that:

1. Ritual is eliminated as much as possible in the
classroom; chairs and tables are arranged to suit group
needs.

2. Students are encouraged to feel a sense of freedom
by talking spontaneously in the group, by expressing their
real feelings, by sharing their experiences with the class.

3. Continuous acceptance of each student is maintained
by instructors.

4. Each individual is helped to gain status by assum-
ing some responsibility for carrying out group plans.

5. The relationship with the instructor as a counselor
and a guide is deepened and given significance by frequent
face-to-face contacts in conferences, in committee work, in
planning for individual teaching experiences.
6. Professional relationships are established and widened:

a. Each student makes a contact through the participation experience with the Co-ordinator of Student Field Experience or his assistant. These individuals will be responsible later for placing each of these students in student teaching.

b. Each student has the experience of introducing himself to a school principal and an experienced teacher in his major or minor field in the school where he does his participation.

c. Each student makes the acquaintance of the director of the curriculum materials laboratory, a campus agency which serves them as a resource during their student teaching.

d. Each student has an opportunity to make contacts with all members of the staff of Education 533-534; with professors on the campus who serve as resource persons; with school superintendents and principals who are brought to the class to present their realistic points of view on teacher responsibilities, relationships, ethics; with members of the College appointments bureau; and with members of local and state teachers' organizations. It should be emphasized here that
while teachers and students plan together for bringing in these various persons to aid in their learning, the students themselves do all the work of writing letters of invitation, making telephone calls, interviewing the resource persons, and making them known to the class.

EMPHASES

The emphases of the course and the class experiences that implement them are as follows:

1. Evaluation—Whereas self-evaluation was one of the major emphases of Education 533, in Education 534, the general method of evaluation is considered. The class begins its study of evaluation by looking back and evaluating the Education 533 experience as a learning situation. Through selected readings, films, filmstrips, discussions and other media, it progresses to a thoughtful and thorough consideration of the principles of evaluation. Each student is encouraged to think through and formulate in writing a philosophy of evaluation which will serve him when he is in the field and must evaluate individual students, his own teaching, a particular school or community. Since the problem of grading is an ever present one, students are helped to gain some working knowledge of principles of evaluation they can apply when they are called upon to assign grades.
2. **Curriculum**—The study of curriculum in Education 534 is an attempt to help these would-be teachers understand the meaning of the term, gain some knowledge of the structure of the curriculum of the secondary school of the United States, and get a grasp of the relationship of the teacher to the curriculum.

a. Each student is given the task of looking back at his own high school and evaluating its curriculum in the light of how that particular school served the young people of his community.

b. The class takes a field trip to the campus curriculum laboratory where they are introduced to the wealth of materials such as books, pictures, films, filmstrips, catalogues of free and inexpensive teaching aids that teachers can use to enrich the curriculum and their particular subject matter area.

c. Each student is encouraged to begin to make a resource unit in his major and minor areas, to begin to collect materials to help him in his teaching.

d. All the students have a hand in planning curricular experiences in the course, to bring in ideas, methods, resources that contribute to the enrichment of this learning experience.
3. **Teaching as a Profession**--Students are helped through their work in this area to move out of the sometimes narrow view they hold of themselves as teachers of English, history, mathematics, and the like into a broader concept of the profession of teaching. All the activities of Education 533-534 are geared to assist the aspiring teacher to see himself now as a member of an honorable profession, to help him learn how to take his place as a leader of youth, to give him insights into the necessity for developing a professional personality, learning how to behave professionally and ethically. Stress is placed upon the business of "becoming" a teacher and understanding the implications of the profession he has chosen. To gain this end, teaching as a profession is broken down into and studied under four categories, and it is here especially that this staff feels that general methods courses are necessary and differ from special methods courses.

a. **Relationships**--Students are helped to gain insights into the importance of their attitudes toward people and the necessity of relating themselves meaningfully and on a high level to human beings. People: children, adolescents, parents, supervisors, principals, superintendents, and other teachers are a teacher's business. He deals in human relationships. No teacher who would be an effective guide and leader of youth can live
for himself alone. The nature of his calling demands that he learn to understand others, to feel empathetic toward them to cooperate with them in the highest sense of the word, if he is to play his role well as a guide and a counselor, as a social engineer. Teachers no longer teach just the three R's: reading, writing, and arithmetic. As a matter of fact they never did. They always have and always will teach the fourth R, human relations, whether they are conscious of it or not.

The readings, discussions, and activities in this area are an attempt to help students become conscious of the varying relationships they will be called upon to enter into and give them insights into ways they can improve the quality of these relationships. Student-teacher, teacher-teacher, teacher-administrator, teacher-parent, teacher-community relationships are emphasized, discussed and thought through. Living relationships are established with principals, lecturers, and pupils through the participation experience, and all class activities are directed toward developing significant cooperative relationships with the college instructor and other class members.
b. **Responsibilities**—A portion of class time is devoted to helping students think through the responsibilities of the teacher. Teachers in the field, school superintendents and principals are called into the class to give their point of view. Sample questions asked of them by students are, "How much extra-curricular work will I have to assume?" "What part must I take in community activities?" "Should I visit the homes of my students?" "How can I help a boy or girl who is failing?" Questions such as these receive courteous consideration from the school people who serve as resources for learning, but their teaching, and the teaching of the college instructor is directed toward helping the young teacher get a realistic view of the responsibilities of the teacher toward his pupils as individuals and as a group, toward his school and his community; to drive home to him the nature of the responsibilities of the teacher, the necessity to be punctual, reliable, mature, fair; to learn to respect individuals, to accept them and help them grow; to cooperate with other staff members; to grow and learn.

c. **Ethics**—To many students preparing to teach, the word ethics has very little meaning. The reading, discussions, and activities of Education 534
are directed to help these future teachers gain insights into the meaning of the word, to translate it into a living conception of ethical teacher behavior which springs from high ideals, broad education, a sense of service, and allegiance to the democratic faith. The Code of Ethics of the National Education Association, a copy of which is furnished to each class member, provides the basis for meaningful and thought-provoking discussions.

Students are asked to think about the topic, "What Do You Do When You Act Ethically as a Teacher?" A college professor, usually from the philosophy department is brought in to give his ideas, on ethical behavior, and many Education 534 classes follow this contact up by bringing in a school superintendent or principal who discusses ethical behavior as he sees it practiced by school teachers. From their readings and the ideas gained from these living resources, the students then write their own concept of ethics as applied to themselves as teachers.

d. Organizations—The students gather information about the professional organizations that serve them professionally, such as teachers' clubs; local, state, and national organizations; teachers' unions. They learn about the services these
organizations offer them professionally, how they benefit the teaching profession generally, and about their need to support them. Most Education 534 classes invite in a representative of the Ohio Education Association who discusses with them the purposes of the state organization, and answers questions about its services to teachers.

The head of the Appointments Division of the College of Education in a planned two-hour session answers questions and gives information on such matters as the ways the college placement bureau serves teachers; certification requirements in other states, salary schedules; contracts; moving along in the certification process from provisional to professional, to permanent certification.

4. Participation—The participation experience has been mentioned before as one of the essential procedures in Education 534. It is the capstone of the course, the living reality of this second general-methods laboratory. It is, in many cases, the young teacher's first actual experience in a classroom, his first chance to put into practice the theory of teaching that he has been learning in his college courses. It constitutes, so this staff believes, an introduction to the participation experiences he will have in his special-methods courses which come later in the professional sequence.
The question may be raised here about the purpose of participation in a general-methods course. In what way does it differ from a like experience in a special-methods course? What justification is there for including such an experience in the college curriculum? The answers to these questions lie in the concept of general method held by this staff which is defined in Chapter I. The purpose of a participation experience in a special area, such as mathematics, is to help the student learn how to teach mathematics. By the very nature of the course, the instruction is pointed toward assisting the student to gain skill in teaching one subject, and it must, of necessity, be narrowed down. The purpose of a participation experience in a general-methods course is to introduce the student to the broad scope of teaching as a profession, to provide the occasion for him to deal firsthand with the realities of teacher-pupil relationships, classroom management, lesson planning, and the like.

Furthermore, it must be remembered that student teaching, as it is set up now in the College, is done in the area of the major subject. Few students have any opportunity to get any teaching experience in their minor areas, yet many first-year teachers are given classes to teach in their minor subjects. The participation in the laboratory can provide meaningful learnings in the teaching of these other subjects, and give students insights into the broad general
knowledge, resourcefulness, and flexibility required of the teacher who must teach outside the area of specialization.

The justification for the inclusion of the participation experience in the general-methods laboratory lies in the reasons stated above, and the convictions held by this staff that the curriculum should include experiences designed to help young people become, not just mathematics, English, or science teachers, but rather professional people whose job it is to learn the principles of teaching that exist apart from what is being taught.

This staff readily admits the experimental nature of its work with students in this participation experience in the general-methods laboratory. They have their hypotheses, and they are in the process of testing them in action. Current literature on teacher education emphasizes the need for laboratory experiences for teachers-in-training, but few experiments have been described in detail. Though they are not yet at the stage in their experimentation where definite conclusions can be drawn as to the educative worth of such a venture, this group felt that a description of its work in this area should be a part of this dissertation. Therefore, this phase of the laboratory has been given special consideration in a separate chapter.
The staff and the writer feel that the steps they have taken toward setting up this participation experience, getting the cooperation of the public schools, and integrating the experience into the college program of each individual within the time limits of the course may have value to other teacher educators. Their experimentation, their mistakes, their successes, their attempts at evaluation may provide guidelines for other institutions who are seeking ways to work out similar experiences for future teachers.
CHAPTER VI

THE PARTICIPATION EXPERIENCE IN EDUCATION 534

Education 534, prior to the Winter Quarter of 1952, was a continuation of the laboratory course, Education 533. In it, the prospective teachers read, talked, and learned about teaching in the college classroom. The instructors in these courses, however, were not satisfied with this method of procedure. They were continually on the alert to find ways and means to make the laboratory in general method an opportunity for the students to deal directly with the problems of teaching, to help them face the reality of their function in the teaching-learning process, to get them into real situations where they had to assume, for a short time, the responsibilities of the teacher, the guide and counselor of youth.

In the Spring Quarter of 1950, Mrs. Clarence Ethel Hardgrove, then a graduate instructor and member of the staff of Education 533-534, took the first steps toward extending the laboratory course in general method into a field experience. With the help of the Co-ordinator of Student Field Experience in the College of Education, she arranged for her Education 533 class of thirty-two undergraduate students, a participation experience in the schools of the
Greater Columbus area. The members of the class acted as teacher-helpers in nearby secondary schools, two class periods per week. The remaining two periods the students met in the college classroom on campus for lectures, discussion of problems, reports, and other activities centered around the field experience.

Mrs. Hardgrove's experimentation proved to be successful, as evidenced by her students' reports and the reactions of the public school teachers involved in this new type of laboratory experience. However, the feeling of the staff after extensive discussion of her project was that Education 533 should serve as an introduction to the general method of teaching, that it should prepare the students for a field experience of actual teaching in Education 534.

After much discussion with the staff concerning the total dimensions of the desired participation, the writer worked for several quarters in cooperation with the Office of the Co-ordinator of Student Field Experience of the College, and in the Winter Quarter of 1952, was able to arrange for sixty-four students enrolled in Education 534, ten consecutive one-hour teaching experiences in the public schools of the Greater Columbus area. From the point of view of both students and cooperating schools and teachers, the experiment was successful, and in the Spring Quarter of 1952, all Education 534 students numbering eighty-five were
sent out into schools to participate as observers, teachers' helpers, and student teachers on a short-term basis.

Setting up the participation experience required close cooperation between the Office of the Co-ordinator of Student Field Experience of the College of Education and the public schools of Columbus and nearby county schools. The Co-ordinator of Student Field Experience made all the arrangements for this laboratory experience with the cooperating schools.

Planning administratively, the following factors had to be taken into consideration:

1. **Number of students involved.** In a typical college quarter, there are three sections of Education 534. Each section enrolls approximately thirty-two students, so that arrangements must be made for ninety-six students to participate.

2. **Time.** Education 534 sections are scheduled from eight to ten o'clock, ten to twelve o'clock in the morning, and from one to three o'clock in the afternoon. All participation experiences must be arranged within these time limits, including time for transportation from the campus to the school and back, so that this Education 534 activity does not interfere with other parts of the students' schedules.

3. **Major and minor areas.** The academic and special areas involved include history and social studies, mathematics, English, speech, language, science, industrial arts, business education, physical education, home economics, and music.

4. **Transportation.** The experience for any given class must be planned in terms of available transportation. Those students who do not have cars must be placed in schools near enough to be reached by bus in the time allowed. Car pools are arranged, and sometimes four or five students assigned to a certain school plan for transportation by taxi.
5. **Schools and teachers.** Schools must be found in the nearby area whose superintendents, principals, and teachers are willing to cooperate in giving help to the students, and whose class schedules fit into the limits of the college class period.

The procedures followed by the Student Field Experience Office in arranging participation assignments for students in Education 53½ are given here through the courtesy of L. 0. Andrews, Co-ordinator of Student Field Experience, and his assistant, John Evans.

The Field Experience Office secures from the instructors in Education 53½ at the end of the first week of the quarter, a list of the students in the course, their majors and minors, whether or not they have a car, and the total number that their car will accommodate.

In terms of the total load of field experiences in the schools of the Columbus Metropolitan Area, several schools are selected which have few or no student teachers during the current quarter. Often it is necessary to use schools in the county system and suburban areas rather than schools in the Columbus City System. After the available schools are selected, a survey is made of the classes that are available in the various subjects during the two-hour period in which the student of the particular class may participate. The problem is then one of matching individual students with designated major areas with an available placement in the school, being careful to insure that the necessary number of
cars are available in the group assigned to a particular school.

After a tentative plan of these participation assignments has been set up, a member of the Field Experience Office staff meets with the Education 53½ classes and counsels with them in making the final arrangements. At this time, the staff member from the Field Experience Office discusses with the group some of the things that are expected of them when they go out into the schools, some of the things which they could do while they are there and matters of general professional ethics. Each student is given an introduction slip to present to the office of the principal when they go to school so that actually each one goes with an identification credential. When any member of the 53½ class is currently doing student teaching, the Co-ordinator of Student Field Experience requests that the supervising teacher, in such a case, extend the student teacher's contact in the particular school involved. Often these student teachers are able to participate in one of the other classes being taught by their supervising teacher or in other classes in that school.

After the assignments have been made final, the Student Field Experience Office sends a letter immediately to each of the principals of the schools involved indicating the names of the students, the subject and the teacher and hour
of each assignment. These letters reach the schools prior to the arrival of the students. During the period of participation, the staff of the Field Experience Office has telephone contacts with the several schools.

PLANNING FOR THE EXPERIENCE IN THE COLLEGE CLASSROOM

The first three weeks of the quarter in Education 53½ are used in getting students acquainted with each other, surveying the scope of the course, studying and working in the area of evaluation, and getting ready for the teaching assignment. The participation experience is usually planned to take place the fourth and fifth weeks of the quarter. Since this will constitute for many students their first teaching experience, the motivation to succeed is great.

The emphasis in the instructors' planning and activities in these beginning weeks with the students is on the need for them to begin to think of themselves as professional persons. Each Education 53½ instructor uses different ways to start his group thinking about and discussing what it means to be a professional person, a person who will succeed in this first teaching contact because he has an awareness of the responsibilities entailed. One of the ways to get students started to think about how to succeed as a neophyte teacher, this staff has discovered, is to draw to their attention the areas in which beginning teachers fail when
they are out in the field. One instructor furnished each student a dittoed copy of John Stout's article, "Deficiencies of Beginning Teachers."¹ This report of research indicates that beginning teachers fail most often because of inability to maintain discipline, lack of skills in classroom management, inadequate understanding of children's behavior. After reading this article, students were eager and ready to discuss what they could do to avoid failing in these ways.

Another class began its discussions by inviting the director of the College's Division of Appointments to talk to them about the characteristics of the successful teacher and those of the teacher who failed in his first year out. One group asked a principal of a local high school which regularly accommodates many student teachers and participants to come to the classroom and discuss with them the responsibilities of teacher-education candidates. A mimeographed booklet, "Solving Your Problems in Student Teaching,"² sparked the discussions and activities of a third group. All readings, discussions, and activities are geared to helping the students begin to think about their responsibility for succeeding in this learning situation. Students begin to ask such questions as, "What shall I do on my first

day in the class?" "How shall I introduce myself to my teacher?" "How shall I dress?" "If I really get to teach, what shall I do if a discipline problem arises?" "What shall I do if I'm given an opportunity to teach and I don't agree with the methods used by the teacher to whom I'm assigned?" "If I'm assigned to a class in my minor area, will I know enough about it to teach it?" The search for answers to these questions provides much thought-provoking discussion and activity, and great participation on the part of the students.

The college instructors emphasize the human relations aspect of this learning situation. They stress the fact that the learnings that will come out of this two-week period will be determined largely by what the individual student brings to it in the way of courtesy, cooperation, willingness-to-learn. They try to help the students see that this field experience is made possible to them through the courtesy of the cooperating schools and teachers and that further cooperation for other college classes depends upon their deportment in the schools in which they are placed. In line with one of their stated principles, **Teachers need to recognize that every human being has worth, and some contribution to make to the well-being of humanity, the common good,** the instructors try to impress upon each student the necessity to respect the public-school teacher
with whom he is placed, to see him as an individual who has a contribution to make to his, the student's, education.

