

**A STUDY OF PLANNED DIRECT
EXPERIENCES WITH CHILDREN PRIOR
TO STUDENT TEACHING**



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To the Graduate Council:

We are submitting herewith a thesis written by Anna Belle Darden entitled "A Study of Planned Direct Experiences with Children Prior to Student Teaching." We recommend that it be accepted for six quarter hours' credit in partial fulfillment of the requirements for the degree of Master of Arts with a major in education.

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CHAPTER I

DEFINITION OF THE PROBLEM

Purpose of the Study

The purpose of this study is to investigate the planned direct experiences with children prior to student teaching which are now included or are deemed desirable in the teacher education program at the undergraduate level in a selected number of teacher training institutions in the Southeastern States.

This study has been made because the educational program of the State of Tennessee is in a period of transition. A new pattern of public school curriculum is under development. The General Education Act of 1949¹ was an attempt on the part of the State to provide its people with a minimum quality of educational opportunity. A new set of standards for certification² of teachers is about to be put into effect. Students entering college in September, 1953, must comply with these new standards in order to be certified to teach in the public schools of Tennessee. The Tennessee Education Association is seeking to improve the professional status and security of the

1. 1952-53 Rules and Regulations, p. 41. Tennessee State Board of Education. Nashville, Tennessee: Board of Education.

2. Regulations for Certification of Teachers, pp. 10-11. Tennessee State Board of Education. Nashville, Tennessee: Board of Education, 1952.

teacher through better legislative programs. The public is becoming more observant and critical of our public schools. Forces are at work with the intent to discredit schools in general, and to destroy the faith in our public schools which has in the past been so evident. This faith can be more easily retained if the preparation of teachers is improved. In view of these trends, an improved pattern in the preparation of future teachers is needed.

The main concern of this study has been to determine the status and nature of planned direct experiences with children included and considered desirable in the preparation of student teachers. The college year that these experiences are included or should be included in order for the student teacher to derive the most benefits is also sought.

It was intended to show, in so far as the data permits, the need for and probable direction of further developments in the preparation of teachers with specific emphasis on improvement of the program offered student teachers at Austin Peay State College, Clarksville, Tennessee. From the analytical consideration of the data, conclusions will be drawn that propose to answer specific questions as to the nature and time of planned direct experiences. These questions are given in detail in Chapter III.

Significance for Education

This investigation proposes to evaluate, to a limited degree,

the planned direct experiences with children prior to student teaching now included in the teacher education programs of the institutions studied, and to present those experiences considered desirable.

This data should help to coordinate the thinking in these institutions and improve the preparation of the student teacher.

The study of current literature lends meaning and validity to this study, which may point the way for further research in this area.

Source of Data

The primary data for this study was gathered through questionnaires sent to sixteen institutions. One questionnaire was designed to be answered by the professor of education most nearly responsible for requirements in the teacher education program, and another was designed to be answered by the graduates of the institutions who have had one or two years of teaching experience in public elementary schools.

Interviews with professors and students of the institutions included in the study were held where possible. Confirming and supplementing data concerning the teacher education programs of these institutions was obtained from publications, such as catalogs and bulletins.

The institutions used in this study included the five state supported colleges for white students in the State of Tennessee, the

University of Tennessee and George Peabody College for Teachers.

George Peabody College for Teachers is a privately endowed college which prepares teachers for an area broader than Tennessee. In addition to these schools in Tennessee, nine institutions from the southeastern region were used. A list of the institutions used in this study is included in the appendix.

Most of the white elementary teachers in the State of Tennessee have received some or all of their preparation in institutions included in this study. The institutions studied that are not located in Tennessee have been included because of similarity in size and function to that of the Tennessee institutions.

Reliability and Limitation of the Data

The study, in common with any study that is wholly or partially dependent on questionnaire information, is limited to the coverage of the questionnaire, and is dependent upon the accuracy of the answers.

Some of the questions used in the questionnaire applied more specifically to some institutions than to others. The individuals supplying the information did not or could not supply the required information to all questions. The registrars from some institutions were unable to supply ten names of 1950 graduates who are now teaching in elementary schools.

The writer believes that the data presented is reliable

because the professors of education and the graduates have evidenced interest not only by answering the questions, but by making definite suggestions for improvement of the teacher education programs.

These people are vitally interested in teachers and the improved preparation of teachers, because they are teachers and are concerned with the present educational programs in the public schools of their states.

Definition of Terms

Direct Experiences as interpreted in this study means any observation or active participation that the prospective student teacher has with individual or groups of children of varying ages or grade levels.

General Education is a broad type of education aimed at developing attitudes, abilities, and behavior considered desirable by society but not necessarily preparing the learner for specific types of vocational or avocational pursuit.

Institutions is used to designate the colleges or universities used in the study.

Internship is the term used to designate the college senior's full-time participation in varied activities of the public school under the guidance of an outstanding teacher. This experiences lasts for a period of eight to sixteen weeks, and must take place in an accredited public school. In addition to this definition, the

term is used in some institutions to designate a fifth year spent following completion of requirements for the baccalaureate degree. The year is spent in a public school learning directly about the entire teaching field. This work receives college credit.

Professional Education is any organized course the content of which deals primarily with the problems of education and which is taken in partial fulfillment of the requirements for a professional degree or teaching certificate. More broadly speaking, any course that has direct value to the teacher for his professional work.

Practice Teaching or student teaching is considered one and the same type of experience. In this study the term student teaching will be used.

Student Teaching is the period of guided teaching when the student takes increasing responsibility for the work with a given group of learners over a prescribed period of consecutive weeks.

General Procedure

The data is presented in the form of tables to make it possible for the reader to grasp the overall situation in any given area of the investigation.

Throughout the thesis the writer attempted to follow a logical sequence of events from the statement of the purpose of the study made in Chapter I through the achievement of the purpose. This sequence follows:

Chapter II reviews literature in the field of direct experiences prior to the actual period of student teaching. Reports from Commissions, Associations, State, and individual leaders are included.

Chapter III presents the data from the sixteen institutions studied and a summary of the findings.

Chapter IV presents the conclusions and recommendations.

The name and location of the institutions, the questionnaires, and tables showing data gathered from individual institutions and graduates are included in the Appendix.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

This chapter presents a review of literature in the field of teacher education as related to problems of this study. References are made to some of the history and philosophies pertinent to the growth of experiences in the program of teacher education. A limited number of studies and desirable practices in the field of planned direct experiences with children are cited from reports of commissions, associations, State, and individual educational leaders. The judgment of leaders in the field of education are presented as evidence of the need for cooperation in a combined effort to improve the quality of the preparation of the teacher through more experiences with children.

History and Philosophy

The first institutions¹ especially designed for the preparation of teachers were the private normal schools established in Concord, Vermont, in 1823 and the state-supported institution at Lexington, Massachusetts in 1839. Since the establishment of these institutions, a continuous process of trial and acceptance or

1. Ward C. Reeder, First Course in Education, p. 475. New York: The Macmillan Company, 1950.

elimination of teaching methods has been in progress. This has been wholesome, and indicates that the thinking of educators has not been static.

The acceptance of the normal school, and its rapid growth to the present status of institutions for the preparation of teachers, must be attributed to the theories and practices of such men as Pestalozzi,² Dewey,³ Bode,⁴ and Kilpatrick.⁵ Their educational philosophies of experience as a basis for learning have influenced and changed the education programs. In his study, John Brubacher⁶ states that "experience is central to the experimentalists."

If there is any man who deserves the title of "Father of Experience in Education," that man is John Dewey, for his philosophy

2. Newton Edwards and Herman G. Richey, The School in the American Social Order, p. 765. New York: Houghton Mifflin Company, 1947.

3. Harold Rugg, Foundations for American Education, p. 75. New York: World Book Company, 1947.

4. Boyd H. Bode, Fundamentals of Education, pp. 145-162. New York: The Macmillan Company, 1922.

5. William H. Kilpatrick, "Philosophy of Education from the Experimentalist Outlook," Philosophies of Education, Forty-First Yearbook of the National Society for the Study of Education, Part II, pp. 39-86. Chicago, Illinois: The University of Chicago Press, 1942.

6. John S. Brubacher, "Comparative Philosophy of Education," Philosophies of Education, Forty-First Yearbook of the National Society for the Study of Education, Part I, pp. 296-297. Chicago, Illinois: The University of Chicago Press, 1942.

has inspired educators in modern times to base theory on practice. Dewey⁷ points out that sound educational experiences involve, above all, continuity and interaction between the learner and what is learned. He points to the need of carefully developed philosophy of experience as a basis of learning.

Commission and Association Reports

Commission points to needs.--In a statement of purpose by the Commission on Teacher Education in Teachers for Our Times,⁸ the need for improving the understanding of child growth and development is emphasized. Only through real understanding of the stages of human development can teachers meet adequately the needs of children. Such understanding of children can hardly be obtained without direct study of groups as well as indirect study about them.

Final report of Commission.-- In the final report of the Commission on Teacher Education⁹ published in 1946, the commission summarizes and interprets the experiences gained from the five-year

7. John Dewey, Experience and Education, p. 110. New York: The Macmillan Company, 1948.

8. American Council on Education, Commission on Teacher Education, Teachers for Our Times, p. 167. Washington, D. C.: American Council on Education, 1944.