Students are given some specific instructions on how to act, how to dress, how to approach this teaching assignment. The following is a quotation from a dittoed sheet issued to each member of one Education 534 class. It was planned and written by the instructor and a committee of students from the class.

**HELPFUL HINTS FOR YOUR PARTICIPATION EXPERIENCE**

The following is a list of things you might do to make this participation experience more meaningful and helpful to you:

1. Before you leave school Friday, know exactly what your assignment is, the name of the school, the teacher, the class. Have your transportation arranged. We will take care of many of these things in class. If you don't understand, don't be afraid to ask questions.

2. Be sure to have a notebook to record each day's happenings in the classroom.

3. Dress in a professional manner. If you have to wear an R.O.T.C. uniform because of other commitments, that's all right. For the men, otherwise, suits, shirts, and ties are the acceptable professional attire. For the girls, dress shoes, not necessarily high heels (but not saddle shoes), and stockings (not bobby socks) are recommended. Otherwise, just try to use good taste and discrimination.

4. The teacher to whom you are assigned will be expecting you on Monday, February eleventh. Get to the school at the appointed time. Introduce yourself. Remember that it is important to make as little disturbance as possible in your intrusion in the class. You are here to learn. The specific values you will gain educationally
from this experience are in direct relation to your willingness to form a good relationship with the school and your assigned teacher, and how much will-to-learn you have.

5. Write your observations down.

6. Look around to see how you might be helpful. Ask the teacher about things to do which might help him or her.

7. If any problem arises that you wish to talk over, get in touch with me at UNiversity 3148, ext. 8123, or JEFFerson 0992, and we can arrange an appointment.

8. If you cannot get to your teaching assignment, notify the school principal. This is a professional responsibility.

In addition, students are helped to see that the overall dimensions of the participation experience should include for them some, or all of the following activities, 1) guided observation, 2) helping the teacher with routine classroom duties, 3) giving assistance to individual pupils in learning, 4) some exploratory teaching. Instructions on these points are quite specific. They are given by the instructor in a planned lecture-discussion period two days before the students go out into the field. They are discussed here in detail because many students have expressed verbally, and in writing, the value they received from the participation experience through knowing what to expect from it. Students are asked to keep a diary, a logbook, or notebook in which they record what they saw, how they helped, what they learned
from the day-to-day activities in the particular classroom situation in which they were placed.

1. **Guided observation**—Observations of a classroom situation, a much-used technique in teacher education, can be pointless, a mere passive sitting, a negative experience in which little learning takes place. The student observer should know what to look for, if his observations are to have value to him in sharpening his awareness of what is taking place in any given classroom between an individual teacher and his students. The students are urged to try to gain an attitude of objectivity in their observations. Stress is placed upon the fact that they are there to see, record, and learn, not to make judgments in terms of right or wrong.

A guided observation in teacher education should consist of accurate recordings of teacher behavior and student reaction by a student who is alert to the way one influences the other. The participants are urged to be in the classroom, seated, and ready to take notes before the bell rings for his particular class. (The student usually cannot do this on the first day of his participation because his presence in the room introduces a variation in the class routine for both the participating teacher and his pupils.) On the second day, however, he looks for and records teacher behavior and student reactions with these guidelines.
TEACHER BEHAVIOR

1. What is the teacher doing when the students enter the room? Is he seated at his desk, busy with some work, standing behind the desk, or waiting at the door?

2. What is his facial expression? Does he seem glad to see his pupils? Does he greet them in any particular way?

3. How does the teacher open the class session? What particular technique does he use for getting the attention of the pupils? Does he raise his voice, tap on the desk, stand quietly in front of the class, or begin talking over the hub-bub of voices?

4. How does the teacher take attendance? Does he do it or has he assigned that task to one of his pupils?

5. Does the teacher have anything written on the blackboard, an outline of the day's lesson, or an assignment, or questions for students to answer?

STUDENT REACTIONS

1. How do the students enter the room? Are they noisy or are they orderly and quiet? Do they sit and talk or do they seem to have some task or activity with which to busy themselves?

2. Do the students greet the teacher in any way? Do they seem glad to be in the classroom? Do they seem to have special seats to go to?

3. How do students behave when the bell rings? Do they quiet down or wait to be called to attention when the teacher starts the class? Does any individual student stand out in any way during these opening minutes of the session?

4. How do students respond? Do they volunteer information about absent classmates?

5. Do students take notes, copy material from blackboard?
TEACHER BEHAVIOR

6. How does he make the next day's assignment? Does he read it aloud, write it on the board? Does he repeat it in order to make sure that all pupils have it?

7. How does the teacher conduct the lesson? Is it a question and answer routine? Does he try to get a discussion going? Does he start a writing activity or a study session? Does he make any attempt to tie in today's lesson with the one of the previous day?

8. Do any discipline problems arise? How does the teacher handle them?

9. What seems to be the attitude of the teacher toward the pupils? Is it warm, friendly, indifferent, or hostile? Does he seem interested in the boys and girls?

10. How does the teacher close the lesson?

11. What basic assumption about learning does the teacher seem to be acting on?

STUDENT REACTIONS

6. Do pupils pay attention to assignment? Do they write it down?

7. How many students answer questions? Are many involved or only a few? How many students take part in the discussion? What do pupils do who do not recite?

8. What specific problems do pupils represent?

9. What attitudes do pupils exhibit toward the teacher and the class in general? Do they seem to like to be there? Do they look happy, bored, or indifferent?

10. How do the pupils leave the room? Are they noisy or quiet? Do they seem to indicate any satisfaction in having been part of this class?

11. Do pupils seem to be learning? What actions or attitudes indicate this?
The writer wishes to emphasize here that this guide sheet is in the process of development. It needs to be refined and expanded to include questions that will guide the student to observe, not only the general method of the teacher, but also his special method of teaching a particular subject. For example, the mathematics teacher-to-be should be guided to ask the question, "What method does the teacher use to introduce her students to fractions?" Or the English major might make this observation, "What opportunities for written expression are provided here?"

With questions such as these to guide them, alert college students can gain much from classroom observations. Only a few observation points have been given here. The list extends to much greater length as the college instructor makes such suggestions and asks, "What other things might an alert observer watch for?"

2. Helping with Routine Classroom Activities—Most of the participating teachers in this experiment are eager to help the college student get into the activities of the classroom. They have been prepared in ways of helping these would-be teachers learn, by an instruction sheet sent to them from the Office of Student Field Experience. One of the ways suggested is the assignment to the participant of routine activities of classroom management, so that he
can more quickly feel part of the on-going teaching-learning process. Examples given to the teachers for including the student are: passing out materials, collecting materials, writing on board, checking of homework or simple test papers, preparing or checking equipment and supplies, running errands, and so forth. The college students are urged to be on the alert to find ways of being helpful to suggest to the teacher, and to be sensitive to and ready to assume responsibility for routine classroom activities.

3. Helping Individual Students--Some teachers give participants opportunities to help individual pupils who are having difficulties in learning. If the teacher carries on any kind of a supervised study, he may ask the college student to assist a boy or girl who asks a question, or to give aid to a slow learner. This face-to-face contact with a pupil who has a specific problem often provides the neophyte his first teaching problem, makes him ask himself for the first time, "How can I help this individual learn?"

Before they go out to their teaching assignments, the students are alerted to try to spot pupils who are having difficulties, and to try to think of tactful ways to suggest to the teacher that they might be of assistance to individual students.

4. Exploratory Teaching--Most of the public school teachers who take part in this experiment plan to give the college students an early opportunity to "take over the
class," to do some exploratory teaching. Some teachers ease the students into this, by letting them teach a portion of a period toward the end of the first week, and gradually giving them more and more responsibility until they find themselves and eventually can teach the class three or four days in a row. In the college classroom in preparation for this assumption of teaching responsibility, students are encouraged to remember what they have learned about lesson planning. They are advised to make a lesson plan if their participating teacher gives them an opportunity to teach. They are further advised by the college instructor to submit the plan to the teacher of the class, ask him for suggestions and criticisms, for an evaluation of his teaching plan, his execution of it, and his handling of the pupils and the classroom situation in general. They are also made to feel free to come back to the college instructor for help in planning a lesson or for assistance in solving any problem that might arise.

**MAKING FINAL ARRANGEMENTS, GETTING THE TEACHING ASSIGNMENT**

On the Friday before the participation experience is to begin, the Co-ordinator of Field Experience or his assistant comes to each Education 534 class and gives each student his assignment to a particular teacher in a specified school. A typical assignment list for one section is given here.
<table>
<thead>
<tr>
<th>TEACHER'S NAME</th>
<th>SUBJECT</th>
<th>STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss Bethel</td>
<td>Spanish 9A</td>
<td>John Bright</td>
</tr>
<tr>
<td>Mr. Wertenberger</td>
<td>History 9A</td>
<td>John Dimitri</td>
</tr>
<tr>
<td>Mr. Kinney</td>
<td>History 10A</td>
<td>Ed. Cossum</td>
</tr>
<tr>
<td>Mr. Judy</td>
<td>History 8A</td>
<td>John Mooney</td>
</tr>
<tr>
<td>Mr. Oakley</td>
<td>Probs. of Dem--12</td>
<td>Pete Orebaugh</td>
</tr>
<tr>
<td>Mr. LaMarr</td>
<td>Probs. of Dem--12</td>
<td>Pete Spicer</td>
</tr>
<tr>
<td>Mr. Schick</td>
<td>Botany</td>
<td>Gary Farabee</td>
</tr>
<tr>
<td>Mrs. VanQuakelberg</td>
<td>Shorthand 10A</td>
<td>Alice Heeter</td>
</tr>
<tr>
<td>Mrs. Hughes</td>
<td>English 7A</td>
<td>Jean Hittle</td>
</tr>
<tr>
<td>Mrs. Kennon</td>
<td>English 8A</td>
<td>Marguerite Straight</td>
</tr>
<tr>
<td>Mr. Yingling</td>
<td>English 11B</td>
<td>Roy Chandler</td>
</tr>
<tr>
<td>Mrs. Durea</td>
<td>English 11A</td>
<td>Peg Sanders</td>
</tr>
<tr>
<td>Miss Tibbals</td>
<td>Home Economics</td>
<td>Helen Canfield</td>
</tr>
<tr>
<td>Mr. Weber</td>
<td>Math 7A</td>
<td>Ann Price</td>
</tr>
<tr>
<td>Mrs. Smith</td>
<td>Math 10B</td>
<td>James Dimeolo</td>
</tr>
<tr>
<td>Mr. Burger</td>
<td>Physics</td>
<td>Harold Hill</td>
</tr>
</tbody>
</table>

Students assigned to this school should arrive there at 8:30 and go to the registration room, or home room of the teacher to whom they are assigned. Registration period is from 8:45 to 9:03. Helping the teacher in this period will give them further experience in taking part in the on-going process of the school.
INDIANOLA JUNIOR HIGH SCHOOL
1st Period 8:50-9:30

<table>
<thead>
<tr>
<th>TEACHER'S NAME</th>
<th>SUBJECT</th>
<th>STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milton Byerly</td>
<td>Social Studies 8A</td>
<td>John Kalka</td>
</tr>
<tr>
<td>Helen Coady</td>
<td>Social Studies 8A</td>
<td>Bob Meyers</td>
</tr>
<tr>
<td>Miss Kyle</td>
<td>Biology 9A</td>
<td>Richard Davis</td>
</tr>
<tr>
<td>Miss Roling</td>
<td>English 9A</td>
<td>Patsy Smith</td>
</tr>
<tr>
<td>Miss Olmstead</td>
<td>English 8A</td>
<td>Bonnie Oney</td>
</tr>
<tr>
<td>Miss Jones</td>
<td>Home Economics</td>
<td>Joan Bucklew</td>
</tr>
</tbody>
</table>

This school is within walking distance of the campus or is easily reached by bus.

A sense of excitement pervades the classroom as the assignment to a specific class is given to each individual student. Some students have been assigned to work in their major areas, some in one or the other of their minors. There are smiles on the faces of some students. The history major who has received an assignment to work with a tenth-grade history class looks happy and satisfied. The English major who has thought of himself as a high-school teacher wears a puzzled look when he hears that his work will be done in seventh-grade English. A student majoring in chemistry and physics gives a gasp of surprise upon learning he has been placed in ninth-grade general science. A mathematics major whose pet subjects are algebra and geometry groans ruefully upon hearing that his assignment is to an
eighth-grade mathematics class. The business-education major, finding that he has been assigned to a Bookkeeping II class murmurs, "I'll have to hit the books this week-end or the kids will know more than I do." There are varied responses, but on the whole, the students are excited and eager to start on this new and thrilling adventure.

Before the class is dismissed on that Friday, the college instructor makes certain that each student knows what his assignment is and that he has a means of transportation. He reminds them that they are emissaries of the College of Education and that their behavior will reflect on the College for good or ill. He also asks them to remember that they are going out into the schools as teachers, leaders and guides of youth, and that their professional deportment should reflect an awareness of their high calling. He further calls their attention to the fact that the college class will not meet for two weeks and gives them the date when it will reassemble. He makes one requirement of them, that is, that each student get in touch with him either by telephone or in person within the first three days out in the field to inform him how his assignment is working out. He writes his telephone number on the board and also the hours when he may be reached. The reason for this is that in an occasional rare instance, a placement may not work out between an individual student and teacher. When this happens, the student is given another assignment.
The students leave the class, secure, because they feel well-prepared for the new venture; in most instances, happy, because they are going to "try their wings;" and excited because they know they are going to get a glimpse of teaching from the teacher's side of the desk.

THE ROLE OF THE COLLEGE TEACHER DURING THE TWO WEEKS OF PARTICIPATION

During the time that the students are out in the field on a participation experience, the college instructor has somewhat of an empty feeling. He is a teacher without a class to teach. One instructor expressed his feelings about this new experience in teaching in the sentence, "I feel like a mother hen without any chicks." Another one said, "I feel a little anxious when I think of all them out in the schools, but I believe I prepared them as well as I could."

This staff has, however, worked out certain definite teaching duties that the teacher must perform while his students are out in the field. For the first three days, he stays close to his telephone and is in his office at the times he has specified to the students. He keeps a class list beside the phone and checks off names as students begin to call in, or drop in for a conference. In the experience of this staff, most students report happy and satisfying contacts. An occasional problem arises and must be dealt with. During the Winter Quarter of 1952, a severe
influenza epidemic struck the campus. The driver of the car which carried four students to one school became ill and these four participants were without transportation. At the suggestion of the instructor, the student who reported got in touch with a local taxicab company and after consulting with the other three arranged for a taxi to pick them all up at a specified spot and at a particular time on the campus. The students were willing to bear the expense which proved to be not too much greater than that involved in their original transportation plans. (It should be noted here that students voluntarily pay the drivers in the class so much per mile.)

There is an occasional rare instance reported of lack of sympathy or willingness to cooperate on the part of the participating teacher. One student came in to see the instructor after the first day with the report that the teacher to whom he was assigned had greeted him with this remark, "I'm busy reviewing for semester tests right now and can't be bothered. You can go sit in the back of the room for two weeks if you want to, but don't expect to do anything." Another placement was found for this student. The writer wishes to re-emphasize that this was a unique case. Most of the participating teachers exhibit the opposite of this attitude; they are willing and anxious to help the college students.
During the remaining days of the two weeks, the college instructor visits each school in which his students are working. He introduces himself to the superintendent, the principal, or the vice principal who has taken responsibility for the experiment. He asks how things are going, finds out how the college students have fitted into the program, and gets the reaction of the person in charge. He expresses his appreciation and that of the College of Education for the courtesy extended his students in making this learning experience possible.

The instructor does not, as a general rule, visit the individual rooms in which his students have been placed. This policy has been adopted because the staff feels that for the short time the student is in the class, two weeks, the teacher of that class can give him all the supervision he needs, and make an evaluation of him if he so desires. Further, it is felt by the staff that the intrusion into the class of a second person might disrupt the on-going process of the learning activities of the teacher and his students. Much of the college student's participating time is taken up with observing. There would be little value to anybody concerned in observing a student thus engaged. The staff recognizes that the teachers to whom their students have been assigned are busy persons who have courteously extended their cooperation in working out this experience. They do not wish to add anything to the teacher's already
heavy load by dropping in as a visitor. Individual instructors do, however, confer with groups of teachers or individual teachers at their request, ask for suggestions and criticisms of the program.

**THE ROLE OF THE PARTICIPATING TEACHER**

In working out the details of this experiment, care is taken both by the Office of the Student Field Experience and the administrators of the public schools, that the college students are placed only with teachers who are sympathetic with the program, understand its implications for the profession of teaching, and desire to become part of the teacher-education program by offering their services. No teacher is forced to take a participant against his will. Consequently, those teachers who take part in the program are, generally speaking, enthusiastic about it, happy to be included, and eager to help the neophyte teacher.

Some re-education has to take place, however. Many public-school teachers are accustomed to working with student teachers. They know what to do in that situation and have worked out satisfying procedures of initiating the student teacher into the professional duties. However, the short-term participation project is different from student teaching. Teachers have to become accustomed to it and be given help in finding ways to include the participant in the class activities. Since the student is in the classroom for ten
days only, in a sense he is "here today, and gone tomorrow." The conscientious teacher faced with the problem of helping the college student make the most of his short stay in the classroom finds himself in the position of a teacher educator. His question is, "How can I make this an educational experience for this young teacher? What can I do to help him learn?"

To assist the participating teachers in functioning effectively in this situation, the Office of Student Field Experience and the staff of Education 533-534 have written two one-page sheets of suggestions. Each teacher who consents to take a participant is given the first of these bulletins a week before the participant is to come to him. A sample bulletin is included here.

THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION
A FIELD EXPERIENCE
for
ADVANCED SECONDARY EDUCATION STUDENTS

Through the courtesy of the general administration of the Columbus Public Schools and the assistance of many teachers and principals, plans are being completed to try out a relatively new type of field experience for prospective secondary school teachers. Two classes of Education 534, the second course in general secondary education, have been selected for this trial program Winter Quarter.

**Purpose**

The experience has been designed to assist each college student:
1. To gain a first-hand understanding of some of the problems of conducting a high-school class in one of his major or minor subject fields.

2. To get the "feel" of being in front of a class.

3. To get ready for student teaching.

**Type of Assignment**

1. Each student will be assigned to a different cooperating public school teacher.

2. Students will attend one assigned class for nine consecutive days.

3. The planned dates are from February 11 through February 21.

4. The college class will not meet during these two weeks.

**Experiences the Students Would Like to Have**

1. Simple observation of the class for the first period or two.

2. Assistance to the teacher in any way which the teacher finds appropriate.

3. Participation in routine, the preparation of teaching materials, and in the instructional process in such ways as the cooperating teacher may be able to suggest.

4. At least one half period of responsible teaching as an exploratory experience. Up to two periods might be arranged whenever the teacher finds that practicable.

5. Informal conversations with the teacher at his discretion whenever the situation permits.

This is in no sense a student teaching assignment. The college student will appreciate any assistance which will enable him to get behind the scenes and to become familiar with all the various activities of a teacher. To be complete, the experience culminates in the opportunity to
direct the class for part of a period, a full period, or parts of two periods. Except for this exploratory teaching, the cooperating teacher carries the responsibility for instruction during the nine periods.

This one-page sheet of explanation gives the public-school teacher a frame of reference in which to work. Its purpose is to give him an over-all view of what the college is trying to accomplish for students in this experiment. The second bulletin gives the teachers more specific suggestions for helping the young teachers. It is given to them on the Friday before the participants are to come into their classes.

SOME SUGGESTIONS TO TEACHERS WHO ARE ASSISTING EDUCATION 534 STUDENTS IN PARTICIPATION AND EXPLORATORY TEACHING

Nature of the Assignment

1. This is in no sense a student teaching assignment.

2. The major desire of the students is to get close enough to the process of instruction to become familiar with the real problems of teaching.

3. The students are anxious to be as helpful to you and the pupils as possible. They are inexperienced, but are trying to get ready for student teaching.

4. The chief activities of the students should be observation, participation, and exploratory teaching.

Activities of the Teacher

1. It is expected that you will conduct your class in your own usual manner with a minimum of adjustment to these students.

2. The students will appreciate being introduced to the class as a participant for these two weeks.
If you have a seating chart or class list available, it would be very helpful to them.

3. Any routine activity, no matter how small, can be given to these students to do. This enables them more quickly to feel that they are a part of the on-going program. Examples: passing out materials, collecting materials, writing on the board, clerical activities (whenever you can give them adequate instructions), checking of simple test papers, preparing or checking equipment and supplies, running errands in an emergency, etc.

4. The students will welcome the opportunity to take an active part in the teaching-learning process. This is the most difficult part of the program for you, but the most appreciated by the students. Subjects and types of instruction vary greatly in the ease with which this can be arranged.

5. The more laboratory or individual activity that happens to be in progress the easier, usually, you can make use of a student assistant in the teaching-learning process.

Exploratory Teaching

1. We hope that each student can have an opportunity to get at least some brief teaching during the second week.

2. Your schedule will determine the ease with which you can get time to help these students plan for this responsibility.

3. Sometimes it is easier for the teacher to let the student take over just a portion of a period rather than the whole class hour. (In other cases it is possible to plan for the student to teach a whole period. You should adapt this to your own situation.)

General

1. This experience can be described as like the best part of a September Field Experience.
2. The students have been studying the problems of teaching in secondary schools and the many responsibilities of the teacher.

3. The instructors of the course, Dr. C. B. Mendenhall and Mrs. Mary Bradbury, appreciate very much your cooperation in helping with this type of assigned participation.

4. As the experience progresses, we shall be glad to confer with the groups of teachers or individuals, at your convenience, if there is any way in which we can help you in working out the details.

These instruction or suggestion sheets give the cooperating teachers guidelines to follow. Education 534 instructors find after reading the notes, diaries, logbooks of their participating students, that on the whole the public-school teachers tend to follow the patterns suggested, that they obtain quickly a grasp of the value of the proposed program, and cooperate willingly and enthusiastically in carrying it out. Many teachers express appreciation of the program both to the students and to the college faculty in such sentences as, "I wish I could have had such an opportunity when I was in school;" "You'll be better prepared for student teaching because of this experience;" "I'm glad to be a part of such a realistic approach in teacher education."

EVALUATION

At the end of the two-week period in the field, the students come back to the college classroom. They have had many and varied experiences. They are eager to talk, to
share their experiences with their classmates and with the instructor. The first day is usually given over to a general "buzz-session" type of activity in which students discuss what has happened to them in small groups. This is followed by a large group discussion in which each student is given an opportunity to tell, in general, the nature of his experience, relate specific anecdotes of interest, and discuss the value of the total experience. Remarks such as the following are typical. One student addressed the instructor and the class thus, "Ever since I've been in the College of Education, I've been hearing about 'slow learners.' Before this experience that we just had, it was just a phrase. Now I know what a 'slow learner' is because I worked with a lot of them." Another student says, "Before I went out to participate I thought I wanted to teach. Now I know I do because I got such pleasure from helping the kids learn." A third student says, "I never realized until I had this experience how much teachers have to know about kids. I was sure I knew my history, but I see now that I have to know my students."

So goes the verbal evaluation. Written evaluation is done by giving the instructor a copy of the diary, logbook, or notebook kept during the days spent in the public-school classroom and by writing a paper about the specific values of the total experience. Throughout all the evaluation, the college instructor endeavors to keep the
frame of reference of *general method*, to help the students analyze critically the general methods used by the participating teacher to help boys and girls learn.
CHAPTER VII
EVALUATION IN THE LABORATORY COURSE

The foregoing chapters have presented a statement of the concept of general method held by this staff, a statement of the principles and purposes growing out of this concept, and a description of the laboratory courses. The purpose of this chapter is to describe the methods used by the staff and the students to evaluate: 1) the worth of what they do in the class and how they do it in line with stated goals; 2) the growth of an individual and the amount of progress he has made toward his chosen goal through the activities of the course; 3) the student's approach to learning, the amount of responsibility he has taken for his own learning; 4) the insights he has gained into ways to use the knowledge gained through his other courses for effective teaching; and 5) how much he has learned about the general method of evaluation that he can apply to his own students, his own classroom situation when he goes out into the field.

Every principle applied, every technique used, is directed toward the goal of helping the student learn to evaluate himself as a potential teacher, helping the staff evaluate the potentialities of each developing teacher from the point of view of the contribution he can make to
children and to the teaching profession and giving the student teacher principles and practices of evaluation that will be useful to him when he must himself evaluate individuals.

This point must be emphasized here. All evaluations must result in a letter grade, A, B, C, D, E, since this is the system of grading used by The Ohio State University. This creates a dilemma because of the different objectives of the laboratory courses in general method, and new means of evaluation have had to be worked out. Earl Kelley says in discussing evaluation for a teacher workshop:

The problem of evaluation is a difficult one. As indicated earlier, the objectives of the workshop are different from those of the usual subject matter course. When we change our objectives, we must necessarily change the means of detecting and measuring outcomes. We cannot change our objectives and leave our evaluation methods untouched. In fact, when we change our objectives, we must also modify our methods of evaluation.

The staff has had to modify its methods of evaluation because the traditional subject-matter testing ritual of quizzes, mid-terms, and final examination is not valid for the laboratory course, and yet grades must be given within the framework set up by the University. The student has

---

enrolled in a course, paid his fees, and some grade must be recorded with the Registrar's office.

In discussing the grading system of the University, the writer wishes to emphasize that neither she nor any member of the staff is making any value judgments about other course objectives or methods of measuring their achievement. These college instructors have accepted the University grading system as a fact, a reality, with which they and their students must deal. Moreover, they know that most of their students will get jobs in school systems which use the traditional letter-graded system, and that they must be helped to learn how to operate within this framework, to learn how to use grades as a means of measuring student growth, of evaluating progress toward a goal.

The University's pattern of grading is not geared to measure experimentation in human relationships, in the developing and growing of human personality toward teaching effectiveness. These courses in general method are laboratory courses. They are highly experimental because of the nature of the goals sought. Perhaps it would be better, and result in less confusion, if a different or better word than "laboratory" could be found to designate them. While the word is familiar to, and understood by teacher educators as a whole, since it is common parlance in professional books and periodicals, it is the opinion of this writer, that in the minds of many laymen, college students, and even
teachers, the term has the connotation given as a definition in Webster's dictionary. The word "laboratory" is herein defined as, "the workroom of a chemist; hence, a place devoted to experimental study in any science, or to the testing and analysis of drugs, chemicals, explosives, etc." In other words, the writer believes that most people think of a laboratory as a place wherein things and facts are dealt with on a scientific basis. It is difficult for them to make a transition, to apply this word with all its old connotations to a class in teacher education which is devoted to the analysis of the behavior characteristics of human beings who are to become the leaders and guides of youth.

The concept of the laboratory as a fact-finding place is widely accepted. The laboratory class in teacher education can be a fact-finding situation too. It can present an array of experiences wherein the individual is helped to find out "facts" about himself and his qualifications for, and growth toward teaching competency; and where his college instructor can, by observing him in various situations make some judgments about how he uses the knowledge gained in other courses, how he relates himself to other human beings on a professional and peer level, and his

---

developing skill in relating himself to young people in the teacher-learning situation.

The standard evaluation system creates a problem when teacher educators attempt to set up a laboratory situation where all these factors are taken into consideration. In order to fit into the University's pattern of grading, which emphasizes acquisition of subject matter, it has been necessary for this staff to include in the "subject-matter" of these courses not only factual material of importance to teachers but also skills in human relations, personal adjustment, insights into the problems of learning, and proficiency in the many techniques of helping others learn. Evaluation procedures are directed toward the recording and interpretation of evidence related to the presence or absence of teaching competencies. The letter grade, A, B, C, D, E, given to the student in these general-methods courses must represent the instructor's and student's judgment about his progress during the course toward the development of these competencies.

PRINCIPLES OF EVALUATION

The following principles are used as guides to action:

1. Evaluation should be a continuous process.

2. Evaluation, to be valid, must be made in terms of accepted purposes and goals.
3. Goals must be stated in terms of observable behaviors.

4. Opportunities must be provided in planning to develop and display these desirable behaviors.

5. Methods of recording evidence of desired behavior must be clearly understood and readily available.

6. Evaluation should be cooperative, that is, teacher and student should interpret data together.

7. Evaluation should indicate specifically both strength and weaknesses.

8. Evaluation is not an end, it is a means. Results of interpretation should be used to make new plans for future growth.

9. Evaluation is subjective, but it should be made increasingly objective through the use of anecdotal records which record specific incidents.

These principles are practiced by the staff because it is their belief that, through their use, changes in personality, character, attitudes, and methods of working are brought about in individual learners. They hold as a precept that an educative experience in teacher education should cause observable differences in the attitude of the young teacher candidate toward his profession, in his relationships with others, and in himself. People do not change, however, because someone wants them to. Teachers do not change students, this staff believes. Students change themselves when they are motivated to think or act differently because their unique purposes are being served, when they gain increased satisfactions from different behavior. Change begins with the learner's want-to in situations where he is
helped to take stock of himself, to consider what he is doing, how he is doing it, and what steps he can take to bring about improvement. This implies, however, that the student must take some responsibility for his own learning, because he is the only one who can really change himself.

The previous educational pattern of most college students has not given them many opportunities to develop any self-responsibility for learning beyond the taking of notes, memorizing of material, passing of tests, following assignments and instructions. A reshaping of attitudes toward the teaching-learning process must take place if students are to gain an awareness of the dynamic part they must play in this new educational adventure, and see its implications for their own teaching activities. All the evaluative principles used in Education 533-534 are an attempt to begin this reshaping and reorganizing process.

PUTTING PRINCIPLES INTO PRACTICE IN EDUCATION 533

1. The Course Outline—In line with the stated principle, Evaluation, to be valid, must be made in terms of purposes or goals, the first evaluative technique used is the sharing of the goals and purposes of the course with the students, on the opening day. This is begun by giving each student a course outline. This outline differs from quarter to quarter because the staff learns from each teaching experience ways to make this learning experience more
meaningful to the students. No two instructors' outline sheets are ever the same in detail because each one is free to write his own. The basic outline, however, is always the same, and the staff did not originate it. It has grown out of the recognition by the staff of the questions asked persistently by hundreds of students who have taken these laboratory courses, and these college instructors believe that these are the questions students ask themselves or their teachers about any course on the secondary or college level. They are: 1) What is the course about? 2) What are its objectives? How can it help me? 3) What does it cover? 4) What do I have to do to get a grade out of it?

The awareness of the importance and persistency of these questions that students ask of teachers, whether consciously or unconsciously, was a long time in coming to this staff. The constancy of their repetition, however, has resulted in an outline form which is an attempt to answer these questions; to create a frame of reference in which learning can take place, not haphazardly, but because the individual student knows what this educational activity is all about, how it can help him, and what he has to do to succeed in it. A typical outline sheet used in the Winter Quarter of 1952 is quoted here.
What Is Education 533?

Education 533 is one of the two general methods courses in secondary education which you are required to take. The first course is set up to help you see yourself in the role of the teacher. What is the role of the teacher? Some people believe that the major job of the teacher is to transmit knowledge and skill to the students. Others believe that teachers should help students learn. Education 533 is built on the latter belief, that the role of the teacher is primarily that of a counselor and a guide. In this concept of the role of the teacher, your personal relationships are of prime importance. If you want to be an effective teacher, you need to think about yourself, how your personality affects other people, how you handle yourself in a group.

What Are The Objectives Of The Course?

1. To provide opportunities for you to develop and display the various factors of competency required of prospective teachers by the College of Education. A copy of the Factors of Competency sheet accompanies this outline.

2. To experience a situation in which the role of the teacher is primarily that of a counselor and a guide. Your Education 533 instructor is interested in you and your personal and professional problems, and wants to help you meet and solve them.

3. To experience various general methods which you may use in your own classroom: large-and small-group discussion, teacher-student planning, cooperative teacher-student evaluation, peer evaluation, individual presentations to group, committee work.

What Does This Course Include?

In this laboratory course, you will investigate educational problems. You, as a prospective teacher, will have opportunities as an individual, and as a member of a group, to think, plan, and learn through experiences, relationships, and course emphases ways in which you can advance toward teaching competency.
COURSE EMPHASES

1. Planning

Student-teacher planning of 533 activities. Making a lesson plan for your exploratory teaching experience. Student-student planning in committees. Learning to plan and take responsibility for your own learning.

2. Self-Evaluation

You will evaluate your social adjustment with the assistance of the instructor; attempt to find out where you stand in regard to the factors of competency; and through your exploratory teaching experience, identify the problems upon which you need to work.

3. Discipline

You will have a chance to read and think about the problems of discipline, and discuss them with the group. Helping to establish a favorable psychological climate in our classroom is one of the first steps.

4. Learning

You will have an opportunity to make a lesson plan in your subject-matter major or minor area, and you will teach that lesson to the class. Your teaching will be evaluated by the instructor, by the other students, and by you.

5. Guidance

You will be given opportunities for professional counseling, for remedial help in any of the factors of competency in which you feel you are lacking, such as personal adjustment, health, writing, and speaking skills.
What Do You Have To Do?

1. Learn to read professionally, to obtain knowledge for use.
   a. Basic reference: Mendenhall and Arisman, Secondary Education.
   b. Supplemental references:
      1. Show evidence of familiarity with at least three other sources of information in each area.
      2. Show evidence of familiarity with at least three professional journals.

2. Write. What?
   a. Periodic writing in laboratory sessions.
   b. Reactions to readings, discussions, experiences; creative writing; communication of personal problems to the instructor.
   c. Notebook or logbook showing your organization of course material.

3. Contribute to the class. HOW?
   a. By constructive participation in discussion and activities.
   b. By trying to assist and further group thinking and planning.
   c. By showing evidence of accepting and carrying out responsibility.

4. Evaluate. WHAT?
   a. Yourself. The factors in competency sheet is suggested as a start.
   b. Each exploratory teaching experience.
   c. Each member of the class.
   d. The instructor at the end of the course.
5. **Observe.**

   a. The class in action.

   b. Eight hours of guided observation in public-school classrooms. This latter is a requirement of the State Department of Public Instruction. Many Education 533 classes work this out by planning an all-day field trip to some secondary school in the state.