9. American Council on Education, Commission on Teacher Education (Final Report), The Improvement of Teacher Education, p. 268. Washington, D. C.: American Council on Education, 1946.

nationwide cooperative study. This report places in relationship to one another the developments described in greater detail in the seven preceding volumes. The study points out that aside from better integration two trends in professional education are of particular significance. One is in the direction of making provisions for bringing about a better understanding of child growth and development. The professional program should be based on the child development point of view. Students should observe children and participate in their guidance in connection with various courses beginning fairly early in the preparatory program. Bringing students, both in groups and individually, into direct contact with boys and girls in a variety of real school situations was found to complement and strengthen classroom programs.

The second trend involves more attention to communities and their problems, thus promoting broad social understanding. Through participating in local youth-serving agencies during the period prior to student teaching, the student develops understanding and preparation needed for the place he plans to assume in the future as a teacher. Thus the young student learns about children and how they behave outside of the classroom or school situation. An ingenious arrangement of one university enables prospective teachers to spend several weeks just prior to the opening of the sophomore year helping fulltime in various public schools. In the particular area of student teaching several promising movements toward more experiences

with children, schools, and communities prior to student teaching were noted.

American Council presents study for Commission.--The full scope of teacher education is discussed in The College and Teacher Education.¹⁰ The authors point out that the college cannot afford to neglect any aspect of the individual undergraduate's development. Special attention is called to the need for study of child behavior, social understanding, and first-hand experiences with creative self-expression in the arts. As the scope of student teaching broadens, direct experiences should be spread over a longer period of time. This will include observation, active participation, and brief exploratory teaching. This gives the student his first taste of being in charge of a class prior to the actual period of student teaching.

Professional laboratory experiences defined.--The Recommended Standards Governing Professional Laboratory Experiences and Student Teaching and Evaluative Criteria define the professional laboratory experiences as those which:

...include all contacts with children, youth, and adults which make a direct contribution to an understanding of individuals

10. Earl W. Armstrong, Ernest V. Hollis, and Helen E. Davis, The College and Teacher Education, p. 210. Washington, D. C.: American Council on Education, 1944.

and their guidance in the teaching-learning process.¹¹

These standards give definite statements as to the significance of direct experience in the process of learning, and point out that the need to build a background of experience needed by today's teacher requires many opportunities to study the major professional activities of the teacher through participation in those activities.

The student in teacher education should have opportunity to implement basic concepts and ideas learned in college courses and check his understanding of theory in action. Only through such opportunity can students evaluate their personal needs. These experiences should be an integral part of the work of each college year. It takes direct experience to develop understandings that go beyond verbalization and fixed skills; to develop action based upon thinking and the flexible and creative use of skills.

Trends described.-- In the 32nd yearbook of the Association for Student Teaching, Curriculum Trends and Teacher Education,¹² twelve different professional programs for preparation of teachers are described. The programs show trends toward increased amounts of

11. American Association of Colleges for Teacher Education, Recommended Standards Governing Professional Laboratory Experiences and Student Teaching and Evaluative Criteria, Standard VI, pp. 4-5. San Marcos, Texas: American Association of Colleges, 1949.

12. Jessie A. Bond and John A. Hockett, Curriculum Trends and Teacher Education, Thirty-Second Yearbook of the Association for Student Teaching, Part II, pp. 72-229. Ann Arbor, Michigan: Edwards Brothers, Inc., 1953.

direct experience at various levels prior to the period of student teaching. These direct experiences are planned so that the student gains security in understanding and knowledge of all areas of the field of teacher-pupil relationships.

American Association Sub-Committee study.--The Sub-Committee of Standards and Surveys Committee of the American Association of Teachers Colleges,¹³ made a study of student teaching in the professional education of teachers. This report sets forth eight basic principles concerning the particular contributions of professional laboratory experiences prior to student teaching. These experiences included opportunity for the student to evaluate his ability to function effectively when guiding actual teaching-learning situations. The student was able to check his theory in application.

The professional laboratory experiences helped the student to see his need for further study and growth. Increased use of direct experience prior to student teaching allowed students to come to the period of teaching with greater self-confidence and ease than those whose contacts with children are slight. Illustrations of programs in experiences prior to student teaching show suggested sequences of planned direct experiences with children. The direct

13. John G. Flowers, Chairman, School and Community Laboratory Experiences in Teacher Education, pp. 64-143. New York: American Association of Teachers Colleges, 1948.

experiences offered facilitate learning, and develop functional understanding that goes beyond verbalization. Direct experiences should be an integral part of the work of each of the four years of college. Actual observation and student participation in many forms of direct experiences in the community and school-wide activities are a necessary part of pre-service education. The necessity of spreading direct experience over the entire program of teacher education became apparent. The process of maturation was seen to need to run its course sufficiently in advance of the brief period anywhere available for students teaching.

American Association Sub-Committee.--Margaret Lindsey¹⁴ in a sub-committee report of "Major Findings and Recommendations in the Study of Professional Laboratory Experiences" reveals that of the one hundred eleven colleges reporting, only a few offered opportunities for professional laboratory experiences in academic courses for future elementary teachers. In most cases any professional laboratory experience offered prior to student teaching emphasized observation. Experimentation in the direction of providing active participation was evident but varied widely from institution to institution.

14. Margaret Lindsey, Major Findings and Recommendations in the Study of Professional Laboratory Experiences, pp. 4-5. New York: American Association of Teachers Colleges, 1948.

State and Individual Report

Florida provides for participation.-- The Florida Teacher Education Advisory Council¹⁵ has recommended a more comprehensive program of student participation. This plan provides during the early days of preparation in the college for the student to begin varied and continuous observations of children and enjoy "participatory experiences" in school and community life. These experiences provide a rich background of true understanding for a student to "intern" in a public school or to do student teaching.

Iowa State Teachers College reports.-- Malcolm Price reported that Iowa State Teachers College at Cedar Falls¹⁶ has planned its curriculum so that beginning in the freshman year the student starts the core of the thirty-three required quarter hours with a course called "Exploring the Teaching Profession." This course is followed by a three quarter sequence ordinarily starting in the sophomore year, tentatively called "Fundamentals of Teaching." Such courses distributed throughout the four years of college give laboratory experiences. They allow plenty of time for prior direct experiences. Students

15. Eunah Holden, Chairman, Advisory Committee on Revision, Introduction to Internship, p. 6. Tallahassee, Florida: Florida Teacher Education Advisory Council, 1948.

16. Malcolm Price, "Curriculum Revision at Iowa State Teachers College," The Journal of Teacher Education, 3, (September, 1952), 224.

observe and try out educational theories in realistic situations.

Ohio State Program of Field Service.-- The Ohio State University¹⁷ requires field experience from all people preparing to enter the teaching profession. This experience is required prior to admission to Junior Standing without which students are not admitted to student teaching. This program stresses three types of experience: (1) work for pay (2) experience with youth (3) experience with adults.

In the September field experience, the prospective student teacher spends one or more weeks in some public school helping with various aspects of the program. This can be done more than once during the student's college career. Community services may be used for broad experiences in dealing with groups of various ages in community agencies. Visits to and work in schools, churches, institutions, and community agencies supplement the work of college courses. Credit is given for these field experiences. This is required of all students seeking to enter student teaching.

Leonard O. Andrews¹⁸ explains the plan developed at Ohio State University by the Field Experience Committee. There are nine

17. Lyle L. Miller and Alice Z. Zeeman, Guidebook for Prospective Teachers, pp. 97-105. Columbus: The Ohio State University, 1948.

18. Leonard O. Andrews, "Experimental Programs of Laboratory Experiences in Teacher Education," The Journal of Teacher Education, 1 (December, 1950), 259-267.

parts in the plan used to guide the thinking and to focus the efforts to the best advantage of the prospective teacher. Some parts of the plan are in actual operation; some are optional, others are required. Andrews points out that beginning early in the sequence of professional courses students need a background of understanding. Ohio State has a "School Exploratory Experience" for freshmen or sophomores. Sometimes this is a special laboratory part of an early course in education. This type of experience now appearing in various teachers colleges shows a concern for early direct contacts with children in school and community activities. A composite list of community and school activities reported by colleges participating in this study gives an insight into the importance placed on direct experiences prior to student teaching.

Oregon College program.-- J. D. McAulay¹⁹ reports on the "Laboratory Experience Program" initiated in Southern Oregon College of Education. He explains the values to be achieved, the administrative organization, the student orientation and cooperating agencies in the program.

Stanley A. Wengert reports.-- The trend toward more direct experiences with children is further described in an address by

19. J. D. McAulay, "A Laboratory Experience Program," The Journal of Teacher Education, 3 (December, 1952), 304-305.

Stanley A. Wengert.²⁰ In this address delivered before Group 26 of the Bowling Green Conference held in 1948, he states that contact with children should be a constant characteristic of the preparation of the teacher. He further states that the most valuable contributions to the prospective teacher may be gained in participating in activities of youth organizations, church groups, and playgrounds.

Henry Miller reports.--Henry Miller²¹ reaffirms the growing belief that comprehensive and adequate teacher-education programs should provide field experiences prior to student teaching. Miller discusses the variations in field programs but states that there is general agreement on the desirability of each experience and on the principles which should guide field work for undergraduate students of education. He states that as the process of teacher education becomes increasingly functional, it is likely that field work in general and group-work experience in particular will find a large place in the curriculum.