   The sharing of this outline with the students, the communication to them of the course purposes on the level of their own conscious or unconscious purposes or goals, sets in motion immediately the principle of cooperative evaluation. The staff considers this to be part of the evaluative procedures because, through reading, thinking about, and discussing the purposes the students begin to get an idea of the dynamic quality of a learning experience in which they and their teacher are in partnership. They begin to see, dimly at first, how the teacher has attempted to align his purposes with theirs. For this reason, it is believed by this staff that this kind of outline has value. Many secondary and college teachers give course outlines to their students, but, too often, they consist of a listing of topics to be covered, materials to be read, assignments to be turned in, and tests to be passed. This particular kind of course outline takes the students' purposes into account on a higher level. From the usual outline, the students get a view of the course through the teacher's eyes only, and the only achievement necessary is that the
students meet the teacher's requirements. This calls for, usually, only passive acquiescence on the part of the student.

A course outline becomes an evaluative instrument, so this staff believes, when it includes a clear, vivid, and simply worded statement of purposes from the instructor's point of view; an explanation of the way the particular course fits into the curriculum of the college; and a description of how it will serve the students' needs. It should also include specific statements which describe behaviors expected of students. This kind of outline gets students to thinking about the active part they have to play in this educational experience. They gain through it some understanding of how the course can benefit them. There is some floundering at first when communication is on a low level, and some students ask, in spite of the specificity of the outline, "What are we supposed to do?" "Why don't you tell us exactly what you want?" In general, however, these would-be teachers rather quickly grasp the idea that the teacher is not going to tell them exactly what to do, that they must take some responsibility for their own learning, and they set about taking that responsibility with good will and enthusiasm. Evaluation begins to take place almost from the first day and is carried on continuously throughout the quarter.
2. **Factors of Competency**—The principle: **Goals must be stated in terms of observable behaviors** is implemented in the following ways. These general methods courses are concerned primarily with evaluating prospective teachers on the first five scales of the Factors of Competency sheet. The students are asked to rate themselves on these five aspects, professional personality, personal adjustment, thinking-planning, speaking skills, writing skills. They are helped to understand what these competencies mean in terms of behavior through the specific description of them as illustrated below.

**PROFESSIONAL PERSONALITY**

Six aspects of professional personality defined. Obviously, they are not discrete or mutually exclusive items, but represent points of reference on which the rater can focus his attention for the purposes of the evaluation.

1. **Dependability**: Meets appointments promptly; does not have to be continually reminded of his obligations; foresees consequences; accepts responsibility and fulfills it; displays integrity.

2. **Interest in People**: Enjoys being with people; concerned about social problems; cooperates in group activity; tries to put other people at ease; listens to others with genuine interest; likes children; works effectively with children of various age-groups in a variety of situations; liked by his associates.
3. **Initiative**: Open-minded toward new approaches to solving problems; willing to try new procedures after considering them thoughtfully; continually seeks improved ways of meeting his responsibilities; often takes the lead; works cooperatively with others.

4. **Capacity for Stimulating Others**: Other people become interested and challenged by what he says and does; his co-workers and students are stimulated to thoughtful and zestful response and further reflective action.

5. **Professionally Minded**: Devoted to public service; socially sensitive; puts public welfare above personal advancement; respects the personality of those with whom he works; sensitive to need for continuous professional study; adheres to approved practices in relationships with others.

6. **Perseverance**: Attacks problems with vigor; accepts the challenge of difficult situations requiring prolonged intellectual and physical effort; not easily discouraged or tempted to quit short of his purposes.

Each competency is described in detail, and the group discusses the observable behaviors appropriate to each one. Opportunities to develop and display these behaviors through course activities are planned by the instructor and students. In order to assist the students to think about evaluation in this new frame of reference, suggestions for background readings are given.

---

3. **Guided Readings**—The writer wishes to make a point of the fact that bibliographies of books, pamphlets, and magazine articles are not given to the students as a matter of regular or standard procedure at the beginning of the course. The instructors believe that:

Students have been adversely conditioned for many years with regard to reading. They have for so long read books in response to purposes other than their own that they have to learn that the printed page is a resource and not an end in itself.  

When class discussions and activities give rise to questions, when students are curious about the topic under discussion and are seeking information, the instructor helps them learn how reading can be a valuable resource in problem solving by offering a short list of reference on the particular problem. Some resources frequently used to help students think about evaluations are: Smith and Tyler, *Appraising and Recording Student Progress*; Wrinkle, *Improving Marking and Reporting Practices in the Elementary and Secondary Schools*; and Mendenhall and Arisman, *Secondary Education*. The lists include references to a particular chapter in a book, or sometimes even to specific pages that might be helpful.

All the instructors of these classes have ample evidence that students do more reading in these courses than

---

"Earl Kelley, *ibid*, p. 132."
in many others, that their reading is more meaningful to them, and that many actually do learn to use reading materials as resources because of their procedures. For example, in the beginning days of the course, when the discussion is centered on evaluation, the question of grading always comes up. It may arise on the second day while the group is engaged in a free give-and-take of ideas gained from reading the course outline. It may not come until the third or fourth day, but inevitably, some student who has been grappling with the problems presented by this new and different kind of classroom atmosphere will remark, "All this stuff about evaluation and behavior is interesting, but just how do we go about getting a grade out of this course?" Most of the other class members show signs of relief when that question finally comes out. Many murmur assent, and almost all show interest.

At this point the instructor makes an acceptant reply, such as, "That's a good question, and I can see you are all interested in having it answered." He suggests that since all are to become teachers, persons who will be concerned throughout their professional lives with the problem of grading, that they will need some information about current grading and evaluation practices before they can discuss the matter intelligently. He proposes that they plan class time for reading about it and discussing it in small groups, and that they set a date for the discussion of the evaluation
practices used in the laboratory course. He offers a list of references to anyone who is interested in guided reading on the topic. Usually the group decides to utilize the next two-hour laboratory period for investigating the problem, and agree that they will come together again the day after the reading period to discuss it.

4. **Evaluation Sheet**—The instructor says that he has some material which might be helpful to them in their thinking and gives each student a copy of the dittoed bulletin entitled, "Evaluation in Education 533." He asks them to keep in mind as they read it that the ideas contained therein are tied up with the factors of teaching competency required by the College of Education. A copy of the bulletin used by the entire staff during the school year 1951-52 is included here.

**EVALUATION IN 533**

Evaluation in Education 533 is based on the following assumptions:

1. The College of Education is a professional college.

2. Its professional courses are designed to develop teaching competencies.

3. Teaching competencies should be defined in terms of observable behaviors.

4. Grades are given on the basis of DEMONSTRATED levels of achievement in teaching competencies.
Since teaching competencies are concerned not only with factual material of importance to teachers but with skill in human relations, personal adjustment, insights into problems of learning and proficiency in the many techniques involved in helping others learn, all of these become the subject matter of the course.

The "C" student:

1. Demonstrates sufficient (average) competency in the factors of competency.

2. Completes minimum requirements in each area within time allowed. (He meets deadlines.)

3. Shows he can accept and carry out responsibility. (One evidence of this is class attendance and punctuality.)

4. Contributes constructively to class activities and discussions.

5. Is willing to take an honest look at himself, accept criticism maturely, and try to improve himself.

6. Shows at least "Normal" or "Average" social adjustment.

(Use these numbers under "C" as your constant reference point for the following grades.)

The "B" student:

1. Demonstrates "good" competence in the factors of competency.

2. Goes beyond the minimum requirements in each area within the time allowed for "Extras." He finds his own ways of doing this which are meaningful to him.

3. Same as "C", but seeks out or volunteers for responsibility more than just "accepts" responsibility.

4. & 5. Same as "C" 4. and 5.
6. Shows he is a well adjusted individual. (Shows good human relations, and good social skills, etc.)

The "A" student: differs from the "B" student in QUALITY, not necessarily in quantity. He:

1. Shows "Superior" ability in the factors of competency.

2., 3., 4., 5., same as "B" but differs in the degree of initiative, creativity, and imagination displayed. Is more self-reliant, self-motivated and "teacher-independent" in his behavior in items 2., 3., 4., and 5.

6. Same as "B." Shows a sensitivity to others in his human relationships.

The "D" student: (Any ONE of these is sufficient cause for a "D.")

1. Is seriously lacking in one or more of the factors of competency.

2. Same as for "C," but the quality is not satisfactory.

3. Gives evidence that he cannot be depended upon to accept responsibility.

4. Contributes "negatively" to class discussions and activities OR does not contribute; "takes" but does not "give out."

5. Is not willing or able to take an honest look at himself; cannot take criticism maturely; or, makes no effort to improve himself even when he has had opportunities and guidance to do so.

6. Shows poor social adjustment, or below average adjustment, and makes no effort toward improving it.
The "E" student:

Has given LACK OF EVIDENCE in 1., 2., 3., 4., and 5. rather than NEGATIVE EVIDENCE. Maybe this student could have measured up well but he has not given sufficient evidence for evaluation. He needs to take the course again to demonstrate just what he can do. Excessive absence AND/OR failure to show evidence in these items is cause for an "E."

This evaluation sheet is the result of continuous cooperative effort on the part of the staff to fit the objectives of the course, the developing of teaching competencies, and the improvement of human relationships into the grading pattern of the University. These teachers recognize its inadequacies. They are aware that the problem of evaluation in the laboratory course is a difficult one, and they keep working at it with the help of their colleagues and their students in an effort to try to put into practice the principle they hold that evaluation should be cooperative. The students are accustomed to a highly competitive grading system based on the acquiring and giving back of subject matter. They find it difficult to adjust, at first, to the different objectives of the laboratory course wherein the process of learning is considered more important than the specifics to be learned, where students and teachers meet on the common ground of problems to be solved, adjustments to be made, and human growth to be fostered. The evaluation sheet with all its inadequacies helps these would-be teachers gain some idea of the meaning
of evaluation, rather than grading, as the guidance function of teaching. It gives them a sense of security and a feeling that they are working with the instructor rather than for him.

5. **Methods of Recording Evidence**—To carry out another of their stated principles, *Methods of recording evidence of desired behaviors must be clearly understood and readily available*, the staff has worked out a two-way communication system between instructor and student. Within the first week of the course, each student is given a manila folder upon which he writes his name. In a brief talk on the day the folders are distributed and while evaluation and grading are the topics under discussion, the ways in which this folder may be used as an evaluative instrument are explained to the group. Since there are to be no quizzes, mid-terms, or final examination in this laboratory course, both instructor and student need to have some other means of recording evidence of desired behaviors, of growth toward accepted goals, of experimentation being carried on. The folder, it is explained, is to be filed in the instructor's office file, during the college quarter, but it is the student's property and will be always accessible to him. (The instructor makes a point of showing the students, during the first week of class, just where his desk is in the central office and where his filing cabinet is located.)

It is suggested that each student use this folder as a means
of communicating to the instructor his reactions to class experiences, ideas gained from his required and extra readings, his rating of himself on the factors of competency, a record of personal progress achieved, peer evaluation of the exploratory teaching experience, and any other self-motivated writing he cares to do.

The idea of free writing, of uninhibited reactions to this different kind of classroom experience seems to appeal to most students, and they respond readily to this new way of recording evidence about themselves. The contents of each student's folder are read at least once every two weeks by the instructor. He makes written comments on papers submitted taking into consideration both the quality of the ideas expressed and the quality of expression. Through the writings submitted, it is possible for the instructor to identify those students who are deficient in writing skills and who need, therefore, to be given remedial help.

Many students write about personal problems which trouble them. In such cases, the instructor arranges for professional counseling help if the student desires it. Absence of certain required papers in a student's folder sometimes indicates a lack of responsibility about meeting deadlines. Since students are encouraged to write their reactions to class experiences and are given class time to do it, an empty folder at the end of a two-week period
frequently helps the instructor identify those individuals who seem unable to operate well in the laboratory situation and who, therefore, need individual help in adjusting to it. These students are called in for conference with the instructor, and an attempt is made to help them find ways to adjust to this new learning experience.

Another valuable use of the folder is the anecdotal record of the student's behavior as the instructor sees it. Each time the teacher goes through a student's folder, he not only reads carefully and makes written comments on each paper contained therein, but he also writes on the inside of the front cover some evaluative comments about the general adjustment of the student to the class, his contribution to the group, his negative or positive attitudes toward teaching as expressed in class utterances, or even, in some cases, an apparent lack of interest in group activity. These instructors try to remember significant remarks that students make and make an effort to record them. They make an attempt to remember and record instances where a student has assumed responsibility for some class activity. Each comment is dated so that the student gets the idea as he reads the remarks written in the folder that he is being continuously evaluated. Also each anecdote of observed behavior of the student is an attempt on the part of the
instructor to indicate both strength and weaknesses in teaching competencies and to plan with the student steps he may take toward growth in the future.

About the middle of the quarter, the instructor gives each student a letter grade. He arrives at this grade through careful evaluation of the work in the folder, observation of class participation, a conference with the student, and a judgment of his general adjustment to this new learning situation. He writes the grade with an explanation of how he has arrived at it on the inside cover of the folder. He asks each student to schedule a conference with him so that together they may talk over the evaluation and that the student may present his point of view about his progress.

6. **Conferences**—Individual conferences with the instructor are deemed to be a vital and necessary part of evaluation in these courses. From the beginning, the instructor tries to encourage the students to feel free to come in to see him so that they can get acquainted, share purposes, plans, and problems. Each instructor sets up a regular schedule of office hours, times when he will be at his desk and available to give help, to chat about the course, or listen to personal problems. He calls the attention of the students to these times by writing the hours on the board, asks that the students make a note of them, and describes the ways in which the teacher–student
conference can be beneficial to both. He tries to show that he is concerned with, and interested in, his students. He admits to them that since this classroom procedure is quite different, it may pose problems and questions and suggests that he would like to give individual help. He says, in effect, "If at the end of a week or two of working this way in class, you feel confused, or bored, or disinterested, or you don't get a sense of direction, come in and talk to me. Maybe together we can locate the source of the difficulty and plan a way to help you."

Many students take advantage of this opportunity and seek a conference with the instructor early in the quarter. They come to talk about personal difficulties, problems of adjustment, scheduling dilemmas, and the like. Through these student-sought conferences, instructors and students get to know each other as human beings. The college teacher gets to know his students, not just as names in a classbook, but as individuals. He can begin to evaluate them, get some measure of their professional purpose, the problems that they face, and the plans for progress that they are making.

Aside from these voluntary contacts, all students are asked to schedule a mid-quarter conference. Before this meeting takes place, the student has: 1) taken the Washburne Social Adjustment Inventory and knows his total score as measured by this instrument; 2) rated himself on the factors of competency; 3) done an exploratory teaching
experience which has been evaluated by himself, the instructor, and his peers; 4) had a chance to do some professional reading and writing about ideas gained from it; 5) been given class time in which to write his impressions and evaluation of the total learning experience to date as to its value to him as a teacher; 6) been given opportunities to participate in class, take some responsibility for furthering group progress, and record these efforts on the "Student Responsibility Sheet;" and 7) evaluated himself as a potential teacher. By studying the "Evaluation Sheet," he has some idea, supported by evidence of the progress he has made, and of the grade he thinks he should have in the course at that time.

Evidence of these completed course activities are in the folder in writing when teacher and student meet for a mid-quarter conference. The written reactions of the student to the varied and different course experiences, emphases, and relationships are tangible disclosures of the individual student's self-involvement in the course and the progress he is making toward his chosen goal of teaching proficiency. To quote Earl Kelley again,

"There is no virtue in writing for the sake of writing, but people get more out of activities if they keep a record of them, and they get satisfaction from having something tangible—something which is their own—to take away with them. Further, writing causes one to be specific to a degree. In order to write about an experience, one has to think about it, organize it, put first things first. . . . We believe,
then that people who keep written records of what they planned to do, and have done, profit more than those who do not.\footnote{Earl Kelley, \textit{ibid.}, pp. 131-32.}

The student's folder, then, which contains the evidence of the individual teacher's reactions to the course and the insights gained from it, plus the instructor's record of observed behavior and judgments about progress is discussed when the two come together in conference and attempt to come to grips with the problem of grading, of evaluating the student's progress and growth. As far as it is possible, and this is directly connected with the individual student's maturity and insights, evaluation is cooperative. It is used not as an end, but as a means to growth. The two co-operating agents, the teacher and the student, attempt to appraise together the evidence of the student's achievement of his goals, and to agree upon a letter grade that is a fair measure of this.

These mid-term evaluation conferences are usually valuable both to the instructor and the prospective teacher. In the period of face-to-face contact, which usually lasts for thirty minutes, the student becomes the "number one" evaluator of his own progress, and he is helped by the instructor to judge his growth objectively. All the activities of the course have been geared to assist him to
learn to look at himself, to guage his fitness for teaching. The instructor tells him how he sees him and evaluates him as a prospective teacher. Both are aided by the peer evaluation, judgments made by class members of the student's teaching proficiency as exhibited in his exploratory teaching experience.

7. **Group Evaluation**—The class evaluates itself periodically in planned evaluation sessions. These sessions last from ten minutes to two hours depending upon the needs of the group. The evaluation is always made in terms of purposes and goals. Sometimes it is introduced by the instructor who may say, "Let's take a look at what we are doing. Here are goals we set for ourselves. Now let's see what we have accomplished. What have we actually learned?" Sometimes a student starts an evaluation discussion by some such remark as, "I'm confused." As the discussion proceeds, new activities are initiated, satisfactory procedures maintained, and unprofitable ones discarded. The students get a sense of progress toward a goal.