John B. Stout reports.-- John B. Stout²² reports that it is

20. Stanley A. Wengert, "Laboratory Experiences and Student Teaching - Elementary School," The Education of Teachers, pp. 233-238. Washington, D. C.: National Education Association, 1948.

21. Henry Miller, "The Role of Group-Work Experience in the Teacher-Education Curriculum," The Journal of Teacher Education, 3 (September, 1952), 178-182.

22. John B. Stout, "Deficiencies of Beginning Teachers," The Journal of Teacher Education, 3 (March, 1952), 43-46.

the obligation of the colleges and universities preparing teachers to offer experiences that will give understanding of children in a "real school situation." The deficiencies of beginning teachers reported throughout the nation have emphasized the need for careful evaluation of present activities and experiences provided prospective teachers. If the profession and teacher education institutions accept their responsibility, they will provide facilities and make arrangements for students to have experiences that are self-evaluative. The evaluation is a continuous job.

G. D. McGrath reports.-- G. D. McGrath,²³ head of the Education Department, State College at Tempe, Arizona, in his discussion on "Counseling in Teacher Education," states that it is professionally unfair to wait to weed out the prospective teacher at such a late stage as the student teaching experience. Throughout the program of teacher education evaluation must and should take place. How can one judge the success of the student fairly unless the program of teacher education has given him opportunity to reveal his talents?

Summary

This review contains accounts of only a few of the many reports and studies that are being made. Much of the present practice

23. G. D. McGrath, "Counseling in Teacher Education," The Journal of Teacher Education, 1 (December, 1950), 279-281.

is in the experimental stage but the theory behind this trend of "learning by doing" is based on the philosophy of early leaders in the field of education. The ideas and practices established by a few colleges and universities in the field and school experiences required prior to the period of student teaching has permeated the planning throughout the nation.

The commission, association, state, and individual reports indicate a belief in the value of direct experiences to the prospective student teacher. Through a closer correlation between professional courses and practice a background of real understanding of child growth and development is gained by the student preparing to teach. The prospective teacher is given an opportunity to judge his own ability and determine his need for further study. Thus direct experiences increase the "readiness" of the beginning teacher in much the same manner as it does the young child entering public school for the first time.

CHAPTER III

PRESENTATION AND INTERPRETATION OF DATA

Introduction

The data presented in this chapter was gathered through questionnaires from sixteen institutions and sixty graduates of these institutions. Seven of these institutions were located in Tennessee and nine were located in other Southeastern states. Of the thirty-four Tennessee graduates responding, seven were from Austin Peay State College. In addition to the data gathered in answer to specific questions, statements on the questionnaires provided additional information or data.

Tables are used to show the college year and nature of the experiences that are included or are considered desirable in the preparation of teachers in all the institutions used in the study and in Austin Peay State College, Clarksville, Tennessee. The data presented is reported by the institutions and by the graduates to show the status of direct experiences. These direct experiences are broken down into civic experiences and school experiences included or considered desirable in the preparation of student teachers. From the data reported, the program at Austin Peay State College can be evaluated and compared with the programs of institutions of like size and purpose.

The names of the institutions, the location, the nature of their support, the abbreviations used in tables, and the number of responses to the questionnaires will be found in Table 1.

The data in Tables 2 through 4 presents the status of planned direct experiences included in the preparation of teachers, and the planned direct experiences considered desirable in the preparation of teachers. A summary of this data will be presented.

Status of Direct Experiences

In order to determine the status of direct experiences in the institutions used in the study, specific questions were asked. The questions were designed to determine what planned direct experiences were included in the preparation of student teachers, if credit was given for such experiences, if the experiences were a part of regular required courses, and if such experiences were considered of value to the prospective teacher.

The analyses of the data shows that fifteen of the institutions and forty-three of the graduates reported planned direct experiences included in the program preparing teachers. Twelve of the seventeen graduates who reported no planned direct experiences which had reported planned direct experiences included in the preparation of teachers.

The fifteen institutions that included planned direct experiences as a part of teacher preparation reported these experiences as

TABLE 1

INSTITUTIONS USED AND NUMBER OF QUESTIONNAIRE
RETURNS INCLUDED IN THE STUDY

Institutions Included in the Study	Control and Support	Abbrevia- tions Used in Tables	Number of Graduates Answering
Austin Peay State College, Clarksville, Tennessee	State	A.P.S.C.	7
East Tennessee State College, Johnson City, Tennessee	State	E.T.S.	4
George Peabody College for Teachers, Nashville, Tennessee	Private Endowed	Peabody	6
Memphis State College, Memphis, Tennessee	State	M.T.S.	3
Middle Tennessee State College, Murfreesboro, Tennessee	State	MT.S.C.	4
Tennessee Polytechnic Institute, Cookeville, Tennessee	State	T.P.I.	5
University of Tennessee, Knoxville, Tennessee	State	U.T.	5
Alabama State Teachers College, Jacksonville, Alabama	State	J.S.C.	4
Alabama State Teachers College, Troy, Alabama	State	T.S.C.	0
Florida State University, Tallahassee, Florida	State	F.S.U.	5
Georgia State Teachers College, Collegeboro, Georgia	State	G.S.C.	0
Valdosta State College, Valdosta, Georgia	State	V.S.C.	0
Eastern Kentucky State College, Richmond, Kentucky	State	E.K.S.	8
Western Kentucky State College, Bowling Green, Kentucky	State	W.K.S.	4
Southeastern Louisiana College, Hammond, Louisiana	State	S.L.C.	0
Mississippi Southern College, Hattiesburg, Mississippi	State	M.S.C.	5

Number of Tennessee Institutions Answering, 7; Graduates, 34.
Number of Other Institutions Answering, 8; Graduates, 26.

TABLE 2

STATUS OF DIRECT EXPERIENCE

	AUSTIN PEAY STATE COLLEGE				ALL INSTITUTIONS			
	Institu- tion		Graduate		Insti- tution		Graduate	
	Yes	No	Yes	No	Yes	No	Yes	No
I. Does the College have planned direct experience with children prior to the assigned period of practice or student teaching?	1		6	1	15	1	43	17
A. If the answer to the above question is yes, is credit given for such experiences?	1		6	1	12	2	21	19
B. If credit is given, is it separate from other courses?		1	1	6	6	8	19	23
C. Are these experiences offered as a part of regular courses required prior to the assigned period of student teaching?	1		5		15		35	
D. Do you believe that these direct educational experiences are of value to the student preparing for student teaching?	1		5		15		45	
E. If the answer to question number one is no, do you believe such experiences would be of value to the student?	-		1		8		17	

* We need to do much more than we are doing.

/ Some reported twice as being desirable and would be desirable.

TABLE 3

CIVIC EXPERIENCES

NATURE OF EXPERIENCE	College Year	AUSTIN PEAY STATE COLLEGE				ALL INSTITUTIONS			
		Insti- tution		Graduate		Insti- tution		Graduate	
		Inc.	Des.	Inc.	Des.	Inc.	Des.	Inc.	Des.
1. Story telling at libraries	1	*				7	3	4	27
	2	1	1			1	7	6	34
	3		1		4	2	8	9	40
	4		1			2	5	3	28
2. Summer playground and park supervision	1		1			1	6	4	34
	2	1	1		5	2	8	5	36
	3	1	1		5	2	9	12	39
	4	1	1			2	8	10	27
3. Sunday School and Bible School Teaching	1	1	1	2		3	6	4	20
	2	1	1	2	1	4	8	6	24
	3	1	1	2		5	9	6	24
	4	1	1	2		3	8	5	15
4. Youth Church and Club Groups	1		1	2		1	6	4	22
	2	1	1	2	6	3	8	4	20
	3	1	1	2	6	4	9	8	31
	4	1	1	2		3	8	9	21
5. Boy and Girl Scout Work	1		1			1	7	5	29
	2	1	1		4	2	9	8	32
	3	1	1		4	3	10	12	38
	4	1	1	1	4	2	9	9	29
6. Other Non-school Acti- vities - 4-H Clubs, Community Chest, etc.	1					3	3		23
	2					5	3	5	28
	3					4	4	10	25
	4					3	4	7	22

* Only a few doing these.

7 Florida reports most students doing many of these items. All do some of them. Now working on a plan to increase amount.

TABLE 4

SCHOOL EXPERIENCES

NATURE OF EXPERIENCE	College Year	AUSTIN PEAY STATE COLLEGE				ALL INSTITUTIONS			
		Insti- tution		Graduate		Insti- tution		Graduate	
		Inc.	Des.	Inc.	Des.	Inc.	Des.	Inc.	Des.
1. Helping teachers during pre-planning and opening week of school. (September Experience)	1	*			4		2	1	9
	2	1			4	1	5	5	10
	3		1		4	2	10	1	21
	4			2	4	2	8	8	32
2. Observing children of differing age levels at work in a variety of school situations	1				4	4	3	9	17
	2			5	4	7	4	16	18
	3	1	1	5	4	11	6	25	27
	4			5	4	6	5	27	28
3. Observing and recording data regarding the growth and development of one child over a period of time.	1		1			2	2	5	9
	2			5	2	7	4	16	8
	3		1	5		9	7	17	12
	4	1		5		5	3	19	21
4. Observing the administration of tests and participating in interpreting results.	1					1	1	2	7
	2			5	3	6	3	16	7
	3		1	5		8	6	16	16
	4	1		5	3	5	2	18	28
5. Observing children in all stages in the process of learning to read.	1				3	2	2	6	9
	2		1		3	6	5	18	14
	3			5	3	7	7	29	24
	4	1		5	3	5	4	27	30
6. Observe and participate with different levels of children through use of art and music material	1					2	2	3	9
	2		1			4	4	14	20
	3			4	3	9	5	17	26
	4	1		4	3	6	3	23	23
7. Observe and participate with different levels of children in play activities	1	*	1			2	4	10	15
	2		1	6	3	6	5	20	22
	3	1	1	6		10	7	23	25
	4		1	6		6	5	24	23

* Doing some in most of these. Need to do much more.