Students are helped to evaluate the educational experiences they are having by this group evaluation procedure. For some of them it is the first time they have ever been allowed to say what they liked or disliked about a class. The instructor tries to help them see that he is evaluating himself also, and that he can become a better teacher and plan more useful classes if students will
honestly and thoughtfully turn their eyes upon this professional course and share their thinking with him. Most of the students write their evaluations and include them in their folders. These evaluations, both written and oral, are used as guidelines in the staff evaluation of the course.

**EVALUATION IN EDUCATION 534**

The procedures used in Education 534 are similar to those of Education 533. However, since the students have had experiences in using the techniques described, evaluation seems to proceed on a higher level. The staff and the students work together each quarter to find better and more useful ways to evaluate the participation experience. At present, evaluation consists of class discussion of each young teacher's experiences, and careful reading by the instructor of the logbook or diary kept by the student during his field experience. Instructor and student go over this account together in conference in an attempt to help the student identify some of the problems he will face in student teaching and to plan steps he may take to get himself ready for this next professional experience.

**STAFF EVALUATION**

Evaluation by the staff goes on continuously. These instructors who teach Education 533-534 feel that if they are to teach effectively the principles of evaluation, they must themselves practice them.
For the same reasons that the students need to look at themselves, the staff needs to ask how it is doing. All teachers need to do this whenever they teach; and they need to modify their efforts in the light of what they have learned about themselves. "Universally, if half of the effort spent by teachers in evaluating students were directed to self-evaluation, teaching would be greatly improved and benefited."^6

This group of teachers subscribes wholeheartedly to the principle that effective evaluation is continuous and co-operative. They think of themselves as members of a team whose task it is to appraise their efforts in the light of their objectives. The over-all objective is to devise ways by which these professional courses can assist the young people who come to them to advance toward their goal of professional competency. They have worked out several procedures to implement their beliefs.

1. **Staff Workshop**—At the beginning of each quarter, the staff meets in a two-day workshop. Each member voluntarily surrenders two days of his vacation time to come back and meet with the group in order to evaluate the work of the preceding quarter and to make plans for the next one. Two devices, used regularly by the staff, give shape and

---

purpose to these workshops. 1) At the end of each quarter, the students are asked to evaluate the individual instructor with whom they have been working in the light of his effectiveness in helping him learn. 2) The students are requested to write an evaluation of the course, to specify its strengths and weaknesses, and to make suggestions for improvement.

Each individual staff member has analyzed these student reactions, and in the opening meeting of the workshop, he shares the ideas he has gained with the group. This sharing results in meaningful discussions, soul-searching questions, and revised plans. If, for example, student evaluations indicate a need on the part of the students for more definite course structure, several workshop sessions are devoted to attempting to solve the problem of how to provide structure without becoming too authoritarian.

Almost every workshop produces a new or revised course outline as the need for different emphases is brought to light through the analysis of student evaluations. The staff seeks constantly to find new and better ways of grading, so the evaluation sheet goes through a continual process of revision as these teachers plan and work together to find practical means and methods of appraisal of teaching competency.
Another concern always in the minds of this group is the need to make these general methods courses more functional in the general College program. Professors and instructors from the education survey courses, educational psychology, and the various special methods areas are invited to meet with the staff during these workshop periods in an attempt to establish communication, interaction, and a better understanding of ways of working together.

In the opinion of the writer and her colleagues, these workshop sessions constitute in-service education in the truest sense. Each staff member grows professionally through the sharing of ideas, experiences, readings, and student evaluations. Through thinking about, and working through, mutual problems, each one loses the feeling that he is working alone and gains the feeling that he is part of a team whose business it is to better teacher education.

2. Weekly Staff Meetings—The staff meets regularly each Monday morning in a two-hour session. These weekly meetings are devoted to discussing specific problems that arise and attempting to find solutions for them. Like the workshop sessions, these meetings are quite informal and are characterized by a spirit of cooperation and a sense of shared concerns. One instructor may have a group that, for some reason, seems to be unable to make progress. He talks the problem over with the staff, and they help him to find new ways of approaching it. Another may have a student
who does not seem to fit into the class procedure. He discusses the student's behavior and asks for advice. With the assistance of the staff, he makes plans to help his troubled student.

The weekly staff meeting gives the teachers of these general methods courses a sense of security. They are therapeutic in the sense that they provide an opportunity for a sharing of teaching problems and a way of working out solutions to them. As the staff works together in a friendly, informal way, week after week, they learn a new respect for each other. They learn to think together and to work as a group. They get a sense of shared professional and personal concerns, and they continue to create new procedures or reject old ones according to their usefulness in serving the needs of the students.

CONCLUSION

The principles of evaluation held by this staff have been stated in this chapter. The techniques through which these beliefs are put into action have been described. It is believed that both principle and practice have implications for the general method of evaluation for the secondary school and teacher education colleges everywhere. The problem of evaluation is a difficult one, and this staff wrestles with it constantly. It is beset with unsolved problems.
We have not succeeded in answering all our problems—indeed we sometimes feel we have not completely answered any of them. The answers we have found have only served to raise a whole new set of questions. In some ways we feel that we are as confused as ever, but we think we are confused on a higher level and about more important things. So this report does not purport to give final answers, or to claim that we know "how to do it." We see more need for revision than ever. But we are doing better than we did. And this is a progress report, rendered with humility because of the unsolved problems we see now that we did not see before.\footnote{Earl Kelley, \textit{ibid.}, p. 2.}
CHAPTER VIII
RESOURCES FOR LEARNING
in the LABORATORY COURSE

One of the most important parts of the general methods course of teaching, termed by this staff the laboratory way, lies in the skillful utilization by the teacher of the resources for learning at his command. The world, full of a number of things, surrounds the poorest school situation, even the one seemingly lacking in materials, opportunities, and resources. The teacher who sees his community, the people who live in it, and the things which comprise it, as resources for learning, for the enrichment of the classroom experience, does not rely on books alone. His general method of helping young people learn is to use his creative imagination to find sources inside and outside the group that broaden experience and contribute to growth. Teachers for today's schools need to be given some ideas about resources they can use to help young people learn other than books and the familiar classroom routines of recitation and drill, reading and writing, homework, and examinations. This chapter will attempt to describe how this staff of teacher educators utilizes the rich store of people and materials available to widen the outlook of these young
teachers and to give them some insight into other sources of supply for promoting learning.

1. The Staff—The teaching staff is the important resource of help in learning and the most readily available. To be sure, some of the students who graduate from this College will teach in one-room schools and not have colleagues to work with. These are in the minority, however. Most first-year teachers join a group of seasoned professional teachers whose combined experience provides a rich resource for learning, if it is seen as such and utilized.

The staff of Education 533–534 is composed of a professor of the Department of Education who has been in charge of the program for ten years, and four graduate instructors in teacher education, the length of whose service in these courses runs from three years to one. All these teachers have had actual experience in various areas in the elementary and secondary fields. All the graduate instructors have the Master's degree in Education, or some related field, and are working toward the doctorate in education. Their combined years of teaching experience provides a rich resource. No graduate student is permitted to join this staff until he has spent at least one college quarter sitting in on the weekly staff meetings and mid-quarter workshop, and has engaged in active observations of classes taught by different instructors.
All staff members serve as resource persons and expediters of group process for any class of Education 533-534. For example, an Education 533 class may be studying the unit on teacher-student planning. They have read about and discussed the subject to the point where the inevitable question comes from a student, "That all sounds very good in the college classroom, but how are we going to plan with our students when we get out into the public schools?" The instructor of this particular group knows that one of the staff members has had wide experience in such planning in a high school. He suggests to the group that they ask Miss B. to come in to the class and share her experiences in teacher-student planning with them, stating that he is sure she will be willing and happy to do so. He asks the student who brought up the question to see Miss B. and arrange for a meeting. The staff member, Miss B., complies with the request, if possible, discusses the topic with the students, and answers their questions out of her experience.

Another example of the use of a staff member as a resource for learning may arise in this way. An Education 534 class takes a field trip to the State Department of Education, where the young teachers become acquainted for the first time with the State testing program. Back in the classroom, discussing what has been seen and learned, a student may remark, "I don't see just how this testing program can be useful to me as a teacher." Mr. M. of the staff,
who has taught many years in the schools of Ohio and used the State testing program to help his students learn, is suggested as a resource person. He comes into the class at the request of the students to discuss the advantages and disadvantages of such testing.

Thus, the staff members utilize the background and experience of each other to facilitate learning for their students. They try through each one of these contacts, to help these aspiring teachers see the implications for general method inherent in this practice of using the next-door teacher as a resource upon which to draw for answers to questions. Through their recognition and utilization of the wealth of resources contained in their own teaching staff, they make an attempt to give the students and idea of the ways in which they can employ their colleagues in the field to assist their students in learning.

2. The Physical Setting of the Classes—An essential part of effective teaching in the laboratory course is the physical setting, the things with which the teacher has to work. The Education 533-534 classes have been housed for the past six years in a temporary building on the campus. The equipment includes the following:

a. Classrooms—There are three on the first floor, and they are furnished with typical student arm chairs which can be arranged to suit the varying
needs of any group; a teacher's desk and chair; blackboard and bulletin board space.

b. **Office Space for Staff**—The upper floor of this building contains two large rooms. One of these contains a desk and filing cabinet for each staff member, and for the secretary. There are also cabinets for supplies.

c. **Library**—The other room, adjacent to the staff room, contains the library and tables and chairs for reading, writing, committee work, and staff meetings. The library comprises at the present time about twelve hundred books and pamphlets on secondary education and related subjects. These have been purchased by student laboratory fees.

The staff and students consider the library one of its most valuable resources for learning and guidance. The collection contains a wide variety of materials on teaching, such as, many textbooks on elementary and secondary education, on guidance, and mental hygiene. Included also are novels about teaching, autobiographies and biographies of great teachers, literature on race relations, sex education, marriage and family relationships, adolescent psychology, life adjustment pamphlets, and even some much used ones on how to study more effectively. In selecting books for the library, the staff has attempted to keep in mind
the present, as well as, the future needs of the students. Many students who are having personal difficulties are helped by being referred to the right book at the right time, or even by finding it by chance on the shelf. One young woman student remarked to her instructor after reading the pamphlet, *Understanding Yourself*, "It seems to me that that little book is the most important one I've had in college so far. I had so many problems that I didn't think there were answers for. It helped me to find out that my problems were no different from those of others my age."

All books and pamphlets are on open shelves and readily available to the students. When a group or an individual is searching for an answer to a problem, books are much more apt to be used as resources if they are immediately accessible. The collection is taken care of by a part-time student librarian.

The library room also contains a motion picture projector and screen, typewriters, a ditto machine with supplies for its use, tables and chairs for reading, writing, and committee work.

d. *Outside Resources*—The facilities of the entire campus are considered as sources for learning. The many departmental libraries; the audio-visual center with its vast collection of films, slides, and
recordings; the curriculum materials laboratory; the visual demonstration center are all called into use to expand the classroom walls, and to enrich the experiences of the student teachers.

Professors from the College of Education, including the staff of the University School, and from other colleges in the University serve as persons who can give information and help with a particular problem. Before calling in an outside person, the group defines its goal and sets up definite questions for which it wants answers. Suggestions for outside help come from instructors and students alike. For example, an Education 534 class may be studying the unit on the ethics of the teaching profession. A student who is currently taking a course in philosophy of education may remark, "Professor X. was talking about that very thing in class yesterday. Maybe he would talk to us." The instructor invariably replies in this vein, "I'm sure Professor X. could be of great assistance to us in helping us think about ethics. But before we ask him, shouldn't we have definite questions in mind?" The group sets to work then to define its problem. Such a discussion ends in pointed questions about which the class is definitely concerned. The student who knows Professor X. takes the questions to him with the request that he meet with the group to discuss
them. The professor almost always assents, and he comes to the appointed meeting not as a speaker, but as a resource person in the real sense of the word.

Other campus facilities utilized by the staff are those sources of remedial help available in almost any college. A listing of those most often used should suffice here: the psychological clinic and the health center offer assistance to students who have personality problems or physical difficulties. Students who need help with a speech defect are referred to the Department of Speech. Professors and graduate instructors in the English methods division of the College give valuable assistance, to students whose writing skills are deficient. Counseling and guidance division and Occupational Opportunities Service of the College, and the Co-ordinator of Student Personnel works with many students who are having trouble adjusting work and school loads. The College office helps in many ways. Student advisors in the various areas, such as mathematics, social studies, industrial arts, and the like lend their assistance to students who have special problems.

The writer, speaking for the staff, wishes to acknowledge with gratitude the assistance she has always received from all the campus persons and agencies mentioned. In her experience, she can remember no
single instance of refusal to give help when it was asked for. All staff members of the University whenever called upon, have cooperated graciously and enthusiastically when their services have been requested.

In addition, many off-campus agencies are used as resources. To mention all who have cooperated would take many pages, so only a few of the most important ones are mentioned here: the public schools of the City of Columbus; outlying county schools; social agencies; Boys' Industrial School at Lancaster, Ohio; The Ohio State Department of Education; the Bureau of Juvenile Research; and the Ohio Education Association. All have offered their facilities for field trips or sent representatives as resource persons to the college classroom upon request of the students.

CONCLUSION

The implications for the general method of teaching in this description of resources used for learning are many. The staff tries to help these young teachers to see the advantages of the principle of cooperation by practicing it in setting up learning situations for them. They draw attention repeatedly to the cooperation extended to the group by their colleagues and by members of professional and community organizations. Students are usually surprised and impressed by the willingness, graciousness, and
enthusiasm of the resource persons who come into the classroom to offer them help or provide facilities for learning outside the classroom. The instructors in these courses do not leave this to chance, however. After any class experience which involves help from an individual on or off campus, they remind the students of the effort these persons have made in their behalf and help them become aware of the fact that people, in general, are glad to share what they know and what they have to offer. They try to make the students conscious of the importance of using people and things as resources for learning. Part of the regular procedure too, is the sending of a letter of thanks, written by the students, to those who have cooperated to express gratitude and build good human relations.

Another implication consciously drawn is the variety of resources for learning inherent in any teaching situation for the teacher who has the creative imagination to see them and put them to use. Such resources exist even in the poorest school if teachers are aware of them, search them out, and learn to use them to broaden and enrich the scope of their pupils' lives. In any community there are people and things which can be used by the alert teacher as aids to learning for his pupils. The effective teacher does not depend on books alone to help him teach his students. He is constantly on the lookout for the fertile
sources that the surrounding environment supplies and always experimenting with ways to use them for the enrichment of school life.

The utilization of in-school and out-of-school resources for learning in these laboratory courses are a conscious effort on the part of these teacher educators to give these future teachers some broad experiences in learning through activity with people and things, to help them learn the "know-how" through cooperative planning, and to make them aware of the techniques for effective teaching which can grow out of the creative imagination of the teacher.
CHAPTER IX

EVALUATION OF THE LABORATORY BY THE STUDENTS

Thus far this dissertation has presented: 1) a concept of general method; 2) the principles and purposes that spring from it; and 3) a description of the procedures used in the laboratory course.

This portion is devoted to an attempt to validate the concept of the laboratory in general method through three steps: 1) finding out what students who have just taken the course think about it and what values they believe it has for them; 2) discovering the outcomes in student growth toward teaching competency as seen by the staff of Education 533-534; and 3) from the results of both of these, planning next steps for improvement of the course and proposing further studies.

The staff has always considered evaluation of its procedures as an integral part of the general method of teaching, and it is carried on continuously. The general method of evaluation in the teaching-learning process, if it is to be effective, so this staff believes, is a cooperative procedure. It is not something that a teacher does to his students. Rather, it is a carefully designed undertaking he carries on with them in order to determine whether or
not the activities they are pursuing together in a given course are resulting in progress toward chosen goals; to discover the strengths and weaknesses of ideas, plans, and procedures; and to point the way toward improvement. In this process of informal evaluation, many different instruments have been constructed and used by staff members. The information gained thereby has been utilized to improve the structure of the course and to expand it; to keep some procedures and to discard others.

In order to gain factual information for this study, the writer, with the help of her colleagues, constructed an evaluative instrument in the form of a questionnaire which was submitted to one hundred three students in Education 533-53* during the last week of the Spring Quarter, 1952. It contained thirty-five items covering specific experiences, emphases, and relationships, in the course. The purpose of the questionnaire was to determine what aspects of the general-methods laboratory had had value to the students, to what degree specific features were valuable, and to discover through free expression why they felt that particular experiences had or had not been helpful to them. The young teachers-in-training who filled out these questionnaires were told about the study early in the Spring Quarter, informed of the purposes their replies would serve, and asked to cooperate by planning class time for it during the last week of the course. While it was stressed that no
individual was required to take part in this evaluative activity, all did so with seeming willingness and enthusiasm. They were asked not to sign their names.

The questionnaire results have been analyzed and grouped under three major headings used to describe the structure of the courses: experiences, relationships, emphases. In many instances, these categories overlap. For instance, a student who has experienced the method of small group discussion in the laboratory and found it valuable, has of necessity formed meaningful relationships with other individuals. Comments listed under the various categories contain the approximate words used by the students. Since these courses were taught by five instructors whose individual classroom practices varied, it was realized that all students would not have had precisely the same experiences, and, therefore, could not react to every item. Students were asked to rate and respond only to those items which were applicable to them.

It should be noted in reading the analysis that seldom do the total number of comments listed equal the number of students who said they had had a certain experience. The reasons for this are that 1) some individuals made more than one comment on some items; and 2) many comments were of a "descriptive" nature, such as, "We had small groups often." Since these contained no value judgments they could not be used. Also many students did not comment on particular
items even when they indicated that they had had the ex-
perience.