† Included at the present time. Not in 1950.

TABLE 4 (Continued)

NATURE OF EXPERIENCE	College Year	AUSTIN PEAY STATE COLLEGE				ALL INSTITUTIONS			
		Insti- tution		Graduate		Insti- tution		Graduate	
		Inc.	Des.	Inc.	Des.	Inc.	Des.	Inc.	Des.
8. School library and story telling experience with various grade levels.	1				4		5	4	20
	2		1			3	7	9	20
	3		1	2		5	9	14	23
	4			2	4	2	7	19	28
9. Attendance at professional meetings.	1					2	1	10	20
	2				4	3	3	9	26
	3			3		5	5	18	32
	4	1	1	3	4	10	7	19	28
10. Study school physical plant and resources available.	1					3	4	6	18
	2			4		3	4	11	8
	3		1	4	4	7	6	12	24
	4	1		4	4	7	5	14	31
11. Study community environment and resources available.	1					3	4	3	12
	2					4	4	9	10
	3		1	3	1	5	7	13	22
	4	1		3		7	6	17	28
12. Observe at length in two or three differ- ent school situations.	1		1		4	1	1	6	22
	2				4	3	3	13	29
	3		1	3	4	5	6	23	35
	4	1	1	3	4	6	7	18	44
13. Other Experiences Radio Broadcast, P.T.A. Programs, Future Teachers, etc.	1		1			1	1	2	9
	2	1			4	2	1	2	13
	3	1	1			2	2	9	9
	4	1	1	1		2	3	7	4

a part of regular required courses. The practice of giving credit for such experiences varied. Some institutions reported that separate credit was given, others do not give credit. Graduates of some institutions which reported credit was given for planned direct experiences reported that no credit was given for such experiences.

The data presented in Tables 3 and 4 shows the nature and college year of planned direct civic and school experiences as reported by the institutions and graduates of these institutions. Only a few institutions and graduates reported the civic experiences listed in the questionnaire as included in the preparation of teachers. Reports from the graduates did not always agree with the institution reports as to the college year and nature of the experiences included in teacher preparation. Although the civic experiences were included in all four college years by some reports, the majority of the reports indicated these experiences were included in the third college year.

Florida State College reported many of the experiences listed as available for most of their students and some of them for all students. Their program is being revised to increase the amount of civic experiences in the preparation of student teachers.

Some institutions and graduates reported non-school activities other than those listed in the questionnaire included in the teacher education program. Some did not indicate the nature of these experiences, but 4-H Club work and community chest activities were listed

as non-school experiences by some reports.

The data in Table 4 shows that most of the institutions and most of the graduates reported all the school experiences listed in the questionnaire as included in the preparation of teachers in one or more college years. September experience and school library and story telling were the only experiences not included by any institution in the first college year. Most of the experiences were spread throughout the four years, but more emphasis was placed on offering direct experiences in the third or fourth college year. The reports from the institutions and graduates indicate emphasis on school experiences rather than on civic experiences.

Planned Direct Experiences Considered Desirable

From the data presented in Tables 2, 3, and 4 the experiences considered desirable are shown as reported by the institution and graduates.

All sixteen institutions and fifty-nine of the sixty graduates reported that planned direct experiences would be of value to the student preparing to teach. A majority of the institutions and graduates considered all the planned direct civic experiences listed in the questionnaire desirable in the preparation of teachers. Both the institutions and the graduates agreed that all the school experiences listed in the questionnaire were desirable in the preparation of teachers in one or more college years. It should be noted that in

some cases the experience was not reported as desirable by the institution or graduate if it had been reported as included in the present program. Only two institutions and eight graduates reported September experiences included in their preparation, but ten institutions and thirty-four graduates considered such experience desirable.

Although the graduates considered all the experiences worthwhile, those considered most desirable were: observing at length in two or three different school situations, attendance at professional meetings, September experience, studying school physical plant and available resources, and observing children in all stages in the process of learning to read. Other experiences such as radio broadcasting, Parent-Teacher Association programs and Future Teacher activities were reported as desirable in each of the college years.

Austin Peay State College

Austin Peay State College and all but one of the graduates reported planned direct experiences included in the preparation of teachers. These experiences were a part of the regular required courses prior to student teaching. The reports indicate that the status of direct experiences at Austin Peay State College is much the same as in the other institutions.

The institution reported that a few students were participating in each of the civic experiences listed in the questionnaire.

The two graduates reporting these experiences as included in their preparation reported two of the experiences were included in all four college years. School library and story telling was the only school experience not included in the present program as reported by the College. The graduates reported all the school experiences included in their preparation except September experience. Two graduates indicated that this experience was included in the present program but was not offered in 1950.

Austin Peay State College and the graduates considered planned direct experiences of value to the student preparing to teach. Austin Peay State College and the graduates agreed with the other institutions and graduates that all the civic and school experiences listed in the questionnaire were desirable in the preparation of teachers but that some of the experiences might be more valuable than others. The need for many more direct experiences was indicated by the data.

Summary

The analyses of the data shows some discrepancies among the reports of the institutions and the graduates. Fifteen of the sixteen institutions reported planned direct experiences included in the program for preparing teachers. Twelve of the seventeen graduates reporting no planned experiences included in their preparation were graduates of the institutions which had reported planned direct

experiences as included in the preparation of teachers. Since these graduates were in the schools as late as 1950, this might indicate a revision of teacher preparation programs.

The practice of giving credit for the experiences varied. Some institutions and graduates reported credit was given, others reported that no credit was given.

Only a few institutions and some of the graduates reported the civic experiences listed in the questionnaire as included in the preparation of teachers. At present more emphasis is placed on planned direct school experiences in the preparation of teachers than on planned civic experiences. Most of the school experiences were spread throughout the four college years, but more emphasis was placed on offering experiences in the third or fourth college year.

All sixteen institutions and fifty-nine of the sixty graduates reported that planned direct experiences would be of value to the student preparing to teach.

A majority of the institutions and graduates considered planned direct civic experiences desirable throughout the four years of teacher preparation. The small number reporting civic experiences included in their programs as compared with the large number considering them desirable should be noted. This difference indicates a lag between what is being done and that which is desirable

in teacher preparation. Both the institutions and graduates agreed that all the school experiences listed on the questionnaire were desirable in the preparation of teachers in one or more college years.

The preparation of teachers in Austin Peay State College included some opportunity for a few students to participate in civic experiences, but here too the emphasis has been on school experiences. Both the institution and the graduates agreed that many more planned direct experiences, civic and school, should be included in the preparation of teachers.

The discrepancies between the reports of the institutions and the graduates reporting in this study could be due to recent changes in the programs for preparation of teachers.

From this summary, conclusions will be drawn and recommendations will be made in Chapter IV.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this investigation has been to examine the status and nature of planned direct experiences included or considered desirable to be included in the preparation of student teachers. The primary data in this study was gathered through questionnaires received from sixteen institutions and sixty graduates of these institutions.

Conclusions

The conclusions are drawn from the summary of the data reported by the institutions and the graduates. Since the data reported by Austin Peay State College was included as a part of all the institutions, the conclusions will be drawn in terms of all the institutions used. Any specific conclusions concerning Austin Peay State College will be noted. The conclusions are as follows:

1. Direct planned experiences are included in the present programs of teacher preparation in fifteen of the sixteen institutions used in the study.
2. Not all students preparing to teach were offered these experiences as late as 1950.
3. No common pattern has been established for the planned direct experiences included in the preparation of teachers.
4. No common practice of giving credit for planned direct

experiences has been established by these institutions.

5. Direct planned experiences should be spread throughout the four college years.

6. Only a few institutions include direct planned civic experiences in the present programs of teacher preparation.

7. All the civic and school experiences listed in the questionnaire were considered desirable in teacher preparation.

8. Austin Peay State College offers some opportunity for civic and school experiences, but even more such experiences were considered desirable by the institution and the graduates.

9. The teacher education program at Austin Peay State College as reported in this study is similar to the present teacher education programs of the institutions included in the study.

The conclusions drawn from the data reported by the institutions and the graduates might help to coordinate the planning for the preparation of student teachers. The program of preparation of student teachers at Austin Peay State College should gain some benefit from the findings of this study as the institution and the graduates have indicated a need for more direct experiences in the preparation of student teachers.

Recommendations

The conclusions drawn from the data reported by the institutions and graduates indicate that the following recommendations

could be made:

1. Since sixteen institutions and fifty-nine graduates consider planned direct experiences of value to the student, it is recommended that all students preparing to teach have planned direct experiences included in their preparation.