The introduction to the questionnaire reads:

The Department of Education is interested in pro-
viding experiences in Education 533-534 which will be
useful to future teachers. This questionnaire is an
attempt to discover the experiences you had in these
courses which you feel were useful to you and which
you feel will help you in your student teaching. For
example, if you had an experience in these classes
which helped your personal adjustment or helped you
get along better with others, you might feel that ex-
perience had been of some value to you. The result of
this questionnaire will be used to improve Education
533-534 in meeting the needs of future teachers. Please
try to be very specific in your replies. It is ex-
pected that other students will profit from your co-
operation in completing this questionnaire to the best
of your ability.¹

ANALYSIS OF STUDENT EVALUATIONS

EXPERIENCES

1. Did you experience the method of small group discussion?

Yes--96
No--7

No value--1
Some value--48
Much value--47

Comments:

a. Many more ideas were expressed. (21)

b. I became acquainted with the method and problems
involved in small group discussion. (14)

c. I became better acquainted with the other
students. (12)

d. These discussions were often disorganized, lacking
in purpose, and usually ended up in "bull
sessions." (10)

¹Introduction to Questionnaire for Education 533-534
Students. p. 1.
e. I learned to express my ideas better and more easily. (8)
f. I gained in self-confidence. (8)
g. This was good experience in cooperation. (6)
h. I learned how to plan things profitably. (6)
i. More people were able to participate in class. (5)
j. More was accomplished in the small groups than in the large group. (4)
k. Not enough time was given to this. (4)
l. One or two people tended to dominate the discussion. (3)

2. Did you experience the method of large group discussion?
Yes—102 No—1
No value—0 Some value—48 Much value—54

Comments:
a. I learned from the many and different ideas which were freely expressed, and I got an appreciation of how some other people think. (33)
b. I became better acquainted with this method and the problems involved in using it. (16)
c. I learned to express myself better and gained in self-confidence. (12)
d. Discussions were too often monopolized by the teacher and/or a few students. (12)
e. Discussions often seemed pointless, disorganized, and a waste of time. (10)
f. These discussions made the class more interesting. (8)
g. These discussions enabled many people to participate actively in the class. (8)
h. I got to know my classmates better. (6)
3. Did you work on any committees?

Yes—97

No value—2

Some value—44

Much value—51

No—6

Comments:

a. I learned the value and problems of committee work and how I might utilize it in teaching. (22)

b. This was good experience in cooperating with others and in learning to respect other people's ideas. (19)

c. I got to know other students better. (12)

d. Committees seem disorganized, lax, abstract in purpose, and not much was accomplished. (8)

e. Working on committees gave me a sense of responsibility. (8)

f. Not enough time was given to committee work. (6)

g. This helped me to develop socially. (6)

h. I gained some self-confidence. (4)

i. Committee work motivated learning and participation. (4)

j. This gave students a chance to put ideas into action. (4)

k. One or two people usually did all the work. (3)

4. Did you have study hours during class time?

Yes—100

No value—5

Some value—50

Much value—45

No—3

Comments:

a. Study hours were badly needed because of my heavy schedule. (17)

b. More materials were available during study hours. (15)
c. There was too much talking and confusion in the library and/or the classroom. I could have worked better somewhere else. (13)

d. Study hours were not always utilized to best advantage by some. (13)

e. Study hours provided incentive to read and write. (8)

f. I could discuss points with other students and the instructor. (8)

g. This showed consideration of students' time. (5)

h. Relieved students of too much outside work. (5)
i. Study hours promoted learning. (4)
j. I needed more study time. (4)
k. Study hours made discussions more meaningful. (4)

5. Did you have instruction in how to use a text?

Yes--19
No--8

No value--1 Some value--13 Much value--5

Comments:
a. Showed me how to get only needed information from a book. (9)
b. I didn't need this information since I already knew it. (5)
c. Showed me how to present a text in class. (4)

6. Did you have instruction or experiences in making a lesson plan?

Yes--68
No--35

No value--4 Some value--18 Much value--46
Comments:

a. I learned one technique of making a lesson plan and used it in my exploratory teaching. This was good practical experience, especially because I got class reactions to it. (30)

b. Good practical experience in a skill which is basic to good teaching. (13)

c. This made me realize the need to have a plan in teaching. (10)

d. This was my first experience in making any kind of a lesson plan; I realize I needed it. (8)

e. It was not specific enough. (4)

f. I need more experience in this. (3)

7. Did you do any planning with the instructor in class (student-teacher planning)?

Yes—86
No--17

No value—4 Some value—30 Much value—52

Comments:

a. Showed me how to do this with my future classes in teaching. (24)

b. This increased my interest in the class. (9)

c. I learned the value of this technique. (8)

d. This made for greater class unity and better student-teacher relationships. (7)

e. I learned the problems involved in using this technique. (6)

f. Brought out ideas from many people. (2)

g. Showed me the need to cooperate with people. (2)

h. This was useless because we never deviated from the instructor's plans. (3)
i. There really was very little choice about what we could plan, we merely rearranged the order of things. (3)

j. Not enough people got in this planning. (3)

8. Did you have reading requirements?
Yes--99  No--4
No value--4  Some value--45  Much value--50

Comments:

a. Acquired some knowledge and theory needed by all teachers. (29)

b. Reading requirements are necessary because most students won't read much otherwise. (11)

c. I found much of the reading had little meaning for me and was boring as I have had no teaching experience. (9)

d. I learned other points of view and benefited from the experiences of others. (9)

e. Valuable aid to learning. (8)

f. Provided information for class discussion. (6)

g. More class discussion of reading and more continuity with class work needed. (6)

h. Practical experience would mean more to me than reading did. (3)

i. Readings are frequently repetitions. (2)

j. The readings are not definite enough. (2)

9. Did you have writing requirements?
Yes--102  No--1
No value--7  Some value--45  Much value--50
Comments:

a. Helped me to organize and express my ideas better. (31)

b. Gave me a chance to improve my writing skills through practice. (14)

c. I get more from class discussions of reading than I do from my writing. (7)

d. This made my reading more meaningful. (5)

e. The notes I took on my readings will be useful to me later on in teaching. (5)

f. This was merely busy work, used only as a basis for grading. (4)

g. I wouldn't read if I didn't have to write about it. (3)

h. I prefer an activity type of learning to copying from a book or writing a review of my reading. (3)

10. Did you have to evaluate yourself as a potential teacher (self-evaluation)?

Yes--75                No--28

No value--6              Some value--37               Much value--32

Comments:

a. Made me aware of my potentialities and shortcomings. (17)

b. This forced me to look at my desirable and undesirable traits. (8)

c. Teachers need to learn to look at themselves objectively. (8)

d. This made me think more seriously about being a teacher. (5)

e. My evaluation of myself compared favorably with my peers' evaluations of me. (4)

f. Helped me a great deal. (4)
g. I learned nothing I didn't already know. (3)

h. This is a good experience if a person is willing to be honest. (2)

i. I felt it was too early in my training for me to be able to do this well. (2)

11. Did you take the Washburne Social Adjustment Inventory?
   Yes—96
   No—7
   No value—21 Some value—53 Much value—22

   Comments:
   a. This showed me ways in which I needed to improve in my social adjustment. (27)
   b. I didn't have much faith in the test; it seemed invalid, unreliable, silly, superficial, and easily influenced by your mood when you took it. (22)
   c. This confirmed my ideas about my social adjustment, so I really learned nothing new. (12)
   d. The inventory results should have been discussed more. (5)
   e. I learned the use of this test. (3)
   f. I felt the test was very accurate. (3)

12. If you took the Washburne, were the results of your test discussed with you?
   Total number that took the test—96
   Yes—83 No—13
   No value—15 Some value—41 Much value—27

   Comments:
   a. Discussion helped me to understand myself better and to see my weaknesses and strengths in social adjustment. (20)
   b. Discussion took place in class. It was too general and too brief. (12)
c. Helped me become acquainted with the Inventory as a measure of social adjustment. (7)

d. Not very valuable to me. (No specific reasons given.) (6)

3. I already knew about my social adjustment, the test merely confirmed what I knew. (6)

13. Did you learn to plan a field trip?

   Yes—94
   No—9
   No value—6 Some value—49 Much value—39

Comments:

a. This experience had much future value because we will have to plan field trips with our students. (23)

b. Good experience in planning and cooperating. (17)

c. We learned to do this by actually doing it. (10)

d. I realize now the problems involved in planning a field trip. (9)

e. I had had previous experience with this so did not learn very much. (4)

f. I merely observed the planning, I didn't do it. (3)

g. It was poorly done. We did not have a free hand in planning and the instructor did most of the work. (3)

14. Did you take a field trip (public schools and/or the Curriculum Laboratory)?

   Yes—96
   No—7
   No value—1 Some value—27 Much value—68

Comments:

a. I learned through observation of realistic conditions. (40)

b. I observed teaching methods. (13)
c. I saw problems teachers have. (12)
d. Showed me how different classes are run. (5)
e. Gave me some insight into the teaching profession. (3)
f. I saw application of theory. (4)
g. Showed me how materials could be used for classroom demonstration. (2)
h. We need much more of this in our education classes. (4)
i. I learned how not to teach. (2)

15. Did you take the Mooney Problem Check List?
   Yes--45
   No--58

   No value--14
   Some value--23
   Much value--8

   Comments:
   a. I didn't need this as I already knew what my problems were. (8)
   b. This made me more aware of my problems. (5)
   c. Acquainted me with this checklist. (4)
   d. Categorized my problems for me by showing me the various areas in which my problems are. (4)
   e. The results of this checklist should have been discussed individually with us. (3)
   f. This was given too late in the quarter to have much value. (2)
   g. I already knew this test and feel it had no particular value. (2)
16. **Did you have a participation experience in the public schools in Education 534?**

Yes—45

No value—1  Some value—7  Much value—37

Comments:

a. I learned much because this was firsthand experience in a real situation. (23)

b. I learned from observing in a real situation and seeing theory put into practice. (13)

c. Showed me problems that I may have in teaching. (6)

d. Showed me my strengths and weaknesses. (5)

17. **Did you have an exploratory teaching experience (teaching your own 533 or 534 class)?**

Yes—91

No value—1  Some value—15  Much value—75

Comments:

a. Showed me my strong and weak points. (33)

b. Gave me some realistic experience in planning, speaking in front of a group, seeing class reactions. (25)

c. Showed me what teaching would be like. (14)

d. Gave me some self-confidence. (9)

e. This was my first try at teaching. (8)

f. The most beneficial thing in the course. (3)

g. The situation was too artificial. (3)
Please rate the following subject-matter areas:

18. Did you study planning?
   Yes--99
   No value--5    Some value--49
   Much value--15

19. Did you study self-evaluation?
   Yes--91
   No value--6    Some value--38
   Much value--47

20. Did you study learning?
   Yes--95
   No value--7    Some value--55
   Much value--33

21. Did you study discipline?
   Yes--103
   No value--4    Some value--45
   Much value--54

22. Did you study guidance?
   Yes--95
   No value--4    Some value--56
   Much value--35

23. Did you study curriculum?
   Yes--29
   No value--2    Some value--15
   Much value--12

24. Did you study evaluation?
   Yes--74
   No value--1    Some value--28
   Much value--45
25. Did you study responsibilities of the teaching profession?
   Yes—45  No—58
   No value—3  Some value—24  Much value—18
26. Did you study professional organizations?
   Yes—14  No—89
   No value—2  Some value—7  Much value—5
27. Did you study teacher-student; staff; and community relationships?
   Yes—35  No—68
   No value—2  Some value—22  Much value—11

Comments covering items 18-27

a. Future teachers need to know these things. (26)

b. I learned some theory and got some general knowledge. (23)

c. We need to study these areas, but real learning does not come from just reading, discussing and writing when you have had no realistic experiences in these things. We need to learn about these things through more practical experience. (20)

d. Self-evaluation showed me some of my weak points. (10)

e. Some Education 533 material is a review of Psychology 407, especially the learning unit. (10)

f. Not enough emphasis on guidance. (10)

g. I learned some general principles in these areas. (8)

h. Much of this had very little meaning to me. (5)

i. Much of this was idealistic rather than realistic. (5)
RELATIONSHIPS

28. Were you continuously evaluated by the instructor during the course other than by a final grade?

   Yes—83          No—20

   No value—7      Some value—37    Much value—39

Comments:

a. I knew just where I stood and could work accordingly to improve. (42)
b. The evaluation was too vague. (10)
c. More conferences are needed for evaluation. (9)
d. Evaluation conferences told me nothing I did not already know. (5)
e. I was not aware that I was being evaluated. (4)

29. Were you evaluated by other class members?

   Yes—92          No—11

   No value—5      Some value—31    Much value—56

Comments:

a. Peer evaluation showed me ways in which I needed to improve. (30)
b. It is good to know what your peers think about you and your ability to teach. (15)
c. Peer evaluations are often biased, inconsistent, and insincere. (8)
d. Peer evaluations were not specific enough. (6)
e. Class members give better coverage in evaluation and bring out things the instructor might not see or might overlook. (4)
f. A realistic experience because your peers are always evaluating you in life. (3)
g. This confirmed some of my ideas about myself. (2)
30. Were your writing skills evaluated by the instructor?

Yes—93
No value—15

No—10
Some value—32
Much value—46

Comments:

a. I was shown the weak and strong points in my writing. (33)

b. I learned some things about my writing skills of which I had not previously been aware. (9)

c. I never knew the outcome of this evaluation as it was never discussed with me. (9)

d. This is not necessary in these courses because it is handled in other courses. (5)

e. This was no problem to me; I knew the status of my writing skills. (4)

f. It is the teacher's responsibility to evaluate carefully papers he requires from his students. (3)

g. This motivated me to do more writing. (3)

h. Specific suggestions for improvement were not made. (3)

i. Evaluative comments differed from those made by other teachers. (2)

31. Were your speaking skills evaluated by the instructor and/or the group?

Yes—89
No value—3

No—14
Some value—33
Much value—53

Comments:

a. I was told specific things about my speaking skills that needed improvement. I did not realize that my speaking skills needed improvement before I was evaluated. (27)

b. I learned the good and bad points concerning my speaking skills. (14)
c. Constructive criticism is necessary if a person is to improve his speaking skills. (13)

d. Not enough time is spent on this. We were told the results too late or not at all. (6)

e. I already knew about my speaking skills, so I did not need this. (3)

32. Did you receive any remedial help in connection with either of these courses (for example, speaking and writing skills, etc.)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>84</td>
</tr>
</tbody>
</table>

No value—3 Some value—8 Much value—8

Comments:

a. I received some help in my speech: articulation and voice pitch. (6)

b. I received good advice on my writing skills. (3)

c. Remedial course in speech was recommended. (3)

d. I worked with my spelling. (2)

33. Did you receive any counseling by the instructor or another counselor?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>38</td>
</tr>
</tbody>
</table>

No value—6 Some value—27 Much value—32

Comments:

a. This helped me with various problems, self-evaluation; knowing what the course was about; personal problems; and, academic problems. (40)

b. This helped instructor-student relations. We knew where we could go for help if we needed it. (8)

c. Constructive criticism helped me. (6)

d. There should be more time for conferences. (4)
34. Did you have a friendly class atmosphere in either or both classes?

Yes—103
No—0
No value—0 Some value—14 Much value—89

Comments:

a. Facilitated learning. (25)
b. Made for free expression of ideas. (19)
c. The class worked better together because of the friendly atmosphere. (11)
d. This helped me in making friends. (8)
e. This made the course more enjoyable. (6)
f. Made me realize the values of a friendly class atmosphere. (6)
g. Helped me see that a teacher is responsible for a friendly class atmosphere. (6)
h. A friendly class can accomplish more. (5)
i. There is a release of tension in a friendly class. (4)

35. In what ways could these general-methods courses have been of greater value to you?

Number of answers--61

Comments:

a. More actual teaching, field work, and participation experiences are needed. (31)
b. The courses need more structure and better planning. (9)
c. The courses need to be more specific and less general at times. (6)
d. More class discussion. (5)
DISCUSSION OF STUDENT EVALUATIONS

1. Experiences—In Table I the experiences have been arranged to show the phases which the students prize most and least according to the per cent that the total number who had the experience marked it of much value.