2. These experiences should be continued as a regular part of required work prior to student teaching.

3. The value of giving separate credit for such courses should be studied.

4. The preparation of teachers should include more planned direct civic and school experiences.

5. Specific study of the preparation of teachers in the area of civic experiences at Austin Peay State College should be made.

6. The civic and school experiences should be spread throughout the four college years of preparation. This would strengthen the student by having direct planned experiences prior to, during, and following student teaching.

It is hoped that the trends established through the review of literature, the data presented, the conclusions drawn, and the recommendations made in this study will be of service in the improvement of the program of teacher preparation at Austin Peay State College, at Clarksville, Tennessee.

A program of direct experiences included in this institution could be the basis for further study.

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APPENDIX A

INSTITUTIONS USED IN THE STUDY

Tennessee Institutions

Austin Peay State College at Clarksville, Tennessee
East Tennessee State College at Johnson City, Tennessee
George Peabody College for Teachers at Nashville, Tennessee
Memphis State College at Memphis, Tennessee
Middle Tennessee State College at Murfreesboro, Tennessee
Tennessee Polytechnic Institute at Cookeville, Tennessee
University of Tennessee at Knoxville, Tennessee

Other Institutions Used

Alabama State Teachers College at Jacksonville, Alabama
Alabama State Teachers College at Troy, Alabama
Florida State University at Tallahassee, Florida
Georgia State Teachers College at Collegeboro, Georgia
Valdosta State College at Valdosta, Georgia
Eastern Kentucky State College at Richmond, Kentucky
Western Kentucky State College at Bowling Green, Kentucky
Southeastern Louisiana College at Hammond, Louisiana
Mississippi Southern College at Hattiesburg, Mississippi

QUESTIONNAIRE SENT TO INSTITUTION

Definition:

Direct experiences as interpreted in this questionnaire means any observation or active participation that the prospective student teacher has with individual or groups of children of varying age and grade levels.

Purpose:

It is sought to determine if planned experiences of an educational nature prior to student teaching tends to improve the understanding of children and to make the student teaching experiences more effective and meaningful.

Please answer the following questions by using ().

- | | |
|-----|----|
| Yes | No |
| Yes | No |
| Yes | No |
| Yes | No |
| Yes | No |
- I. Does the college in which you teach have planned direct experiences with children prior to the assigned period of practice or student teaching ?
- A. If the answer to the above question is yes, is credit given for such experience?
- B. If credit is given, is it separate from other courses?
- C. Are these experiences offered as a part of regular courses required prior to the assigned period of student teaching?
- II. Do you believe that direct educational experiences prior to student teaching would be of value to the prospective teacher?
- III. Please check the experiences that are included as planned direct experiences prior to the period of student teaching or those experiences that you would suggest as desirable to be included as planned direct experiences.

	College Year Experience Offered							
	Experience Included				Experience Desirable			
	1	2	3	4	1	2	3	4
A. Civic Experiences:								
1. Story telling at the library								
2. Summer playground and park supervision								

College Year
Experience Offered

	Experiences Included				Experiences Desirable			
	1	2	3	4	1	2	3	4
A. Civic Experiences (continued)								
3. Sunday School and Bible School teaching								
4. Youth church and club groups								
5. Boy and Girl Scout work								
6. Other non-school activities								
B. School Experience:								
1. Helping teachers during pre-planning and opening week of school (Sept. Experience).								
2. Observing children of differing age levels at work in a variety of school situations								
3. Observing and recording data regarding growth and development of one child over a period of time.								
4. Observing the administration of tests and participating in interpreting results.								
5. Observing children in all stages in process of learning to read.								
6. Observe and participate with different levels of children through use of art materials and music.								
7. Observe and participate with different levels of children in play activities.								
8. School library and story-telling experience with various grade levels.								
9. Attendance at professional meetings.								
10. Study school physical plant and resources available.								
11. Study community environment and resources available.								
12. Observe at length in two or three different school situations.								
13. Other experiences you have had or deem desirable								

QUESTIONNAIRE SENT TO GRADUATE

Definition:

Direct experiences as interpreted in this questionnaire means any observation or active participation that the prospective student teacher has with individual or groups of children of varying age and grade levels.

Purpose:

It is sought to determine if planned experiences of an educational nature prior to student teaching tends to improve the understanding of children and to make the student teaching experiences more effective and meaningful.

Please answer the following questions by using ().

- | | |
|-----|----|
| Yes | No |
| | |
| Yes | No |
| | |
| Yes | No |
| | |
| Yes | No |
| | |
| Yes | No |
| | |
| Yes | No |
| | |
- I. Does the college from which you graduated have planned direct experience with children prior to the assigned period of practice or student teaching?
- A. If the answer to the above question is yes, is credit given for such experience?
- B. If credit is given, is it separate from other courses?
- C. Are these experiences offered as a part of regular courses required prior to the assigned period of student teaching?
- D. Do you believe that these direct educational experiences are of value to the student preparing for student teaching?
- E. If the answer to question number one is no, do you believe such experiences would be of value to the student?
- II. Please check the experiences that were included as planned direct experiences prior to the period of student teaching or those experiences that you would suggest as desirable to be included as planned direct experiences.

A. Civic Experiences: College Year
Experience Offered

	Experiences Included				Experiences Desirable			
	1	2	3	4	1	2	3	4
1. Story telling at Library								
2. Summer playground and park supervision								

3. Sunday School and Bible School Teaching
4. Youth church and club groups
5. Boy and Girl Scout work
6. Other non-school activities
- B. School Experiences:
 1. Helping teachers during pre-planning and opening work of school (Sept. Experience).
 2. Observing children of differing age levels at work in a variety of school situations.
 3. Observing and recording data regarding growth and development of one child over a period of time.
 4. Observing the administration of tests and participating in interpreting results.
 5. Observing children in all stages in process of learning to read.
 6. Observe and participate with different levels of children through use of art materials and music.
 7. Observe and participate with different levels of children in play activities.
 8. School library and story-telling experience with various grade levels.
 9. Attendance at professional meetings.
 10. Study school physical plant and resources available.
 11. Study community environment and resources available.
 12. Observe at length in two or three different school situations.
 13. Other experiences you have had or deem desirable.

[illegible]

45

STATUS OF DIRECT EXPERIENCES IN TENNESSEE INSTITUTIONS AS REPORTED BY THE INSTITUTION

[illegible]

TABLE ii

STATUS OF DIRECT EXPERIENCES IN TENNESSEE INSTITUTIONS AS REPORTED BY GRADUATES

	APSC		ETS		PEABDY		MSC		MTSC		TPI		U.T.		TOTAL	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Does the college from which you graduated have planned direct experience with children prior to the assigned period of practice or student teaching?	6	1	3	1	2	4	3		1	3	4	1	3	2	22	12
A. If the answer to the above question is yes, is credit given for such experience?	6	1	3		2		3			1	4	1	3		21	3
B. If credit is given, is it separate from other courses?	1	6	3	1	2		3			1	1	4	1	2	11	14
C. Are these experiences offered as a part of regular courses required prior to the assigned period of student teaching?	5		3		2		3		1		2		2		18	
D. Do you believe that these direct educational experiences are of value to the student preparing for student teaching?	5		2		4		3		1		4		5		24	
E. If the answer to question number one is no, do you believe such experiences would be of value to the student?	1		1		6				3		1				12	

TABLE iii

STATUS OF DIRECT EXPERIENCES AS REPORTED BY OTHER INSTITUTIONS

	JSC		TSC		FSU		GSC		VSC		EKS		WKS		SLC		MSC		TOTAL	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Does the college in which you teach have planned direct experiences with children prior to the assigned period of practice or student tchg.?	X		X		X		X		X		X		X		X			X	8	1
A. If the answer to the above question is yes, is credit given for such experiences?	X		X		X		X		X		X		X		X				7	1
B. If credit is given is it separate from other courses?	X			X		X	X		X		X	X			X				3	4
C. Are these experiences offered as a part of regular courses required prior to the assigned period of student teaching?	X		X		X		X		X			X		X					7	
D. Do you believe that these direct educational experiences are of value to the student preparing for student teaching?	X		X		X		X		X			X		X					7	
E. If the answer to question one is no, do you believe such experiences would be of value to the student?																	X		1	

Registrar, Troy State Teachers College.
 Registrar of George State Teachers College and South Eastern
 Registrar, Troy State College Registrar.

TABLE iv

STATUS OF DIRECT EXPERIENCES IN OTHER INSTITUTIONS AS REPORTED BY GRADUATES

NUMBER OF RETURNS	JSC 4		TSC a		FSU 5		GSC b		VSC c		EKS 8		WKS 4		SLC b		MSC 5		TOTAL	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Does the college from which you graduates have planned direct experiences with children prior to the assigned period of practice or student teaching?	4				5						7	1	1	3			4	1	21	5
A. If the answer to the above question is yes, is credit given for such experience?	4				5						6		1						16	
B. If credit is given, is it separate from other courses?	3					5					4	2	1				2		8	9
C. Are these experiences offered as a part of regular courses required prior to the assigned period of student teaching?	4				5						6		1				4		20	
D. Do you believe that these direct educational experiences are of value to the student preparing for student teaching?	4				5				7				1				4		21	
E. If the answer to question one is no, do you believe such experiences would be of value to the student?									1	1			3	3			1		5	

a. Letter from Dean of Instruction, Troy State Teachers College.

b. No list supplied by registrars of George State Teachers College and Southeastern Louisiana College.

c. Statement from Valdosta State College Registrar.