TABLE I

STUDENT EVALUATION OF LABORATORY EXPERIENCES

<table>
<thead>
<tr>
<th>Experiences</th>
<th>Number Having Experience</th>
<th>Per cent of Response*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Having</td>
</tr>
<tr>
<td>1. Exploratory teaching</td>
<td>91</td>
<td>1</td>
</tr>
<tr>
<td>2. Participation experience</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>3. Field trip</td>
<td>96</td>
<td>1</td>
</tr>
<tr>
<td>4. Lesson planning</td>
<td>68</td>
<td>6</td>
</tr>
<tr>
<td>5. Large group discussion</td>
<td>102</td>
<td>47</td>
</tr>
<tr>
<td>6. Committee work</td>
<td>97</td>
<td>2</td>
</tr>
<tr>
<td>7. Reading requirements</td>
<td>99</td>
<td>4</td>
</tr>
<tr>
<td>8. Writing requirements</td>
<td>102</td>
<td>6</td>
</tr>
<tr>
<td>9. Small group discussion</td>
<td>96</td>
<td>1</td>
</tr>
<tr>
<td>10. Study hours</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>11. Self-evaluation</td>
<td>75</td>
<td>8</td>
</tr>
<tr>
<td>12. Planning a field trip</td>
<td>94</td>
<td>6</td>
</tr>
<tr>
<td>13. Planning with instructor</td>
<td>86</td>
<td>7</td>
</tr>
<tr>
<td>14. Counseling on Washburne-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SA Inventory</td>
<td>83</td>
<td>18</td>
</tr>
<tr>
<td>15. Learning to use a textbook</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>16. Washburne SA Inventory</td>
<td>96</td>
<td>21</td>
</tr>
<tr>
<td>17. Mooney Problem Check List</td>
<td>45</td>
<td>31</td>
</tr>
</tbody>
</table>

* Percentages listed are to the nearest whole number
Certain strengths and weaknesses of the laboratory procedures stand out rather sharply in Table I. The areas of strength, according to the developing teachers, lay in those conditions provided in the college classroom which gave them an opportunity to deal firsthand with the reality of teaching. Those which they felt had the most value in preparing them for student teaching were 1) exploratory teaching of peers in the college classroom, 2) the two-week participation in teaching in public schools in Education 534, 3) the field trips, and 4) the lesson planning. For example, eighty-two per cent of the ninety-one students who had an exploratory teaching experience rated it as having had much value to them. Of the forty-five students who had the participation experience, eight-two per cent also ranked it high in value. Seventy per cent of the ninety-six students indicated that the field trips were of much value. The next most significant experience, according to Table I, was the field trip which was marked high in value by seventy per cent of the ninety-six students who answered this question. Large group discussion and committee work were also ranked as having had much value by over fifty per cent of the students who said they had participated in these activities. There were few negative responses in the evaluations of these particular experiences.
The items in Table I numbering from seven to ten respectively, were rated by about half the students responding to these questions as having had some value to them. For instance, fifty per cent of the students indicated that the professional reading requirements had much value, forty-five said they were of some value, and four marked them as having no value. Forty-nine per cent felt that the writing requirements had much value, forty-four ranked this items as having some value, and seven rated this experience in the no value column. Small group discussions and study hours in class were also rated almost equally by the students between some and much value. The strongest negative response to any of these items was the seven per cent of the one hundred-two students who felt that the writing requirements had been of no value to them.

In Table I, the items eleven through sixteen indicate experiences in the laboratory upon which students place least value. Among these are evaluation of themselves as potential teachers, learning to plan a field trip, planning with the instructor in class, and learning to use a textbook. Lowest in the scale of values were the use of the Washburne Social Adjustment Inventory, the counseling received after taking it, and the Mooney Problem Check List.
Implications for the staff in these student judgments will be discussed in Chapter XI where specific recommendations are made for improvement and further studies.

2. Emphases—Table II shows the evaluation of the students of the subject-matter areas covered in the required reading in the laboratory.

**TABLE II**

STUDENT EVALUATION OF SUBJECT-MATTER EMPHASES IN THE LABORATORY

<table>
<thead>
<tr>
<th>Areas</th>
<th>Number</th>
<th>Having Experience</th>
<th>Per cent of Response</th>
<th>No Value</th>
<th>Some Value</th>
<th>Much Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluation</td>
<td>74</td>
<td>1</td>
<td>38</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Discipline</td>
<td>103</td>
<td>4</td>
<td>44</td>
<td>52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Self-evaluation</td>
<td>91</td>
<td>7</td>
<td>42</td>
<td>52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Planning</td>
<td>99</td>
<td>5</td>
<td>50</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Curriculum</td>
<td>29</td>
<td>7</td>
<td>52</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Responsibilities of the teaching profession</td>
<td>45</td>
<td>7</td>
<td>53</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Guidance</td>
<td>95</td>
<td>4</td>
<td>59</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Professional organizations</td>
<td>14</td>
<td>14</td>
<td>50</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Learning</td>
<td>95</td>
<td>7</td>
<td>58</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Teacher-student-staff and community relationships</td>
<td>35</td>
<td>6</td>
<td>63</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Of these, the study of evaluation was rated highest. Sixty-one per cent of the students who studied in this area felt that it had **much value** for them. Discipline and self-evaluation were ranked next highest in subject-matter reading related to teaching. Both of these were rated as having
much value by fifty-two per cent of the students who said they had studied about them. The negative responses were to the study of professional organizations; theories of learning; and teacher-student, teacher-staff, and teacher-community relationships. Comments made by the students indicated that the reading done about learning in the laboratory duplicated material covered in Psychology 407. The implications for the low ranking of the other two areas will be discussed in Chapter XI.

3. Relationships—Table III shows how the students felt about the value of the various relationships fostered in the laboratory. The highest ranking item in this area was "the friendly class atmosphere."

Eighty-six per cent indicated that this relationship was of much value to them, and fourteen said it was of some value. There was no negative response to this item out of the one hundred-three replies. Students commented that the friendly relationships engendered in the laboratory "facilitated learning," and "made for free expression of ideas."

Another relationship which was rated by the students as having value to them was the evaluative associations set up in the laboratory between instructor and student, and between the student and his peers. The evaluation of teaching skills by members of the peer group was rated as having
### TABLE III

STUDENT EVALUATION OF RELATIONSHIPS FOSTERED IN THE LABORATORY

<table>
<thead>
<tr>
<th>Relationships</th>
<th>Number</th>
<th>Per cent of Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Having Experience</td>
</tr>
<tr>
<td>1. Friendly class atmosphere</td>
<td>103</td>
<td>14</td>
</tr>
<tr>
<td>2. Evaluation of teaching skills by peers</td>
<td>92</td>
<td>5</td>
</tr>
<tr>
<td>3. Evaluation of speaking skills</td>
<td>89</td>
<td>3</td>
</tr>
<tr>
<td>4. Evaluation of writing skills</td>
<td>93</td>
<td>16</td>
</tr>
<tr>
<td>5. Counseling by instructor or other counselor</td>
<td>65</td>
<td>9</td>
</tr>
<tr>
<td>6. Continuous evaluation by instructor</td>
<td>83</td>
<td>8</td>
</tr>
<tr>
<td>7. Remedial help in deficiencies</td>
<td>19</td>
<td>16</td>
</tr>
</tbody>
</table>

much value by sixty-one per cent of the students, and evaluation of speaking skills by the instructors and/or peers was ranked high by sixty per cent. Among eighty-three individuals who said they were continuously evaluated by the teacher throughout the course, thirty-nine or forty-nine per cent felt this relational activity had been of much value to them, and thirty-seven or forty-five per cent rated it as having some value. Forty-two comments on this item were to this effect, "I knew just where I stood
and could work accordingly to improve." Ninety-three students signified that their writing skills had been evaluated by the instructor. Of this number, forty-nine per cent felt that this had been of much value to them, and thirty-four rated it as having some value.

According to Table III, "remedial help in teaching deficiencies" had been received by only nineteen students. Of this number, forty-two per cent ranked this relationship as having been of much value and forty-two per cent said it was of some value. One the whole, the student evaluations of the relationships fostered in the laboratory were fairly high. Recommendations for correcting the weaknesses indicated here by student ratings will be discussed in Chapter XI.

In the sequence of professional courses required of the secondary academic teachers in the College of Education, the laboratory courses, Education 533-534, came after Psychology 401, which furnishes the prospective teachers with facts about human behavior; and after Psychology 407, which places great emphasis on the psychological bases of learning, and stresses the leadership role of the teacher. The laboratory courses in general methods, according to the evaluation of the students seem to provide a place for students to learn more about the theories and principles of modern education and to afford opportunities to put them into practice.
SUMMARY

1. **Strengths**—The evaluation of Education 533-534 by the students gives some evidence that many of the experiences, emphases, and relationships provided in the laboratory are making a contribution to the growth and development of teaching competencies. On the whole, the young teachers signified satisfaction with the opportunities afforded them to deal firsthand with some of the realities of their chosen profession. Three elements tend to stand out so clearly that certain conclusions can be drawn. They are 1) the friendly class atmosphere; 2) the role played by the teacher; and 3) the professional, pre-student teaching experiences.

That such a large number of the students placed a high value on the friendly class atmosphere and informal relationships created in the laboratory seems significant. This favorable reaction indicates that the social experiences provided in such a class fill a gap in the teacher-education curriculum which is so heavily weighted on the academic or so-called "subject-matter" side. The recognition by a considerable number of the would-be teachers that the human relations developed in the laboratory facilitated learning seems to justify the hypothesis that people learn better in an environment in which they are comfortable and focuses attention on the theory that as frustrations are lessened, hostility and anxiety are lessened too, and satisfactions are gained. The principle
of cooperation held by this staff to be one of the most important aspects of the educative process appears to have some validity according to the students' evaluations. The comments indicate an awareness of the desire to create in their own classrooms an atmosphere in which cooperation is fostered because they themselves had gained meaningful learnings in a cooperative situation.

The theory held by the staff that the effective teacher relates himself meaningfully to his students through playing the role of counselor, guide, and friendly helper in learning seems to be supported in the students' reactions to the evaluative associations they experienced in the laboratory. Comments indicate that thoughtful evaluation by the laboratory instructor of strengths and weaknesses in teaching attitudes and skills were felt by the students to be valuable and helpful in personal and professional growth. The friendly atmosphere of the classroom, the interest and concern of the college instructor for each student, the respect for the worth of each individual, and the belief in the contribution each teacher candidate can make to the group life seem to engender in the students a confidence that any evaluation made, whether it be of writing or reading skills, of voice, inflection, or mannerisms, of posture, dress, or approach to others, of teaching techniques or assumptions about learning, is not made as a criticism, but rather as a means to promote growth. On the whole, the
students seemed to feel that the evaluative relationships between instructor and student, and between the student and his peers, had much value to them personally and professionally.

Teacher-student planning, an integral part of the laboratory structure and procedures, appeared to be of importance to the developing teachers both as a satisfying means of sharing purposes, setting goals and contriving ways of arriving at them, and as a professional experience designed to help them learn how to plan learning situations with students.

That the professional pre-student teaching experiences provided in the laboratory had value was attested by a large majority of the students. They specified that the exploratory teaching of peers in Education 533 pointed up strengths and weaknesses in teaching skills; gave them realistic experience in planning a lesson, teaching it to a group, seeing the reactions of class members to their teaching techniques; and created self-confidence in them. The ten-day participation in teaching in a public school, an integral part of Education 534, furnished the aspiring teachers, according to their own statements, an opportunity to learn about teaching through guided observation in a real classroom situation; gave them a chance to put the theories they were learning into practice; and proved to some students who were undecided whether or not, they
really wanted to teach. Evidence gathered from students' responses to these experiences tends to give validation to the principle that the learner's current problem (or unanswered question) leads him to crucial learnings. In other words, these teachers-in-preparation expressed the feeling that the real teaching situations with which they were faced in the laboratory presented vital problems for them to solve. In the laboratory, teaching became a reality to be dealt with, rather than something to be read about in a textbook.

Personal and professional needs of the students were to some extent met through the friendly, permissive atmosphere and the new and different role played by the teacher. In this setting, the directed readings in many and varied areas related to teaching take on new meaning. The theories and principles of modern education were not taught on a merely verbal level. Students were helped to think about new ways of teaching, encouraged to predict the consequences of a different approach to the teaching-learning relationship, to make plans, talk them over with the instructor and with peers, and to test their predictions in practice. Young teachers are skeptical of new theories and procedures. They are told in college about other ways of teaching but they can not be expected to give such ideas any more than lip service unless they themselves have experienced, on the college level, through planned
activities and explicit opportunities, significant learnings that bring about a change in attitude toward teaching, and the feeling of satisfaction inherent in achieving a goal.

2. **Weaknesses**—The student evaluations also pointed out certain areas in the laboratory that need to be studied and improved, or perhaps dropped altogether. For example, the young teachers-in-training indicated by their ratings that the *Washburne Social Adjustment Inventory* and the *Mooney Problem Check List* have little value to them. These two instruments are felt by the staff to be of especial value to them as teachers in helping to single out individuals who have particular problems with which they need help, and in identifying the problems of a given class in order to provide group guidance. However, the writer and her colleagues feel that studies should be undertaken to improve their use in order that the students might gain more value from them, or to discontinue their use.

Ratings by the students of such activities as writing requirements, evaluation by instructor of writing skills, small group discussions, self-evaluation, student-teacher planning, and study hours indicate a need on the part of the staff to learn how to use these procedures in ways that may be satisfying to more students. For example, many students make good use of the study hours provided during class time, while others appear unready to take the responsibility for unscheduled, unsupervised study, and feel that
the time is wasted. The laboratory teachers need to find ways to help these students learn how to use their time profitably, and to guide them toward the development of the responsibility and self-reliance characteristic of the mature individual.

The low rating given to such subject-matter areas as learning, professional organizations, and the various teacher relationships also calls for study on the part of the staff in order to make these readings more meaningful or to drop them and substitute others which might be of more value. Student comment on the learning unit indicates a feeling that study in this particular area is a duplication of material covered in Psychology 407. In this connection, the staff feels the need to help the prospective teachers gain insights into the ways in which theory is put into practice in the laboratory.

The entire area of evaluation procedures in the laboratory needs to be studied, so that plans can be made to improve this important relationship and give it greater value to the students as a teaching technique. More counseling facilities should be provided, and the individual staff members should find ways to make their evaluations more meaningful to the students.

In the following chapter, suggestions for improvement are sought through an evaluation of the laboratory by the staff.
CHAPTER X

EVALUATION OF THE LABORATORY BY THE STAFF

When this study was being planned in the workshop preceding the opening of the Autumn Quarter, 1951, the laboratory teachers felt that evidence about the strengths and weaknesses of the program should be sought from the staff as well as from the students. They decided that an important aspect of the general method of teaching was a systematic and thorough appraisal of what happened to the students and to the teacher in a given classroom situation as a result of the activities of the course. They thought that teachers should ask themselves, as objectively as possible, "What are the outcomes of this particular educational experience?" This searching for outcomes, they believe, was particularly necessary for teachers who cut loose from established routines of teaching behavior and the logical presentation of subject matter and ventured forth into educational experimentation.

The staff felt that the evaluation of the laboratory by the students could be done by means of a questionnaire, and plans were made for the construction and administration of a suitable instrument. For their own evaluation,
however, they deemed it necessary to find procedures to measure such outcomes as individual growth in understanding the self and other human beings, in developing more meaningful relationships with others, and in progress toward maturity.

Through cooperative planning, staff evaluation took place in the following ways. Throughout the year the laboratory instructors attempted to sensitize themselves to changes in the observable behaviors of their students, to assess the structure of the course, and to appraise their own teaching behavior in terms of what seemed to be happening to the students and to them as teachers. They kept notes and class logs. They recorded instances of behavior that seemed to denote changes in attitudes and better adjustment in individuals. When possible they obtained information in conferences and in informal conversations about what was happening to the students in class. They assisted students in making sociograms and watched for changing patterns of acceptance among them. Since all the papers written by an individual student were kept in his folder throughout the quarter, it was possible to gain through careful reading, some knowledge of developing insights, personal and professional growth, and changes in attitudes.
In the weekly staff meetings and informal talks with each other, the staff members discussed individual students who were having difficulties, and asked the group to think of possible solutions to the problems. They shared new teaching techniques they had tried and found successful in their groups, and discussed new twists discovered in old ones.

Through these devices and many others, the college instructors gathered evidence about what was happening to the students and to themselves through the laboratory experience, and drew some conclusions which are reported in some detail in the following paragraphs.

OUTCOMES FOR STUDENTS

Students seemed to grow in their ability to work in groups and to relate themselves meaningfully to others. They came into the classroom on their own. They were sometimes even suspicious and hostile. They tended to sit quietly, to make no approaches to others, to find out what the teacher wanted them to do, to take notes, and to follow directions. The procedures of the laboratory course helped them to behave differently. They became acquainted not only with the persons seated on either side of them but also with almost every individual in the class. They learned ways in which a group of people can think, plan,
learn, work, have fun, and resolve differences together. They began to take some responsibility for their own learning.

In the beginning, only a few students contributed to class discussion, but from day to day, as group plans were formulated and decisions affecting all were made, participation in discussion and activities increased. Some students could not at first speak out in the large group because of timidity or shyness, or fear that what they had to say might be rejected, or that they would not say it well. Small group discussions and committee work provided opportunities for the withdrawn students to make their contribution and assume an active role in the class.

Barriers between people tended to disappear as students got acquainted with each other, as they shared experiences and ideas, and planned together. Students of widely differing race, creed, color learned to work together and understand each other.

Students began to learn respect for their own thinking and for the thinking of others through the acceptant attitude of the teacher and the friendly atmosphere of the laboratory class. They saw how teachers acted when they really accepted and respected people and granted them their right to be the way they are. They began to form more acceptant attitudes and to gain deeper insights into the cause-and-effect relationship that springs from teacher
behavior and student reaction. They learned more about what it meant to respect an individual and to try to understand him when they were confronted in the large group discussion and in committee work with individuals whose convictions were completely opposite to theirs.

Students seemed to grow personally as a result of the experiences gained and relationships fostered in the laboratory. They became more receptive to ideas. They learned to listen more critically and intently. They tended to speak better and with greater self-confidence as a result of participating in discussions, the exploratory teaching, and through the evaluation of the instructor and of their peers. They gained in ability to identify a problem to search out possible solutions and put ideas into action. As the course progressed, they leaned less on the teacher. The anxious inquiry, so commonly heard at the beginning, "What do you want me to do?" was made less often, as individuals began to take more responsibility for their own learning, and were able to make and carry out plans in line with their own goals and purposes. They acquired skills in finding and using resources—books, people, and community agencies.

Students established new and rich associations with other individuals in the laboratory, and formed friendships which they carried outside the classroom. No matter what else happened or did not happen in the laboratory, this
outcome, the forming of friendships almost always occurred. Many students gained some insights into the values that occurred from a learning situation that was set up in such a way that individuals were not pitted against each other in a highly competitive situation. They learned that a schoolroom atmosphere which fostered cooperation and friendliness, that gave people an opportunity to get to know each other, to share purposes and concerns, to work together on common problems could be a broadening and educative experience. They found out that facts were not just something to be learned from books and teachers, but that people were facts too, and that learning about them was enriching and enlightening. The young teachers began to develop and express a desire to establish such relationships in their own classrooms.

Students gained a new understanding of democracy and began to achieve skills in making it work. They developed a growing awareness of it as a way of life, not just a form of government. Seeing it put into practice in the classroom, many of the young teachers whose only concept of the role of the teacher hitherto had been the authoritarian one, became cognizant of richer and deeper elements in the practice of the profession of teaching. They became conscious of, and familiar with the tools, techniques, and procedures that teachers can use in their classrooms to make the ideal of democracy a living reality, and they
formed a desire to learn how to use them in their teaching to promote learning, human growth, and development. There is some evidence that this awakening to the values and use of democratic procedures carried over into the lives of the students outside the classroom.

Students seemed to get a new sense of profession, to develop a pride in being part of it, and a desire to grow and mature in teaching competency. This outcome was a result of many factors, to be sure, but it began to be noticeable especially in connection with the exploratory teaching of peers in the college classroom and the participation experience in the public school. The stress placed in the laboratory on the importance of the role of the teacher in the lives of young people, the necessity for the development of professional judgment, behavior, dress, and manner tended to help the students think of themselves consciously as persons who were preparing to enter a dignified and worthy calling which required the best they have to give if they are to carry on an effective and satisfying teaching career. They began to look at teaching in a new light, and to become sensitive to the different relationships they must create with young people.

These conclusions were on the positive side. The staff evaluation revealed instances of negative factors operating in the laboratory also. Because of the permissive atmosphere of the course and the acceptant attitude of the
instructors, some students exhibited immature behavior. They were late to class or absent too often, or showed a lack of ability to assume responsibility for their own learning. Some students made the instructors the target for aggression which arose frequently from sources outside the classroom. Since the instructors were not therapists and the laboratory not a group therapy situation, this often created problems for individual instructors and for their students.

The change from the conditioned behavior of the typical college classroom to the self-directed activity of the laboratory sometimes took extremely long for some individuals to make, and the twelve-week quarter would be almost gone before they got their bearings and began to get some sense of achievement. Other students never seemed to "get the idea" of the laboratory at all and left the courses feeling a sense of resentment and frustration. Some students lost patience with the group process because of the amount of time it took to get underway and accomplish anything constructive.

Students sometimes abused the friendly relationships maintained by the instructors by assuming privileges, by not keeping rules of self-government set up by a given class, and by trying to get by on an extremely cooperative basis to cover up poor or scanty academic performance.
OUTCOMES FOR THE LABORATORY TEACHERS

The members of the staff of Education 533-534 felt that teaching in the laboratory had many positive outcomes for them. They felt that as a group, and as individuals, they gained ever-new perceptions into the uniqueness of human personality, and became imbued with the desire to help each individual teacher develop himself to the fullest.

They became more understanding of young people, developed greater sensitivity to their problems, and became more resourceful in finding ways of helping them. They developed broader and deeper insights into the use of group work as a means of promoting personal, social, and subject-matter learnings. They found that in helping their students define and solve their problems, they, as individual teachers and as a staff, grew in this direction also. They became more sensitive to problems of group life and learning that arise from combinations of particular personalities, and more adept at using individual and group intelligence to arrive at solutions satisfying to all. They learned to facilitate communication between themselves and their students, and to break down the barriers raised by uncritical thinking, prejudgment of behavior and lack of understanding of others' motives.

Through thinking, working, planning and carrying out activities with their students daily in the classroom, and with their colleagues in the weekly staff meetings and
pre-quarter workshops, these college instructors felt that they made progress in setting up experiences that provided a functional structure for the laboratory in general methods in teacher education. The term "functional" was used here because the writer and her colleagues knew no other word to describe the process they used, of inventing and creating, of formulating and discarding learning sequences that were helpful in preparing young teachers for their special-methods course and for readying them for student teaching.

Staff evaluation revealed negative outcomes too. The instructors decided that the permissive atmosphere of the laboratory brought out more student problems than could be handled in any given quarter. They gave attention only to the severest cases and had to neglect other individuals with minor problems who might have benefited from counseling help. The laboratory situation offered much behavioral evidence of student problems which the limits of time and energy made it impossible to investigate. The instructors felt that under these circumstances, they faced the danger of making judgments about the prospective teachers on the basis of impression rather than on fact. They thought too, that because of the friendly relationships they set up with their students, they became so emotionally involved that they lost a sense of objectivity. In other words, they felt that when group rapport was high, the pleasurable experience
sometimes blinded them to the real fact that nothing of real and lasting value was happening in the classroom.

Instructors' evaluations revealed also that the teaching and counseling load growing out of the laboratory activities combined with their graduate work created a threat to physical and mental health. In order to do justice to themselves and to their students, it was necessary to stretch themselves too thin. They felt that perhaps the course was trying to do too much, and that they should realistically assess the structure of the laboratory and their own activities in an effort to limit its scope and help them attain more balanced life schedules.

The instructors decided, however, that the positive factors far outweighed the negative. In the several sessions devoted to the evaluation of the laboratory by the staff for the purpose of this study the writer and her colleagues decided that one of the most important outcomes for them as teachers was the sense of professional pride and purpose engendered in them through this adventure in teacher education. Their faith in the moral and spiritual values of democracy was renewed and strengthened as they saw their students, the teachers of tomorrow, grow in understanding of the democratic way of life, and in appreciation of the ways its techniques can be used to promote human growth and development in the classroom.
CHAPTER XI

PROBLEMS FACED IN IMPROVING EDUCATION 533 AND EDUCATION 534, AND SUGGESTIONS FOR THEIR SOLUTION

Although the students' and the staff's evaluations of the laboratory in general method were favorable, on the whole, the data presented in this study gave evidence that there are many problems to be solved in these experimental courses in teacher education. Some persistent ones that preoccupy the instructors and upon which they are continually at work, are discussed in the following paragraphs.

1. The structure of the laboratory as it now exists creates some problems for the students because the teaching procedures followed differ so radically from the other academic and professional courses in the curriculum. Some individuals have difficulty adjusting to this new way of learning and the period of floundering and of being unable to find direction produces frustration that sometimes influences their ability to benefit from the course. If these students could be identified early in the quarter, they could be given the guidance and help they need in order to adjust to this different type of learning situation which calls for the mature attitudes of responsibility, self-direction and self reliance. Two facets of this problem should be studied. The first is the difficulty faced by
the instructors in getting to know all the members of their classes soon enough to recognize those who are having difficulty and who need special help. The second is the problem of finding time to work with these students on an individual basis in order to determine whether adjustment can be made through the student-teacher relationship fostered by the laboratory, or through referral to some other agency in the college. The possible solution for this problem might be: a) constant search for new procedures of starting the laboratory, so that, in the beginning days, students become more sharply aware of the purposes and objectives of the course and gain more quickly an understanding of the active role they need to play in the teaching-learning process; b) a course outline that will facilitate better communication; and c) experimentation with new techniques of becoming acquainted with students earlier and getting them to share the problems and difficulties they face.

The instructors also face some problems as a result of the present structure of the laboratory. It should be examined in the light of how well present practices actually serve the needs of the prospective teachers as evidenced by the data presented in this study. By discarding some procedures which seem to have little value to the students, and by studying systematically and thoroughly the use made of classroom time, it should be possible for these college
teachers to find ways to devote more time to counseling individual students and to working with small groups. Progress in this direction might be made through an in-service study of the principles, purposes, and techniques of group guidance, in order to determine what values and implications it holds for the general method of teaching. It is recommended that such a study be undertaken by the staff as a project for the school year, 1952-1953.

2. Lack of understanding of the experimental nature of the laboratory by the larger faculty of the College of Education constitutes another problem. The procedures used raise questions about values in the minds of well-meaning staff members. They are questioning and critical because they do not know the objectives sought, nor do they have any real comprehension of the character of the experimentation being carried on. Solutions to this problem require definite effort on the part of the staff of Education 533-534 to bring about communication and create understanding. Therefore, it is recommended that plans be made to communicate the objectives and purposes of the laboratory to all the faculty who are concerned with the education of the secondary academic students and especially with the teachers of education survey, special methods, educational psychology, and the supervisors of student teaching. This might be done through inviting these faculty members to sit in on the weekly staff meetings, to take
part in the workshop held at the beginning of each quarter, or to observe in the classes. The purpose of such meetings would be to promote understanding of the objectives of the laboratory to coordinate efforts, and to discover from these other teachers how the general methods courses might function better in preparing the teacher candidates for the next steps in their professional education.

3. The problem of providing more introductory teaching experiences for each individual student is a vital one. Because of the size of the classes and the number of other things to be done, each student usually gets only one opportunity to do exploratory teaching in Education 533. If that experience shows up teaching skills in which he needs to improve, it would be helpful for him to try again after he has read the peer evaluations, received some counseling from his laboratory instructor, and had a chance to work on his individual problem. Usually, however, there is not sufficient time available for a second attempt. One solution to this problem may lie in analyzing the present use of laboratory time so that procedures considered to have little value by the students may be discarded, and more hours made available for student teaching. Extending the use of small group and committee work so that many more class members would have the opportunity to make announcements, to lead the group in planning activities or in discussions, or to teaching a lesson to a smaller number of
students would also offer more of the much prized experience of playing the role of the teacher to more students. The value placed upon the exploratory teaching experience by the students indicates that the staff members should study seriously the problem of how to utilize class time to provide more of this firsthand teaching experience.

4. The favorable reactions of the prospective teachers to the public school participation experience in Education 534 indicates again the values inherent in real teaching situations. The problem of the laboratory instructors is to learn how to provide more of such experiences as an introduction to student teaching, and how to make the best possible use of them for learning. The present two-week public school participation experience in Education 534 should perhaps be extended to include a third week, or some flexible arrangement be worked out to permit the students who feel they need more teaching to continue for a day or two full-time in the same situation. Many students do not begin to teach until the last day or two of the two-week period because the participating teacher either does not feel that the participating student is ready to teach before that, or because the plans of a particular class do not provide an opportunity for a student-teacher to take over. A complaint commonly voiced when the students come back to
the college classroom is, "I wish I could have gone back this week. I was just starting, just beginning to get the feel of it."

The staff feels that many valuable suggestions for extending and expanding these pre-student teaching experiences could be gained from alert and progressive public school teachers who are interested in the improvement of teacher education, and are willing to provide learning situations in their classrooms for prospective teachers. The teaching and administrative personnel of the public schools of the Greater Columbus area offered whole-hearted support to the staff of Education 533-534 in their first attempts to set up pre-student teaching situations for prospective teachers. Solutions to the problem of how to provide more of such experiences might come from meetings of the staff of Education 534 with the Co-ordinator of Student Field Experience and with public school principals and teachers who indicated that they were interested in planning and setting up further field experiences.

5. Better ways of evaluating the pre-student teaching experiences are needed, and definite studies should be undertaken in this area. The diary or logbook kept by the students is read at present only by the instructor. It is felt that this valuable and tangible record of experience should be shared with the other students. A committee of participating students working with the laboratory teachers
might make plans for wider use of these records, and offer suggestions for evaluation of the experience as a whole. More counseling time should be made available to students who want to talk over the instructor and peer evaluations of their exploratory teaching.

6. The whole area of evaluation of the courses, Education 533 and 534, and the many-sided problem of grading should be studied intensively. It is recommended that two important aspects of it be considered, namely, that the one-letter grade must indicate on the one hand, progress made in the course, growth in teaching competencies and, on the other hand, it must indicate the college instructor's professional judgment of each individual's readiness to progress toward student teaching. A student may come into the course with negative or indifferent attitude toward teaching, or a pressing personal problem. Through the activities of the laboratory, the help he gets from the instructor or other counselors and the professional reading, he may show great improvement. In the judgment of the teacher, this individual may have good potential for teaching, yet not be quite ready for student teaching. The grade usually given in such cases is a C. To the staff members, this seems like penalizing the student because he hasn't grown enough or as fast as he should, and it seems to them that it gives the lie to some of the principles they hold.
Proposals for three studies in the area of evaluation are made here. The use of anecdotal records of the prospective teacher's behavior in the laboratory situation to accompany the letter grade and to be used as instruments of guidance should be studied. Another study might explore the advantages of giving two grades for the laboratory: one for progress or growth in this particular situation, and another for readiness for student teaching. Since both courses, Education 533–53 1/4, are required of all secondary academic students, a third study might be set up to determine the advisability of giving a report of progress for each student at the completion of Education 533. This report should contain recommendations for steps the individual needs to take in Education 53 1/4 in order to improve teaching competencies. A final letter grade in Education 53 1/4 would indicate, in the judgment of the staff, the prospective teacher's readiness to attempt student teaching.

7. It is recommended that experimentation be set up in two areas of guidance. One study should attempt to determine how the laboratory staff can make better use of existing personality inventories to identify those individuals who have personality problems which might interfere with success in teaching. During the school year of 1951–52, the staff has been using the Washburne Social Adjustment Inventory. They have some evidence that this instrument helps them identify students who need remedial help in the
area of personal adjustment, and provides a starting point for counseling of those who should be guided out of teaching. Carefully controlled experimentation would test the validity of the evidence gathered thus far, point up ways of making a better use of this instrument—or of discarding it—and perhaps discovering and using others of value. A second study in the guidance area should be set up to find and learn how to use existing instruments for predicting success in teaching and to develop new ones.

8. Specific information about the problems that student teachers meet is needed if the laboratory is to fulfill its function of helping teacher candidates prepare for this professional experience. Therefore, it is recommended that a series of studies be set up to determine what these problems are so that the course structure of the laboratory can be geared to provide educative situations that make the would-be teachers more aware of the professional problems facing them and more competent to meet them. One study might be gathering evidence about these problems from interviewing student teachers on the job. Another study might attempt to discover what the supervising teachers see as problems the student teachers have to face, and a third one might include information about these problems from the college supervisors.
9. A follow-up study of students who had both Education 533 and 534 should be set up to attempt to determine what value the laboratory had been to them during student teaching. Information for this study could be gathered through observations of students while they were doing their teaching, through interviews with their critic teachers and college supervisors, and through questionnaires. The information gathered from such a study could be used by the staff in planning new laboratory experiences, and in evaluating present practices.

10. It is recommended that a study be set up to determine the problems that teachers face during their first year in the field of teaching. This study should be limited to the secondary academic graduates of the College, and should attempt to discover generally how well the beginning teachers feel their professional education had equipped them to meet their problems, and specifically what assistance, if any, their general methods courses had been or could have been to them. Valuable suggestions for the improvement of professional courses could be gained from such a study.

The problems discussed above, as with the others that face the staff, can all be solved, it is believed, through conscientious effort to experiment and evaluate and through working more closely with students and with members of the larger faculty, in order to discover new directions, improve present techniques and discover new ones.
The writer and her colleagues in planning this first study of the laboratory felt that it should be descriptive in nature. Its purpose has been primarily to put into words the experimentation being carried on by these members of the College of Education as they attempted to find ways of helping young people become teachers. It was felt that this preliminary study would open the way for more detailed investigations of specific phases of the laboratory, and draw attention to areas in which research might be done to improve present practices, and perhaps to make some contribution to the advancement of teacher education.
BIBLIOGRAPHY


Clark, Elmer J. "The Place of Methods Courses on the Secondary Level as Viewed by a Laboratory Supervisor," The Journal of Teacher Education, II (June, 1951), 114-17.


Klein, A. J., editor. Adventures in the Reconstruction of Education. Columbus, Ohio: The Ohio State University, 1941.

Miller, Lyle L., and Seeman, Alice Z. *Guidebook for Prospective Teachers*. Columbus, Ohio: The Ohio State University, 1948.


I, Mary Dodd Bradbury, was born in Circleville, Ohio, September 23, 1908. I received my secondary school education at St. Joseph Academy, Columbus, Ohio. My undergraduate training was obtained in the College of Education at The Ohio State University, from which I received the degree of Bachelor of Science in Education in June, 1930. From September, 1930, until March, 1935, I was employed as editorial assistant in the Bureau of Educational Research, College of Education, at The Ohio State University. During the years 1942 to 1949, I taught English, Latin, French, journalism, and sociology in Clawson High School, Clawson, Michigan. In 1948, I received the degree of Master of Arts in Education from the University of Michigan. In 1949, I was given an instructorship to teach Education 533 and Education 534 in the Department of Education, College of Education, at The Ohio State University. I held this position for three years while completing the requirements for the degree of Doctor of Philosophy, specializing in teacher education. During the summers of 1951 and 1952, I acted in the capacity of curriculum consultant in secondary education in the teacher-education workshop at Emory University, Atlanta, Georgia.