TABLE v
CIVIC EXPERIENCES INCLUDED IN PROGRAM
AS REPORTED FROM TENNESSEE INSTITUTIONS

NATURE OF EXPERIENCE	College Year	APSC	ETS	PEA- BODY	MSC	MTSC	TPI	UT	TOTAL
1. Story telling at libraries	1								
	2	x							1
	3		x						1
	4		x						1
2. Summer playground and park super- vision	1		x						1
	2	x	x						2
	3	x	x						2
	4	x	x						2
3. Sunday School and Bible School Teaching	1	x	x						2
	2	x	x						2
	3	x	x						2
	4	x	x						2
4. Youth Church and Club Groups	1		x						1
	2	x	x						2
	3	x	x						2
	4	x	x						2
5. Boy and Girl Scout Work	1		x						1
	2	x	x						2
	3	x	x						2
	4	x	x						2
6. Other Non-School Activities	1		x						1
	2		x						1
	3		x						1
	4		x						1

TABLE vi

CIVIC EXPERIENCES INCLUDED IN PROGRAM
AS REPORTED BY GRADUATES OF TENNESSEE INSTITUTIONS

NATURE OF EXPERIENCE	College Year	APSC	ETS	PEA-BODY	MSC	MTSC	TPI	UT	TOTAL
1. Story telling at libraries	1								
	2								
	3						2	1	3
	4					1	2		3
2. Summer playground and park supervision	1								
	2								
	3						2		2
	4						2		2
3. Sunday School and Bible School Teaching	1	2			2				4
	2	2			2				4
	3	2			2				4
	4	2			2	1			5
4. Youth Church and Club Groups	1	2			2				4
	2	2			2				4
	3	2			2			1	5
	4	2			2	1			5
5. Boy and Girl Scout Work	1				2				2
	2				2		2		4
	3				2			1	3
	4	1			2	1			4
6. Other Non-School Activities - Working with children at settlement house	1								
	2								
	3							1	1
	4								

TABLE vii

CIVIC EXPERIENCES INCLUDED IN THE PROGRAM AS REPORTED BY OTHER INSTITUTIONS

NATURE OF EXPERIENCE	College Year	JSC	TSC	FSU	GSC	VSC	EKS	WKS	SLC	MSC	TOTAL
1. Story telling at library	1			*							
	2						x				1
	3				x		x				2
	4				x		x				2
2. Summer playground and park supervision	1										
	2										
	3										
	4										
3. Sunday School and Bible School Teaching	1									x	1
	2					x				x	2
	3	x				x	x			x	4
	4					x	x				2
4. Youth Church and club groups	1										
	2					x					1
	3	x				x	x				3
	4					x	x				2
5. Boy and Girl Scout Work	1										
	2										
	3	x									1
	4										
6. Other Non-School Activities - 4-H Clubs, Community Chest	1			x						x	2
	2	x		x		x-				x	4
	3			x		x				x	3
	4			x		x					2

* Statement from University of Florida School of Education.

TABLE viii

CIVIC EXPERIENCES INCLUDED IN PROGRAM
AS REPORTED BY GRADUATES OF OTHER INSTITUTIONS

NATURE OF EXPERIENCE	College Year	JSC	TSC	FSU	GSC	VSC	EKS	WKS	SLC	MSC	TOTAL
1. Story telling at the library	1			2						2	4
	2						4			2	6
	3			4			2				6
	4										
2. Summer playground and park super- vision	1			4							4
	2	1		4							5
	3	4		4						2	10
	4			4			2			2	8
3. Sunday School and Bible School Teaching	1										
	2						2				2
	3	2									2
	4										
4. Youth Church and club groups	1										
	2										
	3	2		1							3
	4						4				4
5. Boy and Girl Scout Work	1									3	3
	2						1			3	4
	3	4		2						3	9
	4						2			3	5
6. Other Non-School Activities	1										
	2			5							5
	3	4		5							9
	4			5			2				7

TABLE ix

CIVIC EXPERIENCES CONSIDERED DESIRABLE TO BE INCLUDED
IN PROGRAM AS REPORTED FROM TENNESSEE INSTITUTIONS

NATURE OF EXPERIENCE	College Year	APSC	ETS	PEA-BODY	MSC	MTSC	TPI	U T	TOTAL
1. Story telling at libraries	1								
	2	x	x			x			3
	3	x	x			x			3
	4	x	x			x			3
2. Summer playground and park supervision	1	x			x				2
	2	x	x	x		x			4
	3	x	x	x	x	x	*		5
	4	x	x	x		x			4
3. Sunday School and Bible School Teaching	1	x	x			x			3
	2	x	x	x	x	x			5
	3	x	x	x	x	x			5
	4	x	x	x		x			4
4. Youth Church and club groups	1	x	x			x			3
	2	x	x	x	x	x			5
	3	x	x	x	x	x			5
	4	x	x	x		x			4
5. Boy and Girl Scout work	1	x	x			x	x		4
	2	x	x	x	x	x	x		6
	3	x	x	x	x	x	x		6
	4	x	x	x		x	x		5
6. Other Non-school activities	1		x						1
	2		x						1
	3		x						1
	4		x						1

TABLE x

CIVIC EXPERIENCES CONSIDERED DESIRABLE TO BE INCLUDED IN
PROGRAM AS REPORTED FROM TENNESSEE INSTITUTIONS BY GRADUATES

NATURE OF EXPERIENCE	College Year	APSC	ETS	PEA- BODY	MSC	MTSC	TPI	U T	TOTAL REPORT- ING
1. Story telling at libraries	1		4	4	3				11
	2			4	3	3	5		15
	3	4	4	4	3		5		20
	4			4	3	3	5		15
2. Summer playground and park super- vision	1		4	4	3	3	5		19
	2	5	4	4	3	3	5		24
	3	5		4	3	3	5	3	23
	4			4	3		5		11
3. Sunday School and Bible School Teaching	1		4			1	3		8
	2	1	4	2	1		4		12
	3		4				4	3	11
	4		4	2			5		11
4. Youth Church and club groups	1		4	3	1	3			11
	2	6	4	3	3		3		19
	3	6	4	3	3		3	3	22
	4		4	3	3		3		13
5. Boy and Girl Scout work	1			2	3	3	5		13
	2	4		4	3		5		16
	3	4	4	2	3		5	3	21
	4	4			3		5		12
6. Other Non-school Activities	1			4	3	3			10
	2			4			5		9
	3			4			5	3	12
	4			4			5		9

TABLE xi

CIVIC EXPERIENCES CONSIDERED DESIRABLE TO BE INCLUDED
IN PROGRAM AS REPORTED BY OTHER INSTITUTIONS

NATURE OF EXPERIENCE	College Year	JSC	TSC	FSU	GSC	VSC	EKS	WKS	SLC	MSC	TOTAL
1. Story telling at library	1			*		x	x		x	*	3
	2					x	x	x	x		4
	3	x				x	x	x	x		5
	4					x	-x				2
2. Summer playground and park super- vision	1					x	x	x	x		4
	2					3	x	x	x		4
	3					x	x	x	x		4
	4				x	x	x	x			4
3. Sunday School and Bible School Teaching	1					x	x	x			3
	2					x	x	x			3
	3				x	x	x	x			4
	4)				x	x	x	x			4
4. Youth Church and club groups	1					x	x	x			3
	2					x	x	x			3
	3				x	x	x	x			4
	4				x	x	x	x			4
5. Boy and Girl Scout work	1					x	x	x			3
	2					x	x	x			3
	3				x	x	x	x			4
	4				x	x	x	x			4
6. Other Non-school 2 Activities	1					x		x			2
	2					x		x			2
	3				x	x		x			3
	4				x	x		x			3

* Statement from Department of Education.

TABLE xii

CIVIC EXPERIENCES CONSIDERED DESIRABLE TO BE INCLUDED
IN PROGRAM AS REPORTED BY GRADUATES OF OTHER INSTITUTIONS

NATURE OF EXPERIENCE	College Year	JSC	TSC	FSU	GSC	VSC	EKS	WKS	SLC	MSC	TOTAL
1. Story telling at library	1	3		5				3		5	16
	2	4		5			5			5	19
	3	3		5			5	2		5	20
	4	3		5						5	13
2. Summer playground and park super- vision	1	3		5			4	3			15
	2	3		5			4				12
	3	3		5			4			4	16
	4	3		5			4			4	16
3/ Sunday School and Bible School Teaching	1	1					4	3		4	12
	2	1					4	3		4	12
	3	1		1			4	3		4	13
	4						4				4
4. Youth Church and club groups	1	1					3	2		5	11
	2	1					3	2		5	11
	3	1		1			3			5	10
	4						3			5	8
5. Boy and Girl Scout work	1	4		3			6	3			16
	2	4		3			6	3			16
	3	4		3			6			4	17
	4	4		3			6			4	17
6. Other Non-School Activities	1	1		3				4		5	13
	2	1		3			6	4		5	19
	3	1		3				4		5	13
	4	1		3				4		5	13

TABLE xiii

SCHOOL EXPERIENCES INCLUDED IN PROGRAM
AS REPORTED BY TENNESSEE INSTITUTIONS

NATURE OF EXPERIENCE	College Year	APSC	ETS	PEA- BODY	MSC	MTSC	TPI	U T	TOTAL
1. Helping teachers during preplanning and opening week of school (Sept. experience)	1	-		*					
	2	x							
	3		x			x			1
	4		x						2
2. Observing children of differing age level of work in a variety of school situations	1		x				x		1
	2		x		x		x	x	2
	3	x	x	x		x	x		4
	4		x				x		5
3. Observing and re- cording data regarding the growth and devel- opment of one child over a period of time	1						x		2
	2		x		x		x	x	1
	3		x	x		x	x		4
	4	x	x				x		4
4. Observing the ad- ministration of tests and participating in interpreting results.	1								
	2		x			x	x		3
	3		x			x	x		3
	4	x	x				x		3
5. Observing children in all stages in the process of learning to read	1						x		1
	2		x				x	x	3
	3	x	x				x		3
	4		x				x		2
6. Observe and parti- cipate with different levels of children through use of art materials and music	1						x		1
	2		x				x		2
	3		x		x	x	x	x	5
	4	x	x		x		x		4

* Mimeographed Material on Experiences Prior to Student Teaching.

TABLE xiii (continued)

NATURE OF EXPERIENCE	College Year	APSC	ETS	PEA-BODY	MSC	MTSC	TPI	UT	TOTAL
7. Observe and participate with different levels of children in play activities	1						x		1
	2		x			x	x		3
	3	x	x			x	x	x	5
	4		x				x		2
8. School library and story-telling experiences with various grade levels	1								
	2		x		x		x		3
	3		x				x	x	3
	4		x						1
9. Attendance at professional meetings	1				x		x		2
	2				x	x	x		3
	3				x	x	x		3
	4	x	x		x	x	x	x	6
10. Study school physical plant and resources available	1		x				x		2
	2		x				x		2
	3		x				x		2
	4	x	x		x		x	x	5
11. Study community environment and resources available	1		x				x		2
	2		x				x		2
	3		x				x		2
	4	x	x		x		x	x	5
12. Observe at length in two or three different school situations	1								
	2				x		x		2
	3		x				x		2
	4	x	x					x	3
13. Other experiences- Radio broadcasts, PTA programs, etc. Future Teachers	1						x		1
	2	x					x		2
	3	x					x		2
	4	x					x		2

TABLE xiv

SCHOOL EXPERIENCES INCLUDED IN PROGRAM
AS REPORTED BY GRADUATES OF TENNESSEE INSTITUTIONS

NATURE OF EXPERIENCE	College Year	APSC	ESC	PEA- BODY	MSC	MTSC	TPI	U T	TOTAL
1. Helping teachers during preplanning and opening week of school (Sept. Experience)	1								
	2								
	3								
	4	2				1			3
2. Observing children at differing age levels at work in a variety of school situations	1				2		2		4
	2	5			2		2		9
	3	5	3	4	2		2	2	18
	4	5	3	4	2	1	2	2	19
3. Observing and recording data regarding the growth and development of one child over a period of time	1				2		2		4
	2	5	2	2	2				11
	3	5		2	2			2	11
	4	5		2	2	1	2	2	14
4. Observing the administration of tests and participating in interpreting results	1				2				2
	2	5	2	2	2	1	2		14
	3	5		2	2				9
	4	5			2		4	2	13
5. Observing children in all stages in the process of learning to read	1				2		3		5
	2			4	2		3		9
	3	5	3	4	2	1	3	2	20
	4	5	3	4	2	1	3	2	20
6. Observe and participate with different levels of children through use of art and music materials	1				2				2
	2			2	2		1	2	7
	3	4		2	2			2	10
	4	4	2	2	2	1	1	2	14

TABLE xiv (continued)

NATURE OF EXPERIENCE	College Year	APSC	ETS	PEA-BODY	MSC	MTSC	TPI	UT	TOTAL
7. Observe and participate with different levels of children in play activities	1				2				2
	2	6		3	2		1	2	14
	3	6		3	2	1		2	14
	4	6	1	3	2	1	1	2	16
8. School library and story telling experience with various grade levels	1				2				2
	2			2	2		1		5
	3	2		2	2				6
	4	2	1	2	2	1	1		9
9. Attendance at professional meetings	1				2		1		3
	2				2		1		3
	3	3		2	2		1	1	9
	4	3		2	2	1	1	1	10
10. Study school physical plant and resources available	1				2		1		3
	2	4			2		1	1	8
	3	4			2		1	1	8
	4	4		2	2	1	1	1	11
11. Study community environment and resources available	1				2				2
	2				2		1	2	5
	3	3			2			2	7
	4	3		2	2	1	1	2	11
12. Observe at length in two or three different school situations	1				2				2
	2			2	2				4
	3	3		2	2			2	9
	4	3	1	2	2	1		2	11
13. Other experiences - Radio broadcasts, PTA programs, etc. Future Teachers	1								2
	2								2
	3		2						2
	4	1	2						3

TABLE xv

SCHOOL EXPERIENCES CONSIDERED DESIRABLE
TO BE INCLUDED AS REPORTED BY TENNESSEE INSTITUTIONS

NATURE OF EXPERIENCE	College Year	APSC	ETS	PEA- BODY	MSC	MTSC	TPI	UT	TOTAL
1. Helping teachers during preplanning and opening week of school (Sept. Experience)	1	*	x				x		2
	2		x			x	x		3
	3	x	x	x		x	x		5
	4		x	x	x	x	x		5
2. Observing children of differing age levels at work in a variety of school situations	1		x				x		2
	2		x			x	x		3
	3	x	x	x		x	x		5
	4		x	x		x	x		4
3. Observing and recording data regarding the growth and development of one child over a period of time	1		x				x		2
	2		x			x	x		3
	3	x	x	x		x	x		5
	4		x			x	x		3
4. Observing the administration of tests and participating in interpreting results	1		x						1
	2		x				x		2
	3	x	x	x			x		4
	4		x				x		2
5. Observing children in all stages in the process of learning to read	1		x				x		2
	2	x	x			x	x		4
	3		x	x		x	x		4
	4		x	x		x	x		4
6. Observe and participate with different levels of children, through use of art materials and music	1		x				x		2
	2	x	x				x		3
	3		x				x		2
	4		x				x		2

TABLE xv (continued)

NATURE OF EXPERIENCE	College Year	APSC	ETS	PEA-BODY	MSC	MTSC	TPI	UT	TOTAL
7. Observe and participate with different levels of children in play activities	1	x	x				x		3
	2	x	x		x		x		4
	3	x	x	x	x		x		5
	4	x	x		x		x		4
8. School library and story telling experience with various grade levels	1		x				x		2
	2	x	x		x		x		4
	3	x	x		x		x		4
	4		x	x	x		x		4
9. Attendance at professional meetings	1						x		1
	2				x		x		2
	3				x		x		2
	4	x	x		x		x		4
10. Study school physical plant and resources available	1		x				x		2
	2		x				x		2
	3	x	x				x		3
	4		x		x		x		3
11. Study community environment and resources available	1		x				x		2
	2		x				x		2
	3	x	x		x		x		4
	4		x	x	x		x		4
12. Observe at length in two or three different school situations	1								
	2				x		x		2
	3	x	x		x		x		4
	4	x	x	x	x		x		5
13. Other experiences you have had or deem desirable.	1						x		1
	2						x		1
	3	x					x		2
	4	x		x			x		3

APPENDIX C

TABLE xvi

SCHOOL EXPERIENCES CONSIDERED DESIRABLE TO BE INCLUDED
IN PROGRAM AS REPORTED BY GRADUATES OF TENNESSEE INSTITUTIONS

NATURE OF EXPERIENCE	College Year	APSC	ESC	PEA BODY	MSC	MTSC	TPI	UT	TOTAL
1. Helping teachers during preplanning and opening week of school (Sept. Experience)	1	4				2	2		8
	2	4		3			2		9
	3	4	3			2	2	2	13
	4	4	3	3		2	2	2	16
2. Observing children of differing age levels at work in a variety of school situations	1	4			2	2			8
	2	4	1		2		2		9
	3	4		1	2		2		9
	4	4			2	2	2		10
3. Observing and recording data regarding the growth and development of one child over a period of time	1				3	2			5
	2	2			3				5
	3		2		3		2		7
	4			2	3	2	2		9
4. Observing the administration of tests and participating in interpreting results	1		2		2	2			6
	2	3	2		2				7
	3		2	1	2		2	1	8
	4	3	2		2	2	2		11
5. Observing children in all stages in the process of learning to read	1	3			3	2			8
	2	3			3		2		8
	3	3		1	3		2		9
	4	3	4		3	2	2		14
6. Observe and participate with different levels of children through use of art and music materials	1				3	2			5
	2				3		2		5
	3	3	3	1	3		2		12
	4	3	3	1	3	2	2		14

TABLE xvi (continued)

NATURE OF EXPERIENCE	College Year	APSC	ESC	PEA-BODY	MSC	MTSC	TPI	UT	TOTAL
7. Observe and participate with different levels of children in play activities	1				2	2	1		3
	2	3		4	2		1		10
	3		2	4	2	2	1		11
	4		2		2	2	1		7
8. School library and story telling experience with various grade levels	1	4			3	2			9
	2			3	3		2		8
	3		3	3	3		2	2	13
	4	4	3	3	3	2	2	2	19
9. Attendance at professional meetings	1			5	3	3			11
	2	4		5	3		2		14
	3		4	5	3	3	2		17
	4	4	4	5	3	3	2	2	23
10. Study school physical plant and resources available	1		3		3	3	2		11
	2		3		3		2		8
	3	4	3	3	3		2		15
	4	4	3	3	3	3	2	2	20
11. Study community environment and resources available	1				3	2			5
	2		3		3		2		8
	3	1	3	3	3		2		12
	4		3	3	3	2	2		13
12. Observe at length in two or three different school situations	1	4			3	3			10
	2	4		5	3		3		15
	3	4	3	5	3		3		18
	4	4	3		3	4	3		17
13. Other experiences you have had or deem desirable	1								
	2	4							4
	3								
	4								

TABLE xvii

SCHOOL EXPERIENCES INCLUDED IN PROGRAM AS REPORTED BY OTHER INSTITUTIONS

NATURE OF EXPERIENCE	College Year	JSC	TSC	FSU	GSC	VSC	EKS	WKS	SLC	MSC	TOTAL
1. Helping teachers during preplanning and opening week of school. (Sept. Experience)	1										
	2										
	3										
	4			x			x				2
2. Observing children of differing age levels at work in a variety of school situations	1					x	x		x		3
	2					x	x	x	x		4
	3	x		x	x	x	x	x	x		7
	4			x	x	x	x	x			5
3. Observing and recording data regarding the growth and development of one child over a period of time	1						x		x		2
	2			x		x	x		x		4
	3	x	x		x	x			x		5
	4				x			x			2
4. Observing the administration of tests and participating in interpreting results	1								x		1
	2			x		x			x		3
	3	x	x		x	x			x		5
	4				x			x			2
5. Observing children in all stages in the process of learning to read	1						x		x		2
	2					x	x	x	x		4
	3				x	x	x	x	x		5
	4			x	x		x	x			4
6. Observe and participate with different levels of children through use of art	1								x		1
	2							x	x		2
	3			x	x			x	x		4
	4				x	x		x			3

TABLE xvii (continued)

NATURE OF EXPERIENCE	College Year	JSC	TSC	FSU	GSC	VSC	EKS	WKS	SLC	MSC	TOTAL
7. Observe and participate with different levels of children in play activities	1					x					1
	2					x		x	x		3
	3	x	x		x	x	x		x		6
	4				x	x	x	x	x		5
8. School library and story telling experiences with various grade levels	1						x				1
	2						x				1
	3		x		x		x				3
	4				x		x				2
9. Attendance at professional meetings	1						x				1
	2						x				1
	3	x			x		x				3
	4		x	x	x	x	x	x			5
10. Study school physical plant and resources available	1					x					1
	2					x					1
	3	x	x	x	x	x					5
	4					x		x			2
11. Study community environment and resources available	1				x						1
	2		x		x						2
	3	x	x		x						3
	4			x	x						2
12. Observe at length in two or three different school situations	1								x		1
	2								x		1
	3	x			x				x		3
	4			x	x			x			3
13. Other experiences offered - Making sociograms, learning to operate movie projector, film strip and slide projector, work with school records and reports, viewing teaching films, writing a case study	1	x	*								1
	2	x									1
	3	x									1
	4	x									1

* Troy State College syllabus - page 3.

APPENDIX C
TABLE xviii

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SCHOOL EXPERIENCES INCLUDED IN PROGRAM AS REPORTED BY GRADUATES OF OTHER INSTITUTIONS

NATURE OF EXPERIENCE	College Year	JSC	TSC	FSU	GSC	VSC	EKS	WKS	SLC	MSC	TOTAL
1. Helping teachers during preplanning and opening week of school (September Experience)	1							1			1
	2						5				5
	3			1							1
	4			4			1				5
2. Observing children of differing age levels at work in a variety of school situations	1							1		4	5
	2						3			4	7
	3	4		4			3			4	15
	4			1			3			4	8
3. Observing and recording data regarding growth and development of one child over a period of time	1							1			1
	2			3			2				5
	3	3					3				6
	4			3			2				5
4. Observing the administration of tests and participating in interpreting results	1										
	2						2				2
	3	2					3			2	7
	4			2			1			2	5
5. Observing children in all stages in the process of learning to read	1							1			1
	2			2			7				9
	3			2			7				9
	4			2			5				7
6. Observe and participate with different levels of children through use of art and music materials	1							1			1
	2			2			5				7
	3			4						3	7
	4			1			5			3	9

TABLE xviii (continued)

NATURE OF EXPERIENCE	College Year	JSC	TSC	FSU	GSC	VSC	EKS	WKS	SLC	MSC	TOTAL
7. Observe and participate with different levels of children in play activities	1			1			2	1		4	8
	2			1			1			4	6
	3	4		1						4	9
	4						4			4	8
8. School library and story telling experiences with various grade levels	1						2				2
	2						4				4
	3						4			4	8
	4						6			4	10
9. Attendance at professional meetings	1						2	1		4	7
	2						2			4	6
	3	3					2			4	9
	4			3			3			4	10
10. Study school physical plant and resources available	1									3	3
	2						3				3
	3	2		2							4
	4			2			1				3
11. Study community environment and resources available	1						1				1
	2	2		2							4
	3			2			4				6
	4			2			4				6
12. Observe at length in two or three different school situations	1									4	4
	2	1		1			3			4	9
	3	4		5			1			4	14
	4			2			1			4	7
13. Other experiences you have had or deem desirable	1			2							2
	2			2							2
	3	4		3							7
	4			3			1				4

TABLE xix

SCHOOL EXPERIENCES CONSIDERED DESIRABLE TO BE INCLUDED
IN PROGRAM AS REPORTED BY OTHER INSTITUTIONS

NATURE OF EXPERIENCE	College Year	JSC	TSC	FSU	GSC	VSC	EKS	WKS	SLC	MSC	TOTAL
Helping teachers during preplanning and opening week of school (September Experience)	1								x		1
	2					x			x		2
	3	x			x	x	x	x	x		6
	4				x	x	x	x			4
2. Observing children of differing age levels at work in a variety of school situations	1					x	x				2
	2					x	x				2
	3					x	x				2
	4					x	x				2
3. Observing and recording data regarding the growth and development of one child over a period of time	1						x				1
	2					x	x				2
	3		x			x	x				3
	4						x				1
4. Observing the administra- tion of tests and participa- ting in interpreting results	1										
	2					x					1
	3		x			x					2
	4										
5. Observing children in all stages in the process of learning to read	1						x				1
	2					x	x				2
	3	x	x			x	x				4
	4						x				1
6. Observe and participate with different levels of children through use of art materials and music	1										
	2					x					1
	3	x	x			x	x				4
	4					x	x				2

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[illegible]

TABLE xx

SCHOOL EXPERIENCES CONSIDERED DESIRABLE TO BE INCLUDED
IN PROGRAM AS REPORTED BY GRADUATES OF OTHER INSTITUTIONS

NATURE OF EXPERIENCE	College Year	JSC	TSC	FSU	GSC	VSC	EKS	WKS	SLC	MSC	TOTAL
1. Helping teachers during preplanning and opening week of school (September Experience)	1										
	2							1			1
	3			4						4	8
	4			5			4	3		4	16
2. Observing children of different age levels at work in a variety of school situations	1	4		3				2			9
	2	4		3				2			9
	3	4		4			6			4	18
	4	4		4			6			4	18
3. Observing and recording data regarding the growth and development of one child over a period of time	1						2	2			4
	2	1					2				3
	3	1					2	2			5
	4	2		3			7				12
4. Observing the administration of tests and participating in interpreting results	1							1			1
	2										
	3	3					1			4	8
	4			5			5	3		4	17
5. Observing children in all stages in the process of learning to read	1							1			1
	2			1			5				6
	3			3			5	3		4	15
	4			4			5	3		4	16
6. Observe and participate with different levels of children through use of art and music materials	1			4							4
	2	3		4			4			4	15
	3	3		3			4			4	14
	4	3					4	2			9

TABLE xx (continued)

NATURE OF EXPERIENCE	College Year	JSC	TSC	FSU	GSC	VSC	EKS	WKS	SLC	MSC	TOTAL
7. Observe and participate with different levels of children in play activities	1	2		4			1	1		4	12
	2	2		4				2		4	12
	3	2		4			4			4	14
	4	2		1			4	3		4	16
8. School library and story telling experience with various grade levels	1	2		4				1		4	11
	2	2		4			2			4	12
	3	2		2				2		4	10
	4	1					4			4	9
9. Attendance at professional meetings	1	3					1	1		4	9
	2	3		4			1			4	12
	3	3		4			4			4	15
	4	3		4			4	2		4	17
10. Study school physical plant and resources available	1						1	2		4	7
	2										
	3			4			5				9
	4	2		4			5				11
11. Study community environment and resources available	1							3		4	7
	2			2							2
	3	2		4			4				10
	4	3		4			4			4	15
12. Observe at length in two or three different school situations	1	1					3	4		4	12
	2	3					3	4		4	14
	3	4		4			5			4	17
	4	4		4			5			4	17
13. Other experiences you have had or deem desirable	1	4		5							9
	2	4		5							9
	3	4		5							9
	4	4		*							4

* More direct contact with different grades in directing separate activities